A STUDY OF LEADERSHIP STYLES OF PRINCIPALS OF PRIVATE-UNAIDED SCHOOLS AND ITS RELEVANCE TO MOTIVATION OF TEACHERS IN PUNE CITY

A THESIS SUBMITTED TO

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SUBMITTED BY

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Undertaking

I, Sheena Richard Pereira, have registered my name for the Ph.D. Course in Management Subject.

The undertaken research is entitled as "**A Study Of Leadership Styles Of School Principals In Private- Unaided Schools And Its Relevance To Motivation Of Teachers In Pune City".** Under the supervision of, **Dr. C. Sunanda Yadav.**

I solemnly affirm that the thesis submitted by me is my own original work. I have gone through extensive review of literature of the related published / unpublished research works and the use of such references made, have been acknowledged in my thesis. The title and the content of research are original.

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Abstract

Purpose of the Study:

The primary purpose of this study is to identify the leadership styles of the school Principals of Private Unaided-Schools in Pune city and determine the relationship and relevance of leadership to the motivation of the teachers. The present study also attempts to find out any relationship between the leadership style adopted by the Principals and the age of the school.

Background:

Russel Greg[i] has defined educational administration as the process of utilizing appropriate materials in such a way so as to promote development of human qualities effectively. It is concerned with not only the development of children and youth but also with the growth of adults and particularly of school personnel. Thus, educational administration integrates the human as well as the material resources along with effective laws and regulations.

The last two decade has seen more change in the field of education in India the previous half century. The use of technology and the dependence on the internet has proved to be the game changer. It is anticipated that much of what a student learns in school will become redundant by the time he or she joins the work force. Therefore, the moot question to the leaders of the educational institutions is how to prepare the future generations with knowledge and skills for an uncertain future.

It must be acknowledged, that in a continually data streaming society, it is unimaginable for anybody to be the storage facility of all data. Knowledge and information are now available at the click of a button and educators need to continuously update themselves. Furthermore, they need to get familiar with the art of unlearning and relearning. A school Principal as the leader of the institution is not only the agent of change but also the manager of change. His /Her style will define the attitude towards change influencing the rest of the teaching body and his/her pupils at large**.**

Participation of all the stakeholders in the field of education is essential for all round development in the field of learning to take place. Leaders who have set up their very

own unique leadership style over the years find it hard to change over to a more updated techno-savvy technique for working. In this resistance to change, they feel that their ego is struck, their shortcomings stand exposed and their failure to adapt rapidly to the change may stand uncovered.

Pune city has evolved into a vibrant educational hub. It attracts students and working professionals from all over India and Maharashtra. The growing population has given rise to the need for quality education at the school level. This demand has been fulfilled and continues to be fulfilled by the private unaided schools. Due to the increase in the number of schools, there is a need to focus on the primary stakeholders who run these institutions. The leadership provided by the Principals and the motivation and job satisfaction of the teachers. Undoubtedly, the relationship between the unique leadership styles and their relevance to motivation and job satisfaction of the teachers will influence the learning outcomes of the students.

Research Methodology

This research intends to determine the relevance of a specific leadership style to the motivation and job satisfaction of the teachers.

Leadership:

Leadership style is the typical approach that a particular person uses to lead people. Stated differently, the behavior a leader exhibits during supervision of subordinates is known as leadership style. Leadership style is said to comprise two distinct elements-the leader's assumptions about subordinates and the leader's actual behavior while interacting with subordinates. However, this distinction is not made in academic circles (where emphasis is more on leader behavior).Therefore, it is important to keep it in mind, particularly when changes in leadership behavior are desired. A change in leader behavior can be achieved by either changing the leader's assumptions about people or by first forcing behavioral change of the leader and then hoping for attitudinal change later.

This research has focused on six leadership styles. It also maps these different leadership styles of Principals based on the perception of the teachers working under them.

The six leadership styles are:1) Autocratic, 2) Democratic 3) Transactional, 4) Transformational, 5) Passive- Avoidant and 6) Laissez Faire

Motivation and Job Satisfaction

The second aspect of focus is the Motivation and Job Satisfaction of the teaching staff. This refers to a set of forces that energizes people to behave in certain ways. Motivation is necessary to accomplish tasks, to produce quality goods and for other related purposes. Motivating teachers however, is not an easy job. Change of workforce, change of job designs and de-layering of organizations make motivating a difficult task. Of course due importance is to be given to the other factors that influence the motivation of the teachers. However, this study has focused on the leadership styles adopted by the School Principal and its' relevance if any, on the Motivation of the teachers. This study also further established relationships between Motivation and Job Satisfaction. During the study an effort was made to ascertain if a relationship existed between specific Leadership Styles and Motivation. Further, relationships are established between specific Leadership Styles and Job Satisfaction and Motivation and Job Satisfaction.

Aims and Objectives of the Study[ii]

The importance of having a motivated workforce is very important in a school environment. Therefore it is important to study the relationship between the leadership styles of school Principals and the relevance it has on the motivational levels of school teachers. This study will benefit school managements, principals and the entire teaching fraternity.

- To study the relevance of a particular leadership style on the motivation of the teachers

- To study the leadership style patterns of school principals and its co-relation with the year of establishment of schools.

Section (d): Hypothesis[iii]:

H1 Leadership style of the School Principals has relevance to the motivation of teachers.

    H1.1 Autocratic Leadership style of the Principal has relevance to Motivation of Teachers.

H1.2 Democratic Leadership style of the Principal has relevance to the Motivation of Teachers.

H1.3 Transactional Leadership style of the Principal has relevance to the Motivation of Teachers.

H1.4Transformational Leadership style of the Principal has relevance to the Motivation of Teachers.

H1.5 Passive Avoidant Leadership style of the Principal has relevance to the Motivation of Teachers.

H1.6 Laisse Faire Leadership style of the Principal has relevance to the Motivation of Teachers.

H1.7 Motivation has a relationship with Job Satisfaction

Ho2 The leadership style of the Principal is not dependent on the age of the schools.

H02.1: School below 10 years of Age does not differ in Leadership style.

H02.2: Schools from 11-20 years of Age do not differ in Leadership style.

H02.3 Schools from 21-30 years of Age do not differ in Leadership styles.

H02.4 Schools from 31-40 years of Age do not differ in Leadership styles.

H02.5 Schools from 41-50 years of Age do not differ in Leadership styles.

H02.6 Schools from 50 years and above of Age do not differ in Leadership styles

The study is descriptive in nature and comprises of 53 Principals and 851 respondent Teachers. These were chosen randomly from the population of respondent teacher employed in private unaided schools in Pune city.

To identify leadership styles of the school Principals, an adapted version of the Leadership Behavior Description Questionnaire (LBDQ) FORM XII has been used**.** The present study has been based on the well-known leadership styles assessed from the sample schools, namely; (1) Autocratic Leadership, (2) Democratic Leadership,(3) Transactional, (4) Transformational, (5) Passive Avoidant and (6) Laissez Faire.

An extract of the Teacher Motivation survey has been adopted from the survey, called, "Quantative assessment of teacher motivation, classroom practices and, student learning", developed in 2015 by Ronald Abraham and et. al. Published in Indinsight. The questions were adapted to enable the determination of motivation and job satisfaction of the teachers and incorporated in the questionnaire. Once the leadership style of the Principal is profiled, the relationship with the motivation and also job satisfaction of the teacher can be established.

The questionnaire was administered to 50 teachers during the pilot study for the reliability and validation of the questionnaire.

The results of the Pilot study validated the questionnaire and the questionnaire was found suitable for the data collection for the study.

Data analysis Model Fit Analysis and Hypothesis Testing:

The data obtained from the responses to the questionnaire has been processed with the help of M/S Excel spread sheet. The formal tabulation of the questionnaire has been used to ascertain descriptive statistics of the frequencies obtained from quantified responses with the help of M/S Excel. This processing and tabulation of the data has been used to enhance the understanding of the quantified details. Descriptive aspects of the data have been presented using tables and appropriate charts.

The data in the excel format was further transferred to the SPSS software package for further inferential analysis. This inferential analysis has been made by applying, arithmetic mean, standard deviation for the descriptive statistics. Hypothetical model preparation using Path coefficient was used. Model fit analysis was done using five fit indices: CIN/DF (Minimum Discrepancy as index Chi- square), Comparative Fit Index, Goodness of Fit, Adjusted Goodness of Fit, RMSEA (Root Mean square error of approximation). Repeated ANOVA was used for Hypothesis testing. The following hypothesis and sub hypothesis were tested:

H1 Leadership style of the School Principals has relevance to the motivation of teachers.

> H1.1 Autocratic Leadership style of the Principal has relevance to Motivation of Teachers.

H1.2 Democratic Leadership style of the Principal has relevance to the Motivation of Teachers.

H1.3 Transactional Leadership style of the Principal has relevance to the Motivation of Teachers.

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H02.6 Schools from 50 years and above of Age do not differ in Leadership styles

Findings Conclusions and Suggestions

The first Hypothesis examined was accepted. It was found that leadership style of the School Principal had a significant relationship with Motivation. It was discovered that Democratic Leadership and Transformational Leadership Style had a direct relationship with Job Satisfaction. Motivation mediates the relationship with Job Satisfaction in the case of Autocratic, Transactional and Laissez Faire Leadership. Except for Passive Avoidant Leadership style all the other five Leadership styles are significant predictors of motivation.

The findings indicate that Democratic Leadership and Transformational Leadership if adopted by the School Principals will not only have a relevant relationship to Motivation but will also influence Job Satisfaction.

The second Hypothesis was rejected and the null was accepted. The findings indicated no relationship between the age of the school and the leadership styles of the school Principal.

These findings draw attention to the importance of the Leadership style practiced by the School Principals and the relationship with Motivation and Job Satisfaction of the Teachers. The results of this study may be used by school managements as criteria in the selection of the Principal. This study may also be extended to the aided schools as well as to other cities of Maharashtra.

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[i] http://shodhganga.inflibnet.ac.in/handle/10603/11883- Leadership behavior of principals in high and low performing secondary school of Goa in relation to certain relevant variables- Researcher- Russel D Souza, Guide Pradhan, SK

[ii] C.R. Kothari, Research Methodology: Methods and Techniques, New Age Publication,2007, P-2

[iii] C.R. Kothari, Research Methodology: Methods and Techniques, New Age Publication,2007, P-13-14

Chapter -1

INTRODUCTION

Leadership and Learning are indispensable to each other- John F Kennedy

The Management Guru, Peter Drucker while delivering the Godkin lectures on the theme of "knowledge worker and knowledge society said "These are unprecedented developments, profoundly affecting social structure, community, government, economics and politics. What is even more astonishing and even less precedential is the rise of the group which is fast replacing both history's traditional groups and the groups of industrial society; the group which is fast becoming the center of gravity of the working population; the group, incidentally, which is fast becoming the largest single group (though by no means a majority) in the work force and population of post-industrial society and in every developed country: knowledge workers.

The first implication of this is that education will become the center of the knowledge society and schooling its key institution. What knowledge mix is required for everyone? What is quality in learning and teaching? All these will, of necessity, become central concerns of the knowledge society and central political issues. In fact, it may not be too fanciful to anticipate that the acquisition and distribution of formal knowledge will come to occupy the place in the politics of the knowledge society which acquisition and distribution of property and income have occupied in the two or three centuries which we have come to call the Age of Capitalism.

Paradoxically, this may not necessarily mean that the school as we know it will become more important. For, in the knowledge society, clearly more and more of knowledge, and especially of advanced knowledge, will be acquired well past the age of formal schooling, and increasingly, perhaps, in and through educational processes which do not center on the traditional school, e.g. systematic continuing education offered at the place of employment. But, at the same time, there is very little doubt that the performance of the schools and the basic values of the schools will increasingly become of concern to society as a whole, rather than be considered professional matters that can be left to the educator. We can also predict with high probability that we will redefine what it means to be an educated person."

It must be acknowledged, that in a continually data streaming society, it is unimaginable for anybody to be the storage facility of all data. Knowledge and

information are now available at the click of a button and educators need to continuously update themselves. Furthermore, they need to get familiar with the art of unlearning and relearning. A school Principal; as the leader of the institution, is not only the agent of change but also the manager of change. His /Her style will define the attitude towards change influencing the rest of the teaching body. She /He have to usher in change in a manner which will be effective and acceptable to the teachers. Otherwise teachers will be demotivated and reject change which will undoubtedly be detrimental to the growth of the school and its pupils at large**.**

The last two decade has seen more change in the field of education in India the previous half century. The use of technology and the dependence on the internet has proved to be the game changer. It is anticipated that much of what a student learns in school will become redundant by the time he or she joins the work force. Therefore, the moot question to the leaders of the educational institutions is how to prepare the future generations with knowledge and skills for an uncertain future.

Participation of all the stakeholders in the field of education is essential for all round development in the field of learning to take place. Leaders who have set up their very own unique leadership style over the year find it hard to change over to a more updated techno -savvy technique for working. In this resistance to change, they feel that their ego is struck, their shortcomings stand exposed and their failure to adapt rapidly to the change may stand uncovered.

01.1 Education system in India and Pune[i]

 This study requires to be understood in the context of the evolution of the process of educational system in India. The historical development of the educational system is discussed below**.**

1.1.1 Education in the post –independence period of India

India gained   its independence from Britain in 1947. This was a turning point for our nation in terms of its socio-economic and educational progress. The educational system was a legacy of the British. It was not   spread uniformly across the country nor was it accessible to all classes of society. It was definitely not, enough to take care of the educational needs of a rapidly growing economy; and a nation which was itching to take its place on the world stage. Illiteracy was high.   The Indian

constitution adopted in 1950 ensured that education continued to be a principal responsibility of all state governments. The union government assumed responsibility of research and higher education as well as coordination of educational facilities[ii].

In the mid 1950's the Planning Commission prepared a blue print for the advancement of the country and this included education. Progressive five year plans were drawn up and the focal point was (1) to accomplish widespread rudimentary instruction or elementary education, (2) to eradicate illiteracy totally, (3) to design and implement training programs that enhance professional skills, vocational skills and other skills. (4) to restructure and update all stages of education, emphasizing technical training, science, and ecological instruction that are based on ethical quality. It also emphasized the association between school and work, and (5) to make available infrastructural amenities to educational institutions of high qualities in each district of the nation. In First Five Year Plan 7.9% of the total assigned plan outlay cost was allocated for education. In Second and Third Plan, the distributions were 5.8% and 6.9% of the complete outlay planned. In Ninth Plan however, just 3.5% of the total plan outlay was designated towards education.

The legislature of India designated three significant commissions for recommending instructive changes. The University Education Commission of 1949 made noteworthy recommendations in regard to the overhauling of courses, systems of evaluation, means of guidance, understudy supervisions, and the recruitment of teachers.

The Secondary Education Commission of 1952–53 focused primarily on optional and teacher instruction. During the period of 1964-66 the Education Commission made a complete review of the entire field of education. A national model for all phases of instruction was built by the Education commission. The report of the Commission incited a resolution on a national plan for education. This policy was officially issued by the Indian legislature in July 1968. This approach was reviewed and overhauled in 1986. The new approach underlined educational innovation, morals, and national integration. A centralized core curriculum was formulated and introduced in order to have a common standard of education throughout the nation.

The Cabinet Minister headed the Ministry of Human Resource Development. An integral part of this ministry was the national department of education. The national and state governments were guided by the Central Advisory Board of Education.

However, a few independent organizations were connected to the Educational Department. The most noteworthy bodies were: the All-India Council of Technical Education (1945), University Grants Commission (1953), and National Council of Educational Research and Training (1961).

The AICTE guided and advised the legislature on specialized training and guidelines for the advancement of specialized instruction. The second body coordinated and promoted college instruction and established the norms of examination, and research in the colleges. It had the right to question the budgetary practices for the educational institutions and also to give awards. The third body made an effort on the improvement on the quality of school education. It advised and instructed the Human Resource Development Ministry and guided them regarding the formulation of programs as well as implementing of policies in the educational field.

More than 1,000 Central Schools are run by the Central Government for offspring of central government employees. It created schools offering excellence in instruction to qualified high achievers; irrespective of ability to pay or financial foundation. The seventh five-year plan (1985–90) resolved each district shall have one such school. The state governments were in charge of all other elementary and secondary education.

The quantity of educational institutions in India significantly increased from the 1950 to 1980's. The primary schools, particularly, experienced fast development in light of the fact that the states gave most of them priority to the universalization of elementary education; satisfying directives enshrined in the constitution. The directive principles of state policy ensure that all children up to the age of 14 would be provided free and compulsory education. Most, though not all, children were to have a primary school within 1 km (0.6 mile) radius of their homes. The national policy on education was revised by the government in 1986. It stated that by 1990 all children who reached the age of 19 years would have received at least five years of formal education. This was to cater to the changing socio-economic needs of the country. To battle the evolving financial needs of the nation, Govt. of India formulated another National Policy on Education in 1986. Universalization of primary education, vocational emphasis of secondary instruction; specialization of higher education were the principle focus of this policy.

1.1.2 Right to Education (RTE)

Article 21-A was inserted by the Constitution (Eighty-sixth Amendment) Act, of 2002, to make available free and compulsory education of all children in the age group of six to fourteen years. As per the law this is considered as a Fundamental Right determined by the State. The consequential law of Right of Children to Free and Compulsory Education (RTE) Act, 2009, envisioned under Article 21-A, meant that each child has a right to full time primary education of satisfactory and reasonable quality in a formal school which satisfies certain critical norms and standards.

Article 21- A and the RTE Act was effective from April 1, 2010. The title of the RTE Act includes the words 'free and compulsory'. As per the meaning of 'Free education' no child, apart from the child who has been admitted by his / her parents to a school which does not receive the appropriate Government aid, shall be required to pay any kind of fee or charges or expenses which may stop him / her from completing primary education. 'The onus of Compulsory education' is an obligation on the appropriate Government and local authorities to arrange for and guarantee admission, attendance and completion of primary education by all children in the age group of 6-14 years. With this, our country has evolved and ensured a framework based on rights. This casts a legal responsibility State and Central Government to implement this fundamental child right as protected in the Article 21A of the Indian Constitution, in agreement with the provisions in the RTE [iii]

The Union Budget, 2018-19, has proposed to treat school education holistically without segmentation from pre-nursery to Class 12. Samagra Shiksha - an overarching program for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

This Act also gave directives to the private and unaided schools to reserve 25% of their seats in the entry level class for students from socio- economically backward classes .All private , unaided schools were to follow this directive except for schools who had been conferred the minority status by the minority commission in New

Delhi. This directive by the government was received by mixed responses by school managements as well as the teaching community.

Managements were concerned about the economics as the government was not prompt in payment towards the education of these reserved seats. This impacted the cash flow of schools that were private, unaided and dependent on the fees to pay the salaries of teachers. Teachers in turn were concerned about bridging the learning gap and the challenges of integrating children from diverse background into a progressive learning environment.

However, there is no doubt, that education has come a long way since independence. The focus has shifted to learning outcomes and achievement levels. Both Government and society have recognized that education and skill development is the only way to maximize the huge human resource that our country has at its disposal.

However, in spite of the enactment of various laws the onus of education has been taken up by private schools. In the last decade the number of private schools in the country, state of Maharashtra and especially in the city of Pune has multiplied exponentially. Pune city has seen private schools come up in every neighborhood and yet there is a further demand for schools.

As the number of schools is increased so is the demand for teachers. Private schools do not pay as much as the Government schools (which now pay the remuneration decided by seventh pay commission to all teachers.) However, a high attrition rate, shortfall of qualified teaching faculty and a rise in demand has provoked research into the management of schools. Leadership of schools, motivation and job satisfaction of teachers are factors understood to be influencing the learning outcomes of students. This in turn has an influence on the employability of these students.

1.2 Profile of Pune City

In this chapter, it is endeavored to present a profile of the city of Pune bearing in mind that it is a modern day educational hub and has been known as the Oxford of the East.[iv] It has been estimated that almost 50% of the total international students in the India are studying in Pune[v]. In the last decade several research institutes and business organizations of Information technology have established their base in Pune and this has attracted a large number of students and professionals from India and overseas.[vi]

This phenomenal growth in the infrastructure of the city has caused the geographical boundaries to be pushed as the city is now home to an ever growing population. It is estimated that Pune is now home to 7.1264 Million people (Estimated).**vii**

The following table shows the population of Pune since the last five years

Table No. 1.1 Population of Pune

SR. NO.	YEAR	POPULATION
1	2014	5 MILLION
2	2015	5.7 MILLION
3	2016	5.92 MILLION
4	2017	6.36 MILLION
5	2018	6.772 MILLION

Source: https://indiapopulation2019.com

On observation of the population figures of Pune, between 2014-18, it is obvious that the population had risen by 1.772 Million in 5 years; On an average, the population is rising by 0.3544 Million every year.

1.2.1 Demography of Pune:

The significance of Pune city for the purpose of this study has been characterized as the geographical boundaries of Pune Municipal Corporation and Pimpri - Chinchwad Municipal Corporation. This whole territory of Pune City as referenced above is in the Pune District which is situated at latitude – 18° 52' North, and 73° 85.67' East longitude. Pune City encompasses 15463 sq. Km. area of Maharashtra State. The district has one major river flowing through it. The Bhima River flows from Bhima Shankar towards Sholapur District. The district has 14 subsidiary tehsils and each tehsil has a tributary river flowing through it. This indicates the existence of water resources which are essential for the development and sustenance of the population. The Pune Municipal Corporation in 2001 has indicated that, 40% of the general population lives in the slums. The rapid development during 1991-2001 is due to the ingestion of 38 peripheral towns and villages into the Pune city limits. The literacy (education) rate of the city was 86.15 in the year 2011 which increased as compared to the literacy rate of 80.4 in 2001. Marathi is the primary language spoken. Though

this is the predominant language English and Hindi are also understood and spoken by the population as well. The city has a remarkable impact of Marathi language and culture since it was the base of the Maratha Empire.

1.2.2 Population Density and Growth of Pune:

The density of Pune's population is approximately 603 people for each square kilometer. The urban cluster which comprises of Khadki and Dehu has had a significant influence in the development of its population in the recent 15 years. From around 4,485,000 out of 2005, its urban cluster has created to around 5 million in the year 2011. One of the vital causes for such a rapid growth in population and development of Pune city is relocation. The migrating populace has seen a 100% improvement during the timeframe of 2001-2005.

The city has seen a extraordinary growth in its masses because of rapid urbanization. Growth in population has ascended to new heights as there are more people heading towards Pune for employment. According to the most recent figures, populace growth of Pune city is 3.4% consistently every year.

Research establishments of information and technology sector, management training centers and educational institutions continue to attract working professionals and students from both within the country as well as abroad. Some schools and colleges in Pune have instituted student exchange programs with universities in Europe, America and other parts of the world. Pune also is an important center for the preparation of the Civil Services Examinations.

This rapid growth in the population of Pune city has given rise to the need for a large number of educational institutions. The Government Schools run by the Pune Municipal Corporation, as well as, schools aided by the government is unable to cater to the needs of this growing population. This has given rise to a demand for private, unaided school particularly those teaching in   English medium.

According to an article in the Indian Express dated April 16, 2019, school education sector has seen a 100 percent rise in the last two decades. In 2004 there were only 2004 school affiliated to the state board, it rose to 3045 in 2017. Added to that is a sharp rise in the number of CBSE schools crossing over 100 and ICSE which are

estimated to rise to over 40 by the next academic session. Apart from these, Pune has seen the establishment of several IB schools which cater to the needs of a diverse population, including expatriates.

Diagram No. 1.1 Map of Pune city

1.3 Private, Unaided Schools

For the purpose of this study private schools may be distinguished from Government Schools. Private schools are managed by an educational trust which is required to be registered with the Honorable Charity Commissioner, Pune.

Previously many schools were founded by missionaries and philanthropists. Certain schools were founded expressly for the purpose of catering to the needs of minority communities. These could be either for religious or linguist minorities. Some of the private schools receive aid from the government to pay salaries of the teaching staff. However, a large number of private schools are now permanently non grant in aid.

The word aid in this study refers to the financial grant-in-aid provided by the Maharashtra State Government to certain educational institutions. This aid is normally in the form of the teachers' salaries which are paid from the government exchequer to the teachers employed in the aided schools. Currently the Government of Maharashtra is not providing aid to new institutions being founded. This effectively means that they have no financial support from the government.

These institutions have to bear the all expenses, including that, of the teachers' salaries from their own resources; which are limited to the school fees.

Private schools have been prevented from taking financial donations. Their income is limited to fees charged by the school which is subject to regulation by the Maharashtra Educational Institutions (Regulation of Fee) Act 2011. According to an amendment to this act, parents can pay fees monthly, bi-monthly, quarterly, half-yearly or on a yearly basis. School managements are allowed to increase the fees by 15% once every two years with the approval of 75% of the parent body.

1.4 Number of Private Unaided Schools in Pune

According to the Unified District Information System for Education (UDICE) in 2015 there were 409 schools in PMC area and 237 schools in PCMC area. In 2016-17 there were 421 schools in PMC area and 246 schools in PCMC area. In 2017 – 18 it grew to 463 in PMC and 295 in PCMC area. This data encompasses all schools registered in the Unified District Information System for Education and includes schools of all mediums of instruction, all boards and aided as well as unaided schools.

Table No. 1.2 Number of schools in Pune

Sr. No.	Year	No. of schools
1	2017-18	463
2	2016-17	421
3	2015-16	409

Source: UDICE

1.5 Profile of Schools Examination Boards in Pune City

This research focused on schools affiliated to the undermentioned three examination boards. They are:

1. Maharashtra State Board (SSC)

2. Central Board for Secondary Education (CBSE)

3. Council for the Indian School Certificate Examination (ICSE)

There are a few schools affiliated to international boards like International Baccalaureate e.g. Mercedes Benz school which caters to the children of expat employees in Pune city. However, these schools are not part of this study.

1.5.1 Maharashtra State Board of Secondary and High Secondary Education (SSC & HSC)

The Maharashtra Act No. 41 of 1965 established an autonomous body known as the Maharashtra State Board of Secondary and Higher Secondary Education, Pune. The Board directs and conducts the HSC and SSC Examinations in the geographical region of Maharashtra through its nine Divisional Boards situated at Pune, Mumbai, Aurangabad, Nasik, Kolhapur, Amravati, Latur, Nagpur and Ratnagiri. The Board conducts examinations two times every year. The quantity of pupils preparing for main examination is around 14 Lacs for Higher Secondary Certificate (Grade 12) and 17 Lac's Secondary School Certificate (Grade 10), for supplementary examination around 6 Lacs pupils are normal. This includes, HSC and SSC. There are around 21000 schools (SSC) and 7000 (HSC) Higher Sec. Schools/Jr. universities in the whole state.

The board is responsible for formulating, implementing and upholding the standards and guidelines in accordance with the rules set by the state as well as central boards. It is additionally independently responsible for determining the scope and syllabus/ curriculum of all classes. This includes text books, scoring of the centralized tests/ examinations, conducting fair examinations and providing justice in an unbiased manner in the event of a dispute.

The number of pupils presented for the main examination is approximately 1,400,000 for Higher Secondary Certificate (HSC) and 1,700,000 for Secondary School Certificate (SSC) each year.

Tests are typically held in the long months of March, and October consistently; and results are declared in June and January separately. March / April ends the academic year a. The new academic year commences in the month of June in the state of Maharashtra.

The Pune Divisional Board was founded in 1966 and caters to the needs of Pune District which comprise of Pune, Ahmednagar and Sholapur.

1.5.2 Central Board of Secondary Education (CBSE)

The Central Board of Secondary Education (CBSE) is a leading body of education in India at a national level. It grants affiliation to both private and public schools managed and controlled by the Central Government of India. CBSE has directed all schools partnered to implement and adhere only to the NCERT curriculum. There are roughly 19,316 schools within India and 211 schools in 28 countries outside India; which are affiliated to the CBSE board.

In 1921, Uttar Pradesh Board of High School and Intermediate Education was founded as the pioneer board of education in India; this was under the authority of Rajputana, Central India and Gwalior. The legislature of India, in 1929, instituted a combined Board named "Board of High School and Intermediate Education, Rajputana". This comprised of Ajmer, Merwara, Central India and Gwalior. Consequently it was limited to Ajmer, Bhopal and Madhya Pradesh. In 1952, it evolved into the "Focal Board of Secondary Education".

CBSE has granted affiliation to all Kendriya Vidyalayas, all Jawahar Navodaya Vidyalayas, non-public schools and the majority of the schools recognized by the central government of India. Currently CBSE has 10 regional offices. Each year in the month of March, CBSE conducts final examinations for Class 10 and Class 12.

CBSE additionally conducts AIPMT (All India Pre Medical Test) whose scores are required for admission to all the medical education schools in India. 2014 onward CBSE was granted the authority to conduct the National Eligibility Test for the award

of junior research fellowship programs and qualification for teachers. This examination is a pre requisite for educators at institutions of higher learning. Additionally to these tests CBSE also leads the eligibility test for central teachers' and also the Class X standard optional proficiency test. With the expansion of NET in 2014, the CBSE has turned into the largest examination body in the world in terms of volume of students.

Union Cabinet led by Prime Minister Narendra Modi on 10 November 2017, cleared a proposal for the formation of a National Testing Agency (NTA) which will direct different selection or entrance tests. At present, Central Board of Secondary Education (CBSE) conducts National Eligibility cum Entrance Test (NEET), Central Teacher Eligibility Test (two times per year) UGC's National Eligibility Test (two times every year) and also the entrance examination for Jawahar Navodaya Vidyalayas.

1.5.3 Council for Indian School Certificate Examination (ICSE)

The Council is comprised so as to verify reasonable portrayal and suitable representation of: Indian Government, all State Governments and Union Territories; where there are Schools subordinate to the Council, the Inter-State Board for Anglo-Indian Education, the Association of Indian Universities, the Association of Heads of Anglo-Indian Schools, the Indian Public Schools' Conference, the Association of Schools for the ISC Examination and individuals co-picked by the Executive Committee of the Council.

In 1952, an All India Certificate Examinations Conference was held under the Chairmanship of Maulana Abul Kalam Azad, Minister for Education. The fundamental motivation behind the Conference was to consider the substitution of the foreign Cambridge School Certificate Examination by an All India Examination. This set the plan for the foundation of the Council.

In October 1956 at the gathering of the Inter-State Board for Anglo-Indian Education, a proposition was embraced for the setting up of a Council of Indian origin to control the University of Cambridge, Local Examinations Syndicate's Examination in India. It was also meant to prompt the Syndicate on the most ideal approach to adjust its

assessment to the requirements of the nation. The debut meeting of the Council was conducted on third November, 1958.

In December 1967, the Council was enrolled as a Society under the Societies Registration Act, 1860.In 1973; the Council was recorded in the Delhi School Education Act 1973, as a body leading "open" assessments. There are three assessments that are conducted by the Council for Indian School Certificate Examinations. These examinations are; the Indian Certificate of Secondary Education (ICSE – Class X); The Indian School Certificate (ISC – Class XII) and, the Certificate in Vocational Education (CVE - Year 12). The decisions regarding subjects and schedules suggested for these evaluations are changed and designed to nurture the unique potential of individual students.

1.6 Principal as a Leader and His/ Her role in the Management of a School

 In an academic environment, a teacher is not only the philosopher or guide but also a mentor. S/He starts with identifying and recognizing the latent talents and skills of the students and wards. His /Her role is to provide them with guidance and facilitate their growth, all the while infusing them with a sense of confidence in their abilities to perform and achieve their potential. The teachers' role is to awaken in students the desire to strive for greater goals, to restructure and resurrect their dreams when they are dejected by failure or hurdles.

The Principal of a school is head of the institution. S/ He are the principal teacher. The ethos of the institution is reflected in her/his leadership. In ancient India, where the "guru –shishya parampara" was practiced, there was only one teacher. He was the master or the guru. He was the chief disseminator of knowledge and was responsible for the inculcation of skill. In modern times the frame work of a school has evolved. It is now considered to be a place where many students come together for the purpose of learning. They are taught a variety of subjects by different people who are specialist in their particular sphere. Thus we have moved from generalization to super specialization. Even the dissemination of information is done by a variety of teachers based on their subject knowledge and skill. As the complexity of the organizational framework of the school has evolved, so has the role of the Principal Teacher.

The evolution of the school set up has also seen a development in the role of the Principal. This role has changed, to become one which is involved in the day to day administration of the school. Such a role has taken the shape of more of a management function. The Principal is often, only, working in the capacity of overseeing the day to day activities of teachers' who are subordinate to him or her.

In most schools today, the job definition and role of both, the Principal as well as the Teachers is very clearly defined. The objective of the educational institution is to equip the students with the appropriate knowledge and skill within the specified frame work. The Teachers have to work in imparting this knowledge and evaluating the understanding of the same. They also have several routine tasks which are part of the school academic and social calendar. The Principal, who is often assisted by supervisors/coordinators, has to ensure that work is carried out within the frame of the syllabus. S/ He also have to ensure that the overall learning environment is aligned to the directions of the specific educational board that the school is affiliated to. Further, the Principal has to ensure all administrative and legal requirements are met in keeping with government mandates

It is evident to achieve all this the Principal has to play a decisive leadership role. S/ He is the Captain of the team. Like any game of football or cricket, the captain decides which played plays in a particular position according to their specific skill. Similarly, the Principal decides which teacher will teach a class and the subject depending on their specific qualification and skill set.

Leadership in terms of directing the team and ensuring that the mission and vision of the school management is achieved has become a major part of the Principal's role. S/He is the Leader of the teachers and the direction of the institution is largely dependent on the leadership style adopted by the Principal.

The ability of leaders or administrators to organize and integrate distinct and understandable business related concepts so that the members of the team and organization can survive in the dynamic business and competitive environment is the essence of being an effective leader. Similar to a business organization, the school Principal also has to understand the aspect of education the deals with the Human Resource. This is of primary importance for the teaching fraternity who provide key input in a school environment. One of the main tasks of a Principal or the Head of the

Institution is to provide leadership which will inspire and motivate the teachers of the school. This is done in such a manner that will ensure that the mission and vision of the school to impart quality education to the students is fulfilled. The most successful school leaders are the ones that invest and maximize the potential to enhance their creativity and thereby guarantee the commitment to the school educational goals. However, in order to reach this, it is imperative that the school leader is aware of the appropriate leadership style to be adopted and also be aware regarding the measure and level of influence that is required dependent on the relevant climate in order to maximize the motivation and ensure that the employees perform specific tasks (Dawson 1992)

Building on the spirit of mentorship, the Principal or Head of an Institution also mentors a few of the members of the teaching community who demonstrate potential skills and competence to fulfil future leadership roles.

Leadership Mentoring is unique from all others types of mentoring or coaching. It is not the simple acquisition of a single skill or competence but an amalgamation of many such skills. A leader who is also a mentor should also be an ideal role model and lead by example. S/He has to prove herself/ himself to the follower and only then can s/ he expect the mentee or even the larger cohort to follow her/ his footsteps. If the Principal cannot rise to the standards set by s/he will lose the confidence of the subordinates. The teachers will no longer value or have belief in the system which will in turn impact the teaching and learning environment at large.

1.7 Principal's role as the Motivator of Teachers

The educators or teachers assume a significant role in the efficiency and nature of the school or learning environment. They are people and not machines and hence are subject to feelings and emotions which effect the execution of their duties and responsibilities. .These teachers can never be replaced by machines. They legitimately serve the larger interests of the nation and instill in the next generation the core values to of citizenship and nation building. Therefore teachers in India should be managed, compensated and supervised within the framework of the rules specified by law. Like every workman, teachers too are required to be motivated in their work. Unless this happens, the quality of the teaching will suffer and the outcome will reflect in low learning outcome of the pupils. This in turn will ultimately reflect on the poor

knowledge and skills of the student. The employability of these students is dependent on their knowledge and skill. If it is poor, large amounts of valuable resources will be required to reskill these people. The economy of the nation is dependent on the ability of its people to inculcate a healthy learning environment .This will ensure that the correct skill development has taken place. Technology has been the disruptive factor in the last two decades and unless teachers are motivated to imbibe a love for learning in their students. Much of what is taught today will be redundant by the time these students reach the employment market.

The external factors that motivate the teachers may be the educational policies of the government. This would cover a large gamut of human resource policies right from recruitment, remuneration and compensation, promotion, skill and knowledge upgradation programs, leave policies, free education for children and retirement benefits. These factors are common to all jobs and across all industries.

An important, intrinsic motivation for teachers is the fact that teaching is a vocation and not a profession. The joy of impacting and transforming a live is a strong motivational force. It is this that drives many to a classrooms day in and day out in spite of low remuneration, bad work environment and inadequate resources. This sense of purpose that they are the role models of the next generations and are responsible equipping the pupils with knowledge and skills to face the challenges of the world is a deeply motivating factor. The ability to create a favorable learning environment is the outcome of a motivated teacher. A demotivated teacher will, however, have the opposite effect on his or her pupils and the results can have disastrous and far reaching effect for generations to come.

 Leadership in the school is what inculcates in a group of teachers spirit and energy of working towards a larger goal of transforming the lives of students under their care.

The Principal is the head of the institution and as such the Teachers look upward for inspiration and motivation. Providing the Teachers with opportunities to fulfill their career goals is one of the tasks of the Principal. Apart from ensuring that all statutory compliances are made regarding the in service working conditions of the teachers, the Principal also ensures that the right person is doing the right job. Compliance with provident fund, gratuity, leave rules and adequate remuneration is the job of the Principal who serves as the bridge between the teachers and management. This will

also extend to ensuring that the teachers have opportunity for skill upgradation .In short, the Principal can through his/ her, unique leadership style motivate or demotivate the teaching staff. The purpose of this study is to examine the extent to which this is possible .This study also looks at which specific leadership style has relevance to the motivation of teachers and is a significant predictor of motivation and job satisfaction.

1.8 Teachers as Employees

The need of organizing Human Resource Development within the educational framework can't be overemphasized. Among the techniques for enabling this change is a conscious and sustained effort towards an improvement of the nature of professional development of the Teachers. The continuous improvement, of their working and employment conditions of Teachers is both essential and desirable. The status of teachers and the status of education are firmly related. Frequently cited is the shortage of skilled and qualified teachers who are required to cater to the needs of a growing population. This demand gap is fulfilled by the private schools.

The Government run and Government Aided schools are run strictly according to the rules in service rules and regulations framed by the local State Government periodically.

It is the Private, Unaided School where the in-service conditions are varied depending on the Management of School and the Leadership of the Principal. In recent time the State Government has passed legislation to regulate the working conditions of all the schools. This is an attempt to bring the private schools on par with those run by the Government. However, the legislation though in principle and spirit has not been completely implantable as many school struggle with the finance. The Gap between the law and the ground reality is widening with the mushrooming of school in every corner of the city.

1.9 Chapter wise Scheme

In order to present a logical sequence to this study the dissertation has been presented by dividing it into five chapters. These are explained below:

Chapter-1: Introduction:- In this chapter an attempt has been made to discuss the key words which are present in the title of the study. It provides an insight into the profile of Pune city and the present condition of the educational sector existing at the time of the study.

Chapter -2: Review of Literature:- In order to provide a theoretical background of this study, this chapter was divided into two parts. Part A- Leadership and Part B – Motivation. In both parts conceptual framework has been offered along with relevant theoretical   studies.

Chapter-3: Research Methodology:- In this part a detailed presentation on the research design, aims and objectives and the hypothesis has been made. The part likewise examines data sources along with a   clarification on techniques and procedures of sampling used during the data analysis and interpretation. This section additionally states the scope and limitations as well as the time frame considered while conducting this research**.**

Chapter-4: Data Analysis, Model Fit Analysis and Hypothesis Testing: - This section tabulation, processing and analysis of the information sourced from the primary field investigation have been made. The section has been arranged into three sections.

- **Part- I** Basic Information regarding Schools
- **Part- II** Model Fit Analysis
- **Part- III** Hypothesis Testing and interpretation

Chapter -5: Summary of Findings, Conclusions and Suggestions:-

Part I: Summary of Research Findings and Conclusions.

Part II: Suggestions and Recommendations.

Part III: Scope for Further Study.

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Chapter – 2

REVIEW OF LITERATURE

 In order to increase understanding of the relevance of the study and the examination of the research gap the researcher has first to embark on a study of the research work done on the specific topic as well as allied field which will have an impact on this study. It enables the researcher to gain insight in understanding of the research problem and various aspects of this present study. It also proves to be a reference point in relating to previous studies. Buildings on the, already, prevailing body of knowledge. According to Best(1996) " the student should be acquainted with the existing literature review of a problem area which helps them to discuss what is already known , it also helps them to discuss what others have endeavoured to find out , what methods of attack have been favourable or inadequate and what issues remain to be deciphered".

An indispensable part of the exploration is the literature review. This allows the investigator to clarify and identify with objectives and relating hypotheses of the inquiry. It familiarises the researcher with updated research findings and knowledge. It serves in guidelines delimiting and defining the problem. One of the most imperative reasons for reviewing this literature is to know about the recommendations of previous researchers for further research which they have listed in their studies. This helps to decimate the replication of what has been done and provides suitable hypothesis and relevant proposal for significant investigation.

 The principal purpose of this chapter is to form a conceptual understanding regarding Styles of Leadership of School Principals, Motivation and Job Satisfaction of Teachers; based on certain research conducted by scholars not only in India but in diverse corners of the world. Additionally, examines some of this body of research, which is relevant to the present study. Lastly, the purpose is to discuss various aspects and dimensions of the factors investigated and narrow the broad scope so that the investigator may have clarity and be focused. These studies have been accessed from the peer reviewed journals, research articles, doctoral thesis, dissertation papers, conference proceedings and unpublished work.

The literature review has been separated into the following two parts:

Part- A Leadership

2.1 Styles of Leadership

2.1.1 Autocratic Style

2.1.2 Democratic Style

2.1.3 Transactional Style

2.1.4 Transformational Style

2.1.5 Passive Avoidant Style

2.1.6 Laissez Faire Leadership Style

2.2 Studies and Theories of Leadership

    2.2.1Studies of Leadership

    2.2.2 Theories of Leadership

2.3. Review of research and journal papers related to Leadership

Part –B Motivation

2.4 Types and Theories of Motivation

2.5 Review of research and journal papers related to Teacher Motivation and Job Satisfaction

PART- A

2.1 Styles of Leadership

The concept of Leadership has long fascinated students of human behaviour and research scholars. Many scholars consider the work of Plato the famous Greek philosopher as the beginning of the study of leadership. This, in spite of the fact the Plato never used the Greek equivalent of the word "Leader". He instead referred to the leader as "Philosopher King".

This was because the classical study of leadership was considered in a socio-political light. Historically, the leader was the person that the rest of society looked up to for direction and guidance.

An interesting observation is that leadership is not restricted to the human race and is quite obvious in other species as well: A pride of lions will have a single male leader whereas a swarm of bees will be led by the Queen Bee. There is always a head of the

pack or herd. The followers obey the direction of the one who provides the guidance and /or direction.

The prime responsibly of a leader is to provide guidance to the followers so as to ensure the well-being and safety of the collective. This is the primary duty of the leader, common no matter which species it is. It is more clearly evident in the animal kingdom, where the leader decides and the herd blindly and unquestioningly follows. The existence of the herd depends on the instinct of the head and the complete subservience of the followers.

Through the ages people have looked for direction, purpose and meaning to guide their collective activities. Leadership is needed to foster purpose, direction, imagination, and passion, particularly in times of crisis or rapid change. In such events people look to superiors for hope, inspiration, and a trail which will lead them to somewhere more advantageous (Bolman & Deal, 1994). The course of history has been altered based on the leadership available. Good or bad leadership is what steers the course of events and brings about a change in the behaviour, actions and attitude of its followers. Leadership is a concept that is relevant to all domains of life and, in fact, to each and every industry. Whether it is on the sports field, in the armed forces, in the political arena, in academics, or religion; leadership is the catalyst which brings about the change.

Each individual develops his/ her unique styles of leadership. Multiple leadership styles exist. This research has restricted itself to the study of the following distinct leadership styles: 1) Autocratic, 2) Democratic, 3) Transactional, 4) Transformational, 5) Passive Avoidant and 6) Lassie Faire

2.1.1 Autocratic Style of Leadership

This style is also referred to as authoritarian or tyrant style of administration. Here the leader is completely absorbed in achieving the target. His /Her primary and only focus is the accomplishment of the task at hand. Efficiency and execution are the strategies employed to achieve this aim. They take unilateral decisions often without consulting others. They depend on a small group of confidants and expect the worker to follow instructions without question. This style of leadership is very successful in the Defence Services, where only the general takes the decision and the troops follow

orders unquestioningly. Military Leaders state that this style of leadership will be successful in the Defence Services as questioning orders result in failure to follow instructions will result in a possible loss of life.

Diagram No. 2.1 The Hierarchical Structure Of Autocratic Leadership

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                    Autocratic
                      leader
                 ┌──────┴──────┐
            Subordinate    Subordinate
           ┌────┴────┐          │
      Subordinate Subordinate Subordinate
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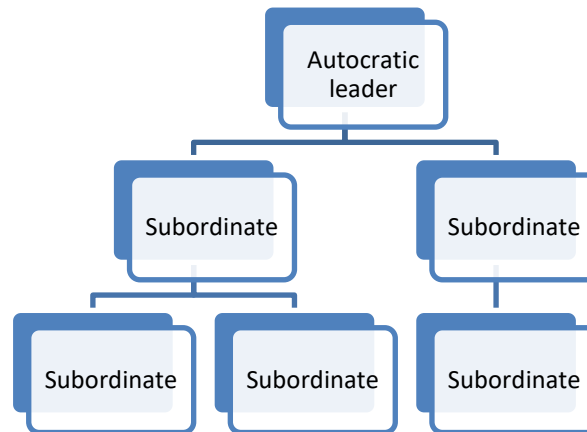
The diagrammatic representation shows the hierarchical structure of autocratic leadership.

This leadership style can also be useful in organisations which have to adhere to strict guidelines or compliance-heavy industries. Such style of leadership is also successful in organisations which have clearly laid down standard operating procedures (SOP) and have adequately trained their employees in the norms of procedure, action and behaviour.

Employees who need a great deal of supervision such as those with little to no experience will undoubtedly benefit from this kind of leadership style. However, this leadership style will make the employee feel stifled or smothered and will ultimately kill his/her or her creativity.

Some of the negative features of the autocratic styles of leadership is the deep impact it has on the motivation of the employees who need to feel involved and participate in the decision making process. As all decisions are taken by a single leader or a small band of leaders it ultimately leads to a sense of frustration. Though this style of leadership may be more appropriate for an institution or organisation which is in the very nascent stages of establishment its success will be felt for a limited period of time. Accomplishment of results by the autocratic leader is through the use of authority, fear of deprivation, punishment and negative rewards. As it is essentially

negative in character, authoritarian approach will succeed only in the short run. However, it is a traditional style adopted in many traditional educational institutions. Some of the advantageous of this style are listed below;

- Fast decision making- this is because the process is centralised
- Confidentiality and secrecy will be maintained as information is not shared by leader with all.
- High levels of managerial skill and intelligence is not demanded from the subordinates who merely have to follow orders.
- It is most suited to employees who have the desire and need to work under close supervision.
- Disadvantages are:
- A vacuum is created; organisational continuity is threatened in the absence of the leader.
- Success depends entirely on the efficiency of the leader
- Subordinates evade responsibility and initiative
- Work is assigned and instructions are issued without consulting the person who is carrying out the job.
- Subordinates are not allowed to question the rationale behind the instructions or decisions.
- Generally loyalty is encouraged to the leader alone and not to the team or institution.

2.1.2 Democratic Style of Leadership[i]

Diagram No. 2.2 Democratic styles of Leadership
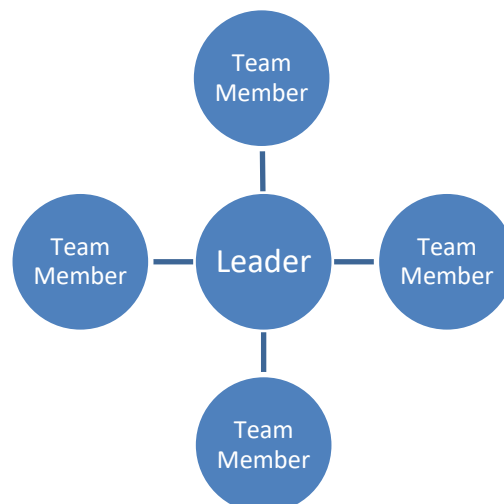
Democratic initiative, otherwise called participative leadership or shared administration, is a sort of leadership style where individuals from the team or group play an increasingly participative job in the basic decision making process. This kind of initiative can apply to any association, from private organizations, to schools, to Government. Vote based administration styles or Democratic Leadership urge colleagues to take an interest in the decisions and choices which should be made. It forms a type of shared authority where each colleague is welcome to share insight, experience, or conclusion about a task or circumstance. At that point, when all the input has been heard, the leader will settle on the majority opinion.

These participative styles take into account plans to be shared transparently, without judgment. Leaders utilizing this style draw upon a diverse set of imaginative thoughts and creative ideas. This also allows for a variety of perspectives, other than that of the leader. Rather than having one individual as the decision maker, everybody can state an opinion to influence the decision towards an outcome of their choice.

Democratic principles such as self-determination, equal participation, discussion, dialogue and are the tools used by a democratic leader.

Features of democratic style of leadership are:

- Delegation of responsibilities and duties: A leader who implements the principle of democracy will distribute and delegate both authority as well as the responsibility. This facilitates participation of others in a team in the decision making process.

- Empowering team members: Leaders should enable the members of the team or group to share in the vision so as to accomplish the set tasks and goals. Empowering require the leader to provide adequate training and opportunities for upgradation of skill to fulfil the goal.

- Facilitating the group decision making process: One of the major roles that the democratic leader plays is to ensure that there is a suitable environment for participative deliberation or dialogue. This often means that the leader will act as a mediator between people holding divergent opinions to ultimately ensure that conclusion is reached in a psychologically healthy environment.

Advantages of Democratic Leadership style

- It is a leadership style that can be universally practised: This leadership a style which is a possibility for everybody. Indeed, even leaders who end up in coercive circumstances can still welcome opinions or points of view. This will allow the assessment of every conceivable possibility or result. When this style is utilized, the group environmental conditions benefit as individuals feel their perspectives and viewpoints matter. In spite of the fact, that there might be concerns, if the group needs to go one way and the leader another, the sharing of data benefits all.

- Complicated and complex problems are easily resolved: Leaders wouldn't be in their positions of authority in the event that they didn't have the ability to take care of contentious issues. However, there is a distinction, in having the option to take care of an issue and understanding it with the best possible solution. Utilizing democratic based administration styles ensures that a leader can take advantage of the creative resources available to him/her. These possibilities or solutions may not have been visible to the leader but are a result of the brain storming process by the team or group.

- It forms, builds and consolidates team relationships: Members of a group or organisation, where the leader uses the Democratic Style tend to form closer relationship with the leader as well as the team. These relationships are invaluable in the concept of team loyalty. This style promotes loyalty to the group and not to the specific individual. The critical difference, however, is having the ability to merely solve the problem and to solve it with the best and most efficient solution. However, the team feels that they have to collectively face a situation or accomplish a task and, therefore, each contribution to the common goal is valued and recognised. Over a period of time the institution benefits from this environment of dialogue which propels growth.

- Honesty is non-negotiable and top priority: with a democratic process in place, leaders have to inform their teams of genuine problems that exist. These problems are the open to discussion by the team with the freedom to voice opinions and concerns. This, in turn, connects the employees to the well-being of the institution at a personal level. Furthermore, it creates equality at the workplace which other leadership styles find difficult to create.

- It improves relevant skill, competencies and knowledge to the team members: As each team member is provided with an opportunity to contribute their opinion, knowledge and experience. All the other team members are enriched by this shared pool of information or talent. Relevant situation demand that knowledge be shared freely, thereby, preventing the monopolisation of information and decision making power. A team leader improves the capabilities of their team as every problem is potentially a learning opportunity.

- It gives every member a glimpse of the bigger picture: in many institutions and organizations entry level employees are not made aware of the mission vision. They do not have clarity regarding the aims and objectives of the organizations. A Democratic style of leadership ensures transparency in functioning, thereby allowing each individual to witness everything that is going on. It allows every team member to evaluate multiple options and to foster a bond towards a common goal.

  Higher levels of job satisfaction are created when people feel that their contribution is encouraged, valued and recognised. They experience a high level of satisfaction on the accomplishment of a task.

Disadvantages of the Democratic Style of Leadership

- It can cause disharmony if not applied correctly-The essence of democratic leadership is to give every member an opportunity to contribute, be recognised and rewarded. This purpose may be defeated if the leader follows a bias in allowing participation or in recognition for reward. If this happens, over a period of time or occasion, then it will be major cause for discord and disharmony. Team members will experience conflict both at a personal level as well as at an institutional level.

- It leads to fence sitting by the Leader: This democratic style may ultimately lead to the leader abdicating his/her role to the members of the team and declining to take a clear stand on any issue. As the democratic process requires them to defer the decision making to the team, which may be a tedious process and difficult in the short term.

- Resulting in a deadlock: The democratic leader by differing to his/her team may inadvertently promote a deadlock when the members are unable or

unwilling to reach a consensus. Ultimately the leader will be presented by multiple choices and many members may feel that it resulted in a waste of time as the ultimate decision was taken by an individual.

- Clarity in leadership is apparent: There is a conflict in the minds of the members, wherein each one is confused, regarding his position of power. This style of leadership involves the lines of authority being blurred and may result in the team pulling in different directions .This ultimately leads to a disruptive work environment

- Such leadership does not always offer a positive outcome: A democratic leader is always seeking out alternatives and more options to the problems at hand. However, in spite of allowing the opinion of the majority to weigh in, there is no assurance that the decision taken is the best possible one .Some leaders delegate the decision making power to the group and thereby increase the risk of a wrong choice or decision. It is ultimately the leader's decision to make and to positively influence the other team members to follow instruction and abide by the decision. When successful this will be a strong motivator but if implemented badly this style can lead to demotivation.

2.1.3   Transactional Style of Leadership[ii]

Diagram No. 2.3 Transactional Leadership
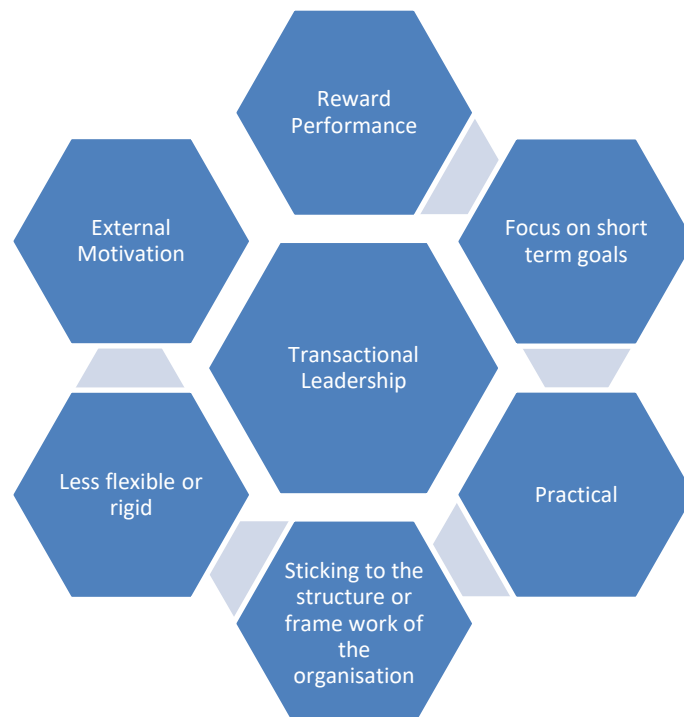
Max Weber, a twentieth century German humanist, made a broad investigation of authority styles and categorized them into three classes: Conventional, Charismatic, Rational or Bureaucratic. In 1947, Weber was the first to portray level headed rational- legal administration (the style that would come to be referred to as transactional leadership) as "the activity of control based on information**."**

A transactional leader is one who esteems structure and values order. S/he is most suitable and likely to command military operations, oversee multinational companies, or lead worldwide undertakings that require standards and guidelines, to accomplish goals on schedule. This could also be extended to the movement of individuals and supplies in a structured and organized manner. Transactional leaders are not very suitable in creative work environments or spaces where innovation is demanded. A transactional leader would measure success according to the defined structure of reward and penalties of the organization. Such a leader would focus on results while conforming to the structure of the company. Management of individual performance, as well, as facilitating group performance is the key responsibility of the transactional leader which s/ he do with routine activities and follow ups.

Transactional leaders work best with team members who know their job and are motivated by a reward/penalty system. Transactional leaders set the benchmark and supervise as well as monitor the standards. Performance reviews are an effective tool used by the transactional leader. Transactional leadership helps to maintain the equilibrium of the work environment.

Transactional leadership hypothesis depends on the possibility that leaders give workers something they need in return for getting something they want The assumption is that workers are not intrinsically motivated. It is also based on the premise that team members or workers require structure, guidance and supervision, to complete tasks efficiently and within deadlines.

During the 90s, research scholars including Bernard M. Bass, Jane Howell and Bruce Avolio characterized the elements of transactional leadership:

- The process of setting targets and expectations for team members and rewarding them when these targets are met.

- Using Management by exception wherein the leader does not interfere with the flow of work unless a problem occurs.
- Using Active and proactive management by exception by anticipating problems, and monitoring the situation and initiating corrective measures promptly.
- Transactional leaders thrive in a rule based environment. They blossom while following a pre-determined set of instructions

Advantages of Transactional Leadership

- Those who are motivated by self-interest are greatly rewarded by the transactional leader.
- Transactional leaders have the ability to provide a clear frame work or an unambiguous structure for large organizations. This is particularly useful in organisation that is engaged in repetitive tasks infinitely reproducible environments.
- Transactional leaders achieve the short term goals quickly and efficiently
- The reward and penalty associated to the task at hand is clear and defined to all members of the team.

Disadvantages of Transactional Leadership

- Rewards are at an extrinsic level in the form of financial remuneration or perks
- Creativity and innovation have limited recognition by the transactional leader as s/ he is focused on achieving the target in a pre-structured manned.
- Team Members who demonstrate personal initiative are not adequately rewarded

2.1.4 Transformational Style of Leadership

The idea of transformational authority was first presented by James V. Downton, the first to coin the expression "Transformational leadership", an idea further created by leadership specialist and presidential biographer James MacGregor Burns. As indicated by Burns, transformational leadership is clearly visible when "leaders and

followers make each other's development transcend to a more elevated standard of morality and motivation."

Diagram No. 2.4 Transformational Leadership Style
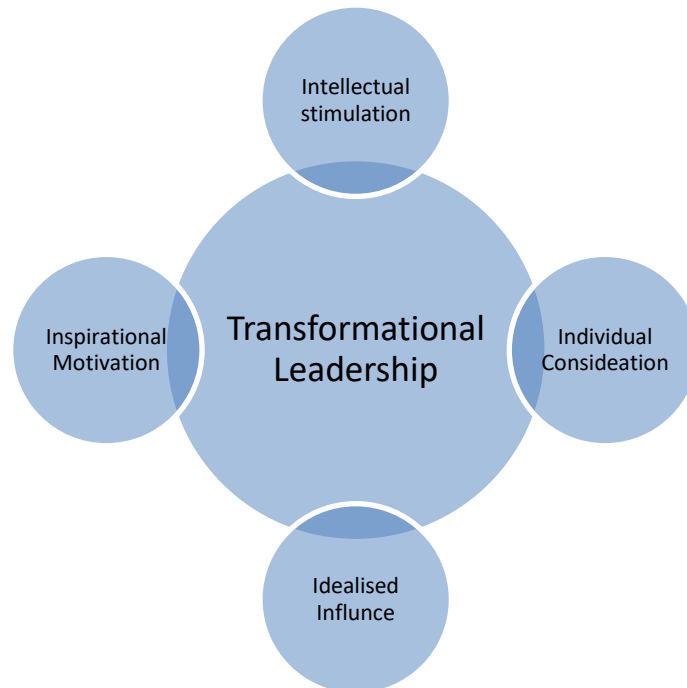
Through the quality of their vision and identity, transformational leadership can motivate the team members to raise the bar and positively change expectations and inspirations to move in the direction of shared objectives. Unlike the transactional approach, this relationship is not based on a "give and take" scenario, but on the leader's personality, attributes and inherent ability to make a change through example, articulation of an energizing vision and challenging though achievable goals. Transformational leaders are a clear example of working for the benefit of the team, group or organization, therefore they are idealized. Burns theorized that transforming and transactional leadership were mutually exclusive styles. Afterward, analyst Bernard M. Bass developed Burns' original hypothesis to create what is today alluded to as Bass' Transformational Leadership Theory. As indicated by Bass, transformational leadership can be characterized dependent on the effect that it has on devotees. Transformational leaders, Bass observed, elicit trust, regard, and adoration from their colleagues and team members.

Bernard M. Bass (1985) expanded the work of Burns (1978) by clarifying the mental or psychological systems that underlie transactional and transformation style of

leadership**.** Bass presented the expression "transformational" instead of "transforming."

Bass further built upon the initial concepts of Burns (1978) to help explain how Transformational Leadership could be measured or estimated; as well as how it would impacts motivation and performance levels of the team members, or followers. The extent, to which a leader is transformational, is measured first, in terms of his/her impact or influence on the group members. The followers of such a leader feel trust, admiration, devotion, loyalty and profound respect for the leader. Because of the qualities of a Transformational Leader who are motivated to work harder than originally expected. These results are observed when the Transformational Leader offers followers something above and beyond just working for self-gain. Transformational leadership equips the team with motivation by providing them with a clear mission and vision. In short, the leader transforms and motivates others through their idealized influence, emotional and intellectual stimulation with care and concern for the individual. Moreover, such a leader inspires the team to innovate; to think "out of the box" and come up with creative solutions. They are constantly working to challenge the status quo, enhance and improve the working environment. Unlike Burns, one of Bass's final suggestions was that leaders could demonstrate both Transactional as well as Transformational leadership styles simultaneously.

The generally referred to four features of Transformation Leadership are:

- Idealized Influence: The leaders demonstrate in herself/himself qualities that they want their team members to imbibe and follow. The leader shows a model of behaviour which can be emulated and this enhances the trust and belief in them. In short they "walk the talk" or "lead by example".

- Inspirational Motivation: Transformational leaders present a vision to the followers thereby having the ability to motivate and inspire them. They present the idea with clarity and this contributes to the charisma of the leader.

- Individualized Consideration: Transformational leaders pay close attention to each and every member of the team and work to develop a sense of trust and concern for the organisation as well as the group. The team members sense a genuine concern for their well-being and they receive support in achieving their own potential or self-actualisation. This also enables the individual

members to overcome personal deficiencies and fosters a harmonious team spirit. Decisions are made collectively and swiftly thereby enhancing efficiency and ultimately achieving targets.

- Intellectual Stimulation- transformational leaders encourage critical thinking and are constantly encouraging team members to raise the bar. They enhance the intellectual stimulation and provide opportunities for upgradation of knowledge, skill and competencies via training and development.

Five personality traits have been identified which are considered important features to a leader becoming a transformational leader. These traits are: Extraversion, Neuroticism, open to experience, agreeableness and conscientiousness.

2.1.5   Passive Avoidant Style of Leadership,

Diagram No. 2.5 Passive Avoidant Leadership style

Contributes the minimum and tries to get by with the least

Does not invest in relationship building or team development

Desires to look good even by manipulating team members and passing the blame to them

Passive-Avoidant Leader
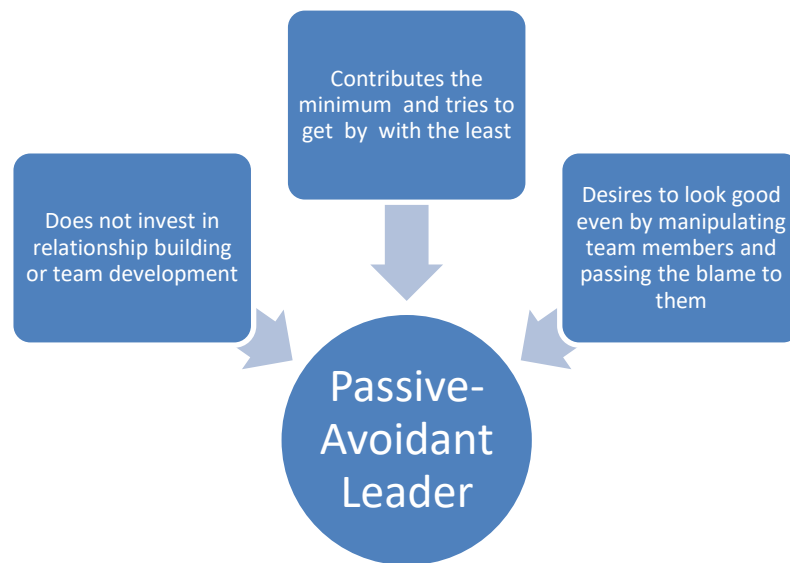
Passive avoidant leadership is characterized as a mix of un-involved administration by exception. Passive management or Detached administration by exception implies maintaining a strategic distance from activity until errors, problems or issues no longer be overlooked; Laissez Faire leadership enterprise is characterized as the absence of   authority completely whereas the passive avoidant leader will simply avoid the leadership role as long as possible.

Passive leadership is stated to be as a mixture of passive management capitalist leadership and management by exception. Passive management by exception denotes the leader completely ignoring the leadership responsibilities and avoiding action till mistakes or problems occur, to such an extent that they can no longer be ignored. Though many arguments can be made regarding the problems of autocratic leaders it must also be noted that passive avoidant leaders have an equal, if not more potential to harm the institution and prevent it from fulfilling its goals. A passive avoidant leader may be akin to one who is considered, a little more than a warm body placed in a chair Such as leader neither rewards the high performer nor reprimands the office laggard. This can be just as toxic and detrimental as an abusive boss.

Edmund Burkeiii's famous quote comes to mind: "The only thing necessary for the triumph of evil is for good men to do nothing". Passive leadership stems from the premise that as long as one does nothing, nothing bad can happen. However, this is also likened to the ostrich that buries their head in the sand and hopes that the problem will go away.

Disadvantages of the Passive Avoidant style of leadership

- Such leaders have a negative impact on the employee's perception of their role and contribution. Like lassie faire leadership this is a cause of confusion and lack of role clarity.
- Employees experience a high level of work stress and fatigue. This is mainly due to the fact that that they do not receive prompt guidance, recognition or reward from the leader.
- There is also evidence that such a leadership style leads to bullying and discrimination at the work place where team members are left to themselves to make important decisions which may not always be fair.
- Poor Team spirit, as well as low work motivation is usually a consequence of passive avoidant leadership.
- Growth, both, of the organisation as well as that of the individual team members is bound to be negatively affected under this leadership style, as the leader also avoids recognizing noteworthy contribution of its members.

2.1.6 Laissez Faire Style of Leadership[iv]

Diagram No. 2.6 Laissez Faire Style of Leadership

Subordinates

Subordinates

Leader

Subordinates

Laissez-Faire leadership commonly referred to as the delegation of the leadership. This is a type of leadership style stemming from the leaders hands-off behaviour .They allows group members to make the decisions. Researchers have found that productivity is generally reported to be the lowest among group members where the leader practices this style of leadership. Laissez-Faire leadership style might be the most appropriate in certain situations or organisational climate. The characteristic features of this style of leadership are as follows:

- Minimum guidance and direction from the leader
- Team or group members have complete freedom to make decisions.
- Only tools and resources needed are provided by the leaders.
- Problems and difficulties are to be resolved by members of the group.
- Even though the authority to make decision is handed over to the group, the leader is still accountable for these decisions.

Many famous leaders like Steve Jobs have displayed features of Laissez Faire leadership successfully. However this style also has its distinct set of advantages and disadvantages.

Benefits of Laissez Faire Leadership

- When team members have the requisite skill set to accomplish a task or achieve an objective thereby guaranteeing success. Laissez-Faire leadership can be effective in situations where group members are talented, highly

skilled, motivated, and capable of strategizing and executing strategy on their own. Since these group members are specialists and have the knowledge, skills and competencies to work independently, they are capable of fulfilling the objectives with very little, or no guidance.

- When group members are subject specialists or experts. The style of leadership based on delegation can be particularly effective in situations where the leader does not have knowledge, on the subject, which is comparable or more than the team. Here the group members are actually more knowledgeable than the group's leader. Because team members are the experts in a particular area, the Laissez-Faire style allows them to demonstrate their specialist knowledge and skill of that particular subject. This is particularly effective and visible in a team of doctors where each member is a specialist in his/her field and the leader differ the decision to that particular member because of his/her expertise.

- At the point when freedom is esteemed. This autonomy can be liberating to some members of the team and help them feel an enhanced sense of satisfaction with their work. The Laissez-Faire style can be utilized in circumstances where the members have a high level of dedication, passion and abnormal state of energy. They also are intrinsically motivated to achieve work goals. While, the regular term for this style is 'Laissez-Faire or free enterprise' it essentially implies a hands off approach to guidance and leadership. Numerous leaders are still available and accessible to team members or individuals for counsel and input. They may give guidance towards the start of a venture, and then permit group members to carry out their responsibilities with little supervision. This approach to leadership requires a significant amount of trust. Leaders need to have a great deal of confidence confident that the members of their group possess the requisite skills, knowledge, and dedication to accomplish a project without being micromanaged.

Disadvantages of Laissez Faire Leadership

Laissez-Faire leadership is not ideal in such situations when group members lack the knowledge or experience they need to complete tasks and make decisions. Poor job

performance, low leader effectiveness, and less group satisfaction are some of the results which are associated with this style of leadership. In such events projects may be derailed and deadlines missed due to lack of guidance from the leader. Some of the negative features are mentioned below:

- Lack of role clarity: This style of leadership often tends to have poorly defined roles within the group. Since the team members do not receive proper guidance, they do not receive clarification regarding their contribution to the endeavour and also what and how they are to contribute.

- Leaders are often perceived as uninterested and uninvolved in the activities of the group. This can ultimately lead to a lack of cohesiveness within the group. The disinterest demonstrated by the leader will often be reflected by the members of the group.

- Low levels of accountability- A few leaders use this style to absolve themselves from responsibility for the failure of a project. They pass the blame to the members of the team as they were not involved in the decision making process.

- In the worst case scenario, Laissez Faire leaders tend to lean on passivity. The fail to inspire or motivate their team and also do not recognise the efforts to get involved with the team.

2.2 Studies and Theories of Leadership

2.2.1   Studies related to Leadership

Studies on leadership have gained an increasing relevance in modern times. As it, impacts the minds of the present / future generations. A powerful leader who has complete control of his /her followers can influence them to commit illegal or criminal activities. The last century has seen the rise of such leaders, who have had complete control over the actions and minds of their followers. Leaders, like Hitler, influenced their followers to genocide .Where as other leaders had the well- being of their followers resulting in the freedom from slavery, in body and mind. Examples of such leaders include Nelson Mandela and Mohandas Karamchand Gandhi .Due to such leaders, societies in pre-independence South Africa and India changed to adopt the principles of equality for all.

Social scientists have studied the concept of leadership. Based on these studies the theories of leadership have evolved. Fred Luthans[v] in his book "Organisational Behaviour" has divided the examination of leadership into the Iowa studies, the Ohio Studies, the Michigan Leadership Studies.

Leader

Leader Behaviour   Environment
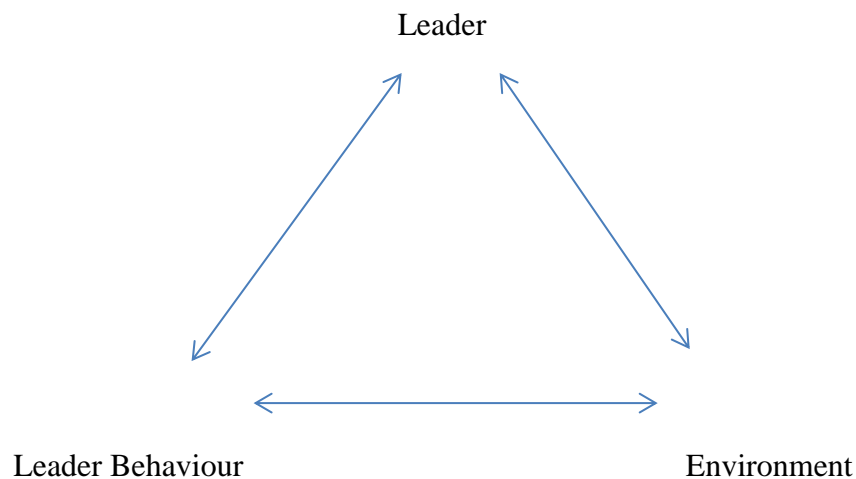
Social Cognitive Approach[vi]

This process of leadership application, along with the leader the followers are also actively involved. The leaders and the followers together focus on the leadership process by concentrating on their own as well as each other's behaviours as well as the environmental contingencies.

The Hawthorne Studies

Between 1927 and 1932 these studies were conducted at the Hawthorne Works of the Western Electric Plant in the United States. Groups of women workers who were assembling relay switches for telephones were moved to a special room. Several changes were instituted, whose impact on productivity was investigated. It was found by the researchers that every change enhanced production. Employees drew the conclusion that management cared about them and they reciprocated by working harder and enhancing production.

The Hawthorne Effect is an acronym for the phenomenon of working harder because of the manifestation of feelings of participation in something important (Roberts & Hunt, 1991).

The Iowa Studies[vii]

This refers to studies conducted by researchers at the University of Iowa in the United States of America. These studies were conducted in latter part of 1930's by Ronald Lippitt and Ralph K. White under the supervision of Kurt Lewin.[viii] This study involved the formation of hobby clubs for boys of the age of 10 years. Each club then was submitted to the three different leadership style of authoritarian, democratic and lasses faire. Authoritarian leaders were very dictatorial and did not allow any involvement or participation in the decision-making process. They assume full authority and responsibility from initiation to task completion. The leader demonstrating authoritarian behaviour was very strong and gave directions which were unquestionable. This leader also gave personalised one-on-one attention while lavishing either praise of criticism while attempting to maintain an impersonal and friendly approach

The democratic leader involved the entire group in the dialogue and decision making process. They encouraged subordinates to express their ideas and make suggestions. Such a leader had to be objective rather than subjective in the feedback of commendation or censure and maintain the ethos of a group spirit.

Laissezz-faire leaders bestow complete autonomy to the group and let them decide on their own. In short, they abdicate the leadership role do not provide any leadership at all but in fact abstain from it. Laissez – faire leaders in fact handed over all liberty to the group to take all decision. In short, no leadership was provided.

Some of the inferences of the research were that of the three styles of leadership, subordinates favoured democratic style the best. Laissezz-faire leadership style was also preferred over the dictatorial one. Authoritarian leaders receive antagonistic or apathetic behaviour from their subordinates. Productivity was somewhat greater under the authoritarian leader than under the democratic one. However, under the Laissez-faire leader's supervision productivity was the lowest (Lunenburg & Ornstein, 1996). Even though the consequences of leadership on productivity were not examined as they focused on the patterns of aggressive behaviour. It was established that this environment actually produced the largest number of aggressive acts from the group. It is difficult to accurately predict behaviour of employees in today's modern world based on this experiment. However it did bring to light some pertinent observation s and were the first to attempt to experimentally study what different leadership styles had on the behaviour of a group. However, these studies were not refined in their

methodology and it is difficult to scientifically deduce how varied leadership styles would have complicated reactions on same or similar groups.

The Ohio   State Leadership Studies[ix]

Post World War II, a series of leadership studies was initiated at the Ohio State University by the Bureau of Business Research. Academicians from a multi-disciplinary team of economics, sociology and psychology used the Leadership Behaviour Development Questionnaire (LBDQ) to study and analyse numerous and varied categories of groups and environments.

Studies were made of a variety of people like college administrators, teachers, Principals, school Superintendents, defence personnel, bomber crews and also non-commissioned personnel.

These studies were based on the conjecture that no satisfactory definition of leadership existed. It also acknowledged that most previous work on leadership assumed that all leadership was good leadership. This study was focused on studying leadership independent of definition or effectiveness or ineffectiveness.

Therefore administration of the LBDQ was undertaken in multiple situations. This was done in order to examine how the leader was described by the respondents. Subsequently, the answers to the questionnaire were then treated to the factor analysis. This revealed that the outcomes were remarkably consistent and two features of leadership surfaced from the LBDQ data. These features were 'Consideration" and 'Initiating Structure'. These two factors were also found in multiple varieties of studies found across many kinds of leadership positions and situations. The Ohio Studies showed how the leaders demonstrated their leadership roles and carried out the responsibilities associated with this position. These were likened to the military commander's concern regarding the welfare of his forces and his functions of accomplishing a mission. Simply put, studies conducted in Ohio State, focused on goal or task orientation (originating structure) and well as the recognition of the respondent's needs and relationship 9consideration). Both of these two dimensions were well defined and separate from each other.

The Ohio studies certainly added a new facet and depth to the study of leadership. They pioneered the concept of two dimensional aspects where importance was given to both the human aspect as well as the task orientation. This emphasis on the two factor approach reduced the gap between the human relations element and the straight

forward task orientation which was used in management at that point of time. Many recognised and effective leaders have used this dual dimensional approach in their leadership process. The Ohio studies proved to be a watershed from where leadership studies have evolved. Currently, leadership is acknowledged to be multi-dimensional in addition to being multi –level in so far as it includes the individual, pairs groups or the entire community approach.

The Michigan Leadership Studies[x]

Approximately during the same time period that the Ohio Studies were conducted, several researches initiated a study into leadership by the scholars at the University. This investigation was conducted in Michigan via the Survey Research Centre. In this controlled study, one dozen pairs of groups comprising of high in addition to low productivity were chosen. Variables such as work methodology, working conditions and the types of work were all uniform and common. Each pair also comprised of both high performing and also low performing persons. Interviews were also organised with the section supervisors and also the clerical staff. It was found that superintendents of high producing sections were more likely to be broad rather than close in the supervisory styles and were employee centric. These studies also established that employee satisfaction was not directly related to productivity.

The employee centric work supervisor was understood to be the benchmark in the human relations approach to leadership studies. The results of these studies related to Prudential were always quoted every time human relations advocates were questioned and asked to prove their theories. These studies were subsequently followed up by many similar studies encompassing a wide spectrum of industry covering government, non-government, industrial and hospital organisations. Employees covering a wide variety of tasks ranging from the highly skilled to the semi -skilled and then the unskilled have been analysed and studied. Renisis Likert, the erstwhile director of the Social Research Institute in the University of Michigan presented his research based on several years of study. He became famous for his Democratic style of leadership also denoted to as System 4.

2.2.2 Theories of Leadership

Three of the most historically significant leadership studies in organisational behaviour were the Iowa, Ohio State and Michigan Universities. However, several

definitive theoretical foundations for leadership evolved. These theories evolved over the years and explore multiple facets of leadership and leadership behaviour. They help us to gain a comprehensive insight into what the progression of leadership is about.

Trait Theory

The primary theory to be examined is the Trait theory. The theory evolved from the characteristics the leaders demonstrated during their tenure of leadership (Hughes, Wattuhewa, Miller, Ye, and Pederson). (Bass, 990 ; Yukl, 2002). Succinctly put this theory states that inherent and innate qualities were what leaders are born with. The basic personality traits or qualities that the leader processes are the focus of this theory. This theory is the one that most people are familiar with. However, it has its own restrictions and research was needed to identity which type of behaviour characterised leadership instead of limiting itself to the individual personality of the leader. The primary focus was on were the common traits or behavioural characteristics possessed by the leaders. Unfortunately, this line of research did not throw up any concrete new findings and it was concluded that only intelligence was a common trait. Leaders were considered more than intelligent than the followers though not necessarily the most intelligent. Stogdill[xi] (1948; 64) in his research discovered that a person does not assume the position of a leader simply by possessing certain qualities or traits or combination of traits.

Identification of leadership traits was the subject of several studies. Reviews by Mann proposed 750 outcomes about the character traits of the leaders. However, many of the traits discovered in one study were undermined, or were thought to be inconsequential in others. Gibb (cited in Campell, Corbally & Ramseyer, 1966) argues that failure to outline leadership characteristics should not be accounted for their nonexistence, but for lack of measurement and comparability of data from different kinds of research. Recent trait studies utilized measurement procedures focusing on administrators and managers. Gary Yukl stressed leader effectiveness rather than leader characteristics based on the supposition that becoming a leader and becoming an effective leader are different tasks (Hoy and Miskel, 1991). Trait theorist spawned multiple lists of traits which were essential to leaders. Stogdillxii study in 1948 revealed 79 such traits however, only four of these featured in subsequent studies. Some of these qualities required by a leader are listed below:

- Enthusiasm – referring to the accomplishment of tasks and its communication to other people
- Self -Confidence- referring to an inherent belief in one's own ability and judgement. This is different to overconfidence and arrogance.
- Toughness – buoyance and resilience and setting the bar high and not populist.
- Integrity- truthfulness and honesty both with self and others.
- Humility- having the humbleness of acknowledging others contribution and awareness of one's own short comings.
- Warmth- Compassion and consideration in relationship with others.
- Emotional Intelligence which means having a strong sensitivity to situations and the capacity to adapt and conform to the need of the situation.

From Traits to State and Skill Development[xiii]

The main criticism levelled against trait theory there was no explanation of the environmental and circumstantial factors that had an influence on the leadership and leadership styles. Continuing from where the rigid trait like approach to leadership had ended were the emergence of the states and more established skills for leadership development. This served as a bridge to the situational theories and the psychological states. Most prominent amongst these theorists are Fielder's (1967) Contingency Model, Evans and House's (1971) Path-Goal Theory, and Vroom Yetton's (1973) Leadership Model. While each of these focus on different aspects of situational leadership and take it beyond the original boundaries of early theorists, they all have at their roots looking at a leader in conjunction with the circumstance and people with which a leader is working. If the situation was the chief determinant of leadership effectiveness, there are several practical implications. Leadership studies moved from traits to states and then to skills Diplomacy, tactfulness, persuasiveness, organisation and creativity are Leadership skills became very important in the application of the skills theory.

Modern Theoretical Process of Leadership[xiv]

A comprehensive review of theories on leadership found deficient and wanting in depth. Social Exchange Theory describes a complementary relationship where the

leader provides leadership services in exchange for submissive and approving group behaviour (Bensimon, Neymann, Birnbaum, 1989). Transformational and transactional leadership emerge from social exchange theory (Yukl, 2002; Lucas, 1994; Bensimon, Neymann, and Birnbaum, 1989). Transactional leadership is founded on honest bargaihns for valued things. A transactional leader weighs the needs of the organization or institution and the requirements of the cohort working within the organization (Gardner, 1990). There was a need to delve further than these traditional approaches to encompass transformational, social cognitive, charismatic and authentic theories of leadership. Only then would the study of leadership have a clearer understanding.

Transformational Leadership Theory[xv]

James MacGregor Burns has categorized two types of political leadership styles viz. Transactional and Transformational.

- Transactional Leadership involves the exchange of certain rewards by the leader in exchange for certain good performances or efforts made by the individual or the cohort. Such leaders also practised management by exception which involved taking corrective action whenever there was a deviation from the rules or the standards. Such transactional leaders also practised management by exception and Laissez Faire management.

- Transformational Leaders had the characteristics and approaches of charisma. They are visionaries who have a burning desire to accomplish the mission. They acquire the respect and trust of the cohort. They communicate their expectations and utilize symbols to focus the efforts. They subscribe to rationality and logic while problem solving. . All the while they treat each member of the cohort with personal attention and coach and advice the team.

  Carlson (1996) believed that with the complexities of urban education, transformational leadership allows the most amounts of people to positively impact student learning. Transformational leadership uses a theoretical framework of all people working toward a common vision to accomplish high levels of student success. People are galvanized to be change agents in the process of transforming low performing schools to high performing schools. Transformational leadership is developing trust and empowerment by moving

people to a shared vision. He also stated that "Principals who are successful in creating a culture that is collaborative in nature allowing change to be a natural process widely shared across the organization". Transformational leadership is the "... process to develop and articulate a vision of what is possible and that challenges the status quo" (p. 135).

Avolio and Bass (2004) described transformational leadership as: A process of which leaders influence their associate's awareness of what is important, and encourage them to see themselves and the possibilities and challenges of their environment in a new way. Transformational leaders are proactive: they seek to enhance organizational group and individual development. They also innovate, not just achieve performance at expectations but to exceed them. They persuade their associates to strive for higher levels of potential as well as ethical standards and moral. (p. 97).

2.3 Review of Research and Journal Papers Related to Leadership

Singh, Ranjeet (2019) [xvi]in his study found that no significant effect of type on leadership behaviour, transactional leadership but there is significant effect of type (government & private) on transformational leadership of school principals. Govt. and private school principals have equal sources of information and almost same facilities in their schools regarding overall leadership behaviour, transactional leadership. Private school principals have more transformational leadership qualities than government school principals. Principals of both urban and rural schools have equal level of transformational leadership in school environment.

 Russel Dsouza[xvii] **(2013)** in his doctoral dissertation has established a direct relationship between leadership behaviours of school Principals and low performance of schools.

The scholar also establishes a direct relationship between leadership behaviour and emotional intelligence. Further, the scholar also suggests that the recruitment norms be modified as simply the length of service does not determine a good leader. This study was conducted under the faculty of education at Goa University and covered the topic of Leadership behaviour of Principals in high and low performing schools of Goa in relation to certain relevant variables[xviii].

M K Desale (2017) in his doctoral examination on Leadership styles and school effectiveness conducted an investigation of school headmasters of secondary schools in Nasik District. The researcher found that the effectiveness relies upon the leadership of the Principal or head of the institution. The largest number of teachers believed that their Principals' were Task Oriented administrators. He further concluded that Bureaucratic and authoritarian styles of leadership are negatively co-related .with school effectiveness. The researcher focused on the styles of leadership of the Headmaster which were determined to be Bureaucratic, Authoritarian, Nurturant and Participative task focused. The scholar administered the tools LBS 5001 to gather the relevant data. He found that Bureaucratic and Authoritarian styles practiced by the Headmaster were negatively co related with schools effectiveness. It was discovered that Nurturant Task was the styles that were associated with school effectiveness.

Joyce Mary Claris Dsa[xix](2016) in her investigation into influence of learning culture of schools and leadership behaviour of leaders of secondary school on schools effectiveness found that a significant difference was found in the school effectiveness in government schools, private aided and private unaided schools secondary schools. The study also found a significant difference in the learning culture of government schools, private aided as well as private unaided schools secondary schools.

An important finding was that there existed a significant difference in the leadership behaviour of the heads of the government schools, private aided and also private unaided schools secondary schools.

The researcher also found that the heads of the government schools as well as the private aided schools had passive leadership behaviour. Lastly, the scholar established that school learning culture had a significant impact on the school effectiveness.

Osakwe, Regina N[xx] (2013) in their study regarding Principal's Management Techniques for resolving conflict in Nigerian Public Schools. This study examined the Principal's techniques in resolving issues related to disciplinary problems. The results revealed a significant positive relationship between male and female principal's management techniques in handling disciplinary problems. It also established that there was a significant positive relationship between male and female

principal's management techniques and their assessment of students' behavioural outcomes.

Ten Bruggencate [xxi]**(2009)** in his study on enterprising school management leads to more effective school discovers that development focused school perform better. It also found that school directors were viewed as school leaders and supervisors of teachers. Lastly, at the forefront of setting targets were management teams of school with poor final exam results. The scholar found that Transactional Leadership was related to school climate, teacher's supportive environment and academic and professional relationship. Transactional leadership was however not related to teaching and learning climate. Transformational leadership is related to school environment, teaching and learning environment and academic and professional relationship. Transformational Leadership Behaviour is significant predictor of Safety and Comfort. The study was conducted using the S.N. Dubey. Multifactor Leadership Questionnaire (MFLQ-D)-L AND R FORMS Hindi (2004).The study covered 160 school principals in Haryana. It covered three variables of leadership behaviour, decision making style and school climate.

Sergiovanni, Thomas J. (1996) explores the hypotheses of leadership and school practices which were as of now were thought to be the standard benchmark in school operation. The researcher additionally addresses the inquiry with respect to what sort of hypothesis is proper to the school as an institution. What's more he presents a system of community building and understanding. The analyst further looks at how communities can communicate in an ethical or moral voice and proceeds to describe how the underlying foundations of school administration are situated in serving the benefit of all.

Fuller, Bruce (1986) in the World Bank Discussion Papers focused on school quality, the neglect of school quality and what school characteristics boosts school achievement and school efficiency.

Sharma (1982)[xxii] examined the leadership behaviour of headmasters and the school climate of junior high schools of Agra in order to identify the organisational climate and to ascertain the association between leadership behaviour, school climate and student's achievement. This study was conducted in Agra and included 1346 students of Standard VIII and 548 teachers from as many as sixty junior high schools. Tools

used for collecting data were: (i) LBDQ (Hindi version of LBDQ) by Stogdill; (ii) SOCDQ by M.L Sharma.; and, (iii) Achievement Record form by Sudha Rani. Analysis was made using analysed using t-test, Chi-square and Analysis of Variance. This study concluded that significant differentiations were found in open, autonomous, and paternal type of climates of schools while no significant difference 39 was found in the controlled and familiar types of climate. Substantial differences were found on the bases of sex of the Headmaster although, no significance difference was found on the basis of the demographical location such as rural and urban. Also no difference was found on the basis on the basis of demographical of urban or rural, management (government& private) in the leadership behaviour of the headmasters of the schools. Results exhibited that better achievement was found in the case of familiar school climate even though they did not show a positive relationship with leadership behaviour.

Remondini (2001) studied the association between School Climate and leadership style of female public school principals. 298 teachers participated in the study and 18 principals participated in this study. Collection of data was done using the LPI and the OCDQ by Halpin and Croft. The major finding of the study was that a significant relationship existed between the leadership style of principals and organizational climate.

Siddiqui (1994) probed into the organizational climate, leadership behaviour, teacher morale and school performance in minority and other secondary schools. The intentions of the study were: (i) to identify the leadership pattern of principals behaviour and the climate profile in secondary schools of Delhi which are managed by minorities (ii) to conduct a comparative study between schools manged by minorities and non- minorities with reference to school climate and leadership behaviour; and, (iii) to find out if any relationship exists between school performance, leadership behaviour and school climate. The sample consisted of 10 schools equally divided into five minority run schools run and five other secondary schools in Delhi. Teachers who had taught the secondary classes for a minimum of three years in these schools were incorporated in the sample. Tools such as: (i) OCDQ by Halpin and Croft; (ii) LBDQ by Stogdill; and, (iii) School Information Questionnaire were used to collect data. The data was analysed statistically using Mean, SD, t-test. The outcomes of the study were: (i) significant difference was found in the organizational

climate of the minority and other schools; (ii) There was a significant difference between the minority and other schools in the leadership behaviour pattern; (iii) There was a positive correlation with school climate and school performance; and (iv) Leadership behaviour pattern and school performance were correlated.

A research was conducted by **Jayajothi (1992)[xxiii]** to study the organizational climate and leadership behaviour of principals in relation to teacher morale in schools. The sample comprised of teachers from 20 central schools in the Madras region. 308 teachers who taught class VI to XII were randomly selected. The tools used for the purpose of data collection were: (i) OCDQ by Halpin and Croft; (ii) LBDQ by Halpin and Winer; and, (iii) Teacher Morale Opinionnaire by Anjali Mehta. The data collected was treated with t-test, Analysis of Variance and Coefficient of Correlation. The intentions of the study were: (i) to identify the organizational climate of the central schools in Madras and make a climate wise comparison with the western classification of Halpin and Croft, both by distribution and trend; (ii) to investigate the relationship of the organizational climate, leadership behaviour of the principals and the morale of central schools; and, (iii) to analyse the climate-wise leadership behaviour of principals and teacher morale in the central schools The researcher found that : (i)there was a difference in the climate among the 20 central schools studied. 18.75% had open climate, 12.5% had controlled climate, 6.25% had familiar climate, 6.25% had paternal climate and 37.5% had closed climate; (ii) experience and age did not discriminate the perception on school climate, teacher morale and leadership behaviour; (iii) the open climate related best to the perception of leadership behaviour of principals by the teachers and the autonomous climate had the leas relationship; (iv) school climate was perceived better by female teachers and, (v perception of school climate was not discriminated based on sex.

In a study, conducted by **Upasani et.al. (1991)** the objectives were: (i) to study the organisational climate of some inefficient and efficient school and the leadership behaviour of the headmaster in Pune District. ; (ii) To study the management and administrative practises of some secondary schools in Pune district, (iii) identifying the correlation of effectiveness of a headmaster and the various aspects of administration and management

The sample for the study comprised of 122 volunteering rural-urban, corporation-aided, boys-girls secondary schools. Tolls for data collection were (i) OCDQ by Halpin and Croft; (ii) Adapted version of Leader Effectiveness and Adaptability Description (LEAD) developed by Ohio University; and, (iii) Questionnaires. The major conclusions of the study were: (i) organizational climate varied from open to closed to autonomous; and, (ii) correlates of efficiency of a headmaster were found to be implementation of curricular and co-curricular activities, planning and good relationship with the staff this extended to the community and involved the provision of extra facilities for students

According to **Alireza Rezaei Abgoli (2009)xxiv** in the study on the leadership styles of head teachers in relation to school effectiveness at the secondary stage in India and Iran, significant difference was shown between the styles of leadership of the school Principals in Mysore City and Shiraz City, Iran. It was also found the school effectiveness had a significant difference. The research also showed school effectiveness in Mysore city and the leadership style of the head teacher had a low negative correlation. However, there was a very high and positive correlation in the secondary schools in Shiraz city .Importantly, in the case of Shiraz city a predictor of school effectiveness was the leadership style. This study was conducted with the help of The Multifactor Leadership Questionnaire (MLQ-5X) and School Effective Questionnaire (SEQ) for collection of data.

Mahce Derel(2003) in their study on Leadership styles of Elementary school Principals in Turkey found that the Principals and teacher both rated the Principals the highest in the Human Resources frame of Leadership Style. The Teachers as well as the Principals considered themselves as effective leaders and managers. This survey was conducted on 350 public elementary school Principals and 750 Public elementary school teachers. Data was gathered using the Leadership Orientations Questionnaire, which was developed by Bolman and Deal (1991)xxv.

Amarnath (1980) made a comparative investigation in the Jalandar district of the existing organisational climate of Government and schools managed privately. His significant discoveries were: The higher secondary schools collectively did not vary fundamentally in their hierarchical authority or organisational leadership. However, he further stated that this was varied in each school no two schools had comparative

organisational climate. This could be attributed to the individual and unique personality traits of the teachers as well as the Principals.

Pandey (1985) investigated the leadership behaviour of the school principal, teacher morale and the organisational climate of the secondary schools. The examination was intended to establish (I) the association between the leadership behaviour of the principals and the organisational climate of the schools, (ii) to research the connection between the morale of the teachers and the leadership conduct of the principal sand (iii) to explore the connection between teacher morale as well as the organisational climate In order to achieve theses aims several assumptions were made and hypotheses were formulated.

The investigation was classified in the category of a descriptive survey which was co-relational in nature. The example in this investigation included 34 secondary schools drawn from a populace of 138 secondary schools of Allahabad region through the stratified random testing method. A sum total of 404 educators of these schools partook in this examination. A Hindi version of Halpin and Winer's Leadership Behavior Descriptive Questionnaire, The School Organizational Climate Descriptive Questionnaire by Motilal Sharma and the Teacher Morale Inventory (TMI) created by the examiner himself were utilized for data collection. The Mann Whitney U test, Chi-Square with Yate's Correction and Rank Difference Correlation Coefficient with tied observations were the measurable systems used to analyse and examine the hypotheses.

The major findings were:

1. No significant difference was found between the leadership behaviour rural and rural and urban principals.

2. Rural schools were more open than those in urban areas.

3. A positive and significant relationship at 0.05 level of significance was found between the initiating structure dimension of leadership behaviour and esprit, psychophysical hindrance, controls production emphasis and humanized thrust dimensions of organizational climate.

4. Psycho-physical hindrance and humanized thrust dimension of organisational climate were positively and significantly related to the leadership behaviour.

5. Initiating structure and consideration dimensions of leadership and controls, production emphasis and humanized thrust dimensions of organizational climate were positively and significantly correlated to the morale of teachers.

6. Chi-Square esteem was discovered critical at 0.05 dimensions between high versus low instructor confidence and open versus closed organisational climate.

Swatantradevi (1985) examined the view of teachers and principals in connection to Organizational Climate in the Secondary Schools in Madras. The real targets of the examination were (i) to quantify, recognize and order the hierarchical atmosphere of the schools as seen by the educators and principals in the auxiliary schools in Madras and to examine the distinctions between them, (ii) to gauge, distinguish and group the leadership behaviour patterns of the principals as experienced and observed by the teachers and principals and to examine the perceptual contrasts among them, and (iii) to measure, classify and gauge the person and task oriented leadership styles as seen by the teachers and principals and to contemplate the perceptual contrasts between them.

Ara (1986) examined the principals' leadership behaviour in connection to educators' self-idea, work fulfilment and some other institutional qualities at secondary school level. The focus were (I) to think about how teachers' self-idea was identified with the initiative conduct of the principals, (ii) to examine the connection between principals' leadership behaviour and educators' job satisfaction, and (iii) to examine how principals 'leadership behaviour was identified with some other institutional attributes for example, sex and area of schools. The hypotheses stated were: (1) leadership behaviour of the principals was essentially identified with teachers' self-concept. (2) Every one of the two styles of principals' administration conduct starting structure and consideration was altogether identified with educators' self-concept. (3) Leadership behaviour of the principals was identified with educators' job satisfaction. (4) Every one of the two styles of principals' authority conduct, starting structure and thought was essentially identified with teachers' job satisfaction. The data collection tool utilized were the Instructive Leadership Behaviour Description Questionnaire by P.C. Shukla, Personality Differential (a proportion of self-idea) by K G Agrawal what's

more, Teachers' Job Satisfaction Scale by S P Gupta and J P Srivastava. The sample size consisted of 780 educators from junior colleges of the Gorakhpur district. Critical ratio was applied to test the theories. The discoveries were: 1. The higher the desirable leadership conduct of the Principals created a higher level of conformity and regularity in the educators while low desirable leadership conduct of Principals caused a low level of conformity and normalcy in them. The initiating structure style of principals' leadership behaviour was found to be positively related to the job satisfaction of the teachers. 4. The starting structure and consideration styles of Principals' leadership conduct was observed to be fundamentally related with teachers' job satisfaction. 5. Male and female educators saw alike on leadership behaviour of the principals. 6. The location of urban and rural area of the 53 school was not related with the Teachers' view of Principals' leadership behaviour.

Part –B

Studies Relevant to Motivation and Job Satisfaction

2.4. Types and Theories of Motivation

Many social scientists have developed different theories regarding the motivation of the individual, team and organisation. Like the study of leadership, the causes or factors that inspire and energise an individual to accomplish a task given to him is a matter of interest to student of human behaviour. Motivation or desire to achieve a goal was established to be a psychological process which is the basis of group behaviour at the organisational level. Though motivation is not the only determinant of a person's action, however it plays an important part in the thought process behind every action. Hence it is often used as a tool to explain human behaviour or action.

There are upwards of 11 distinctly identified types of motivation. All of these different kinds of motivation recognize a unique kind of driving element that can either enhance or diminish an individual's motivation .Therefore, this results in varied degrees and dimensions of accomplishment, success, satisfaction, or achievement. Explicit sorts of motivation regularly spurs a particular kind of individual.

It's up to the individual to identify the unique motivational type that'll motivate him or her to live the life they want. However, when taken together, different types of

motivation can be used as a unifying strategy to motivate yourself as well as the others around you. Therefore, the best motivational strategy is to identify the ones that resonate with the individual, the team and the organisational culture, ethics and value system and blend them together.

Types of Motivation[xxvi]

Intrinsic Motivation and Extrinsic Motivation

Comprehensively, there are two general sorts of motivation: intrinsic and extrinsic motivation. Intrinsic motivation expresses that individuals are persuaded by inner rewards like satisfaction and happiness. On the other hand, external motivation states that individuals are spurred by external factors like a reward , raise, bonus, monetary increment as well as external factors like termination of services, demotion transfer etc. Notwithstanding, while they are opposite of one another, intrinsic and extrinsic motivation can be utilized together. For instance, you may be motivated by a potential raise in remuneration yet end up being fascinated and involved in the   more complicated or complex work. On the other hand, you may be fulfilled by the satisfaction of work well down and after that be remunerated with a reward or raise.

Achievement Motivation

Individuals are driven by the longing to seek after and accomplish specific objectives are said to be achievement oriented or achievement motivated. Individuals who are propelled by this sort of motivation are galvanized by the accomplishment of a task or objective itself, and not really as a result of the reward. For instance, a business visionary may found, create and develop a business for the delight of establishing a world-class company, and not really in light of a potential exit.

In case the individual is driven by accomplishment motivation, they are ordinarily self-propelled and process-oriented, implying that they esteem the way forward showing signs of improvement more than the final product itself. While the accomplishment of an objective may be viewed as an external compensation, the genuine reward that this sort of motivation gives is to a great extent self-fulfilling. This is because that they are not as enamoured by the glamour and glitz of the reward

promised at the end of the task as they have a desire or need of accomplishing a task well done.

Incentive Motivation

Incentive motivation as compared to achievement motivation states that rather than being process-oriented and being energized by development towards an objective or task, these individuals are stimulated by the achievement of a reward earned after the task is accomplished. For instance, a motivating factor could be the enhanced salary which will be received on promotion after a specific target is achieved. This means that the individual is not fulfilled on accomplish the target by is inspired only by the incentives of the enhanced remuneration attached to the promotion.

Even though, incentive motivation is inversely related to achievement motivation it is not as bad a thing as it is portrayed to be. Individuals driven by incentive motivation are understood to be greedy and insatiable. Both of these two can really be utilized together. For instance, that an individual desires a promotion they can be motivated by an increase in remuneration as well as the challenge of more interesting, challenging and demanding work. In situations like this present, it's a win- win situation, where in spite of being externally compensated the individual is also satisfied, fulfilled and has a sense of achievement.

Fear Motivation

To be propelled into action because of a negative consequence by lack of action form the basis of Fear Motivation. This type of motivation can also be thought of as a "negative motivation" in so far that the individual is not motivated by a reward or benefit accruing from the action but by the problem anticipated by the lack of action. As opposed to boosting yourself or others with positive inspirations, motivation due to fear utilizes disciplinary action , punishment or negative sparks – like having your services terminated – as an approach to keep you productively moving towards explicit objectives, undertakings, or expectations.

While motivation due to fear sounds awful, it can really be utilized as a positive. For instance, in the event of having to pass the exam, the graduation ceremony is used as an excuse to create the fear that is the individual does not prepare and pass the exam they may not be able to participate in the ceremony and therefore loose face among

the peer group. Consider motivation due to fear factor as a positive stress manufacture where the end product is positive. Such fear help an individual outmanoeuvre existing work habits, conquer negative behaviour patterns. Most individuals are familiar with this type of motivation due to fear and fear of failure is indeed a significant part of our thought process.

Power Motivation

The ability to control the decisions of your own life as well as the influence over the lives of others is what constitutes power motivation. Everybody needs options, and individuals are frequently driven to multiply the basket of choices offered to them as well as to enhance to quality of these options. Therefore, motivation driven by the desire for power shows itself in the craving to influence the bearing of our lives and now and again the lives of everyone around us.

Power motivation, gains dangerous implication as the world saw the horrors inflicted on it by the power hungry nation of Nazi Germany resulting in the outbreak of World War II This was due to the craving to control others which exceeds any ethical or moral commitment or code. Another example of the negative power of power motivation is the practice of slavery in the previous century. Having power, over the life of another human being brought out the worst in mankind and this desire or drive has a distinct negative connotation. Notwithstanding, when scaled down to a basic level, power motivation is also really a positive. For instance, while it may be awful to control others, endeavouring to put authority over your own life can be something to be grateful for. Power motivation, at that point, galvanizes the individual towards being purposeful in their considerations and activities with the goal that they can chart their own destiny and achieve their own potential.

Affiliation & Social Motivation

People are social animals and social motivation – otherwise called motivation driven by a desire for affiliation – states that individuals are enthused by the need to feel socially accepted and to have a sense of belonging. Any teenager will vouch for the fact that this type of motivation is indeed powerful. This social motivation often propels them to dress alike, play the same games, follow fashion trends as well as even alter dietary and lifestyle changes. Humans have an innate desire for acceptance

from the pack or heard and many people go the great lengths to receive this affiliation. Social motivation can be positive in so far that this drives the individual to follow healthy habits, and practice norms which are beneficial to society. Affiliation motivation can be at a macro level which will manifest itself in a sense of patriotism and show itself in a craving to better the world, or it tends show itself in our affection for family and companions.

The study of psychology and its evolution discloses to us that all people are propelled by these social variables. Having a sense of belonging and acceptance from fellow being is a key to the mental and emotional well-being of the individual .Therefore, it's essential for the individual to constantly look for new associations. Human being instinctively seek out new relationships and are keen on developing the associations Finding a group or team of individuals who love ,accept, acknowledge and appreciate an individual can motivate them to scale new height and cross all boundaries. The action of fulfilling your patriotic duty stems from this type of motivation.

Competence and Learning Motivation

Competence or Ability driven motivation is also otherwise called learning inspiration, is like accomplishment inspiration in that motivation. This denotes that persons who are propelled by the task itself as opposed to by the reward toward the end. Nonetheless, the thing that matters is that individuals who are propelled by learning motivation are actually spurred by the process of learning as they move towards the culmination of an objective or undertaking.

For instance, in the event that the individual desires a promotion at their job, not because of the higher compensation but rather on the grounds that they will upgrade and learn some new skill or have an opportunity to enhance their competencies. This is an incredibly significant and valuable motivational tool as it can be incorporated into any motivational strategy. The entire relationship of intern and mentor is based on this motivational methodology. This is on the grounds that new, significant enhancement of updated knowledge and skill is more valuable than cash given as compensation. This motivation is evident in the trend that young engineers from prestigious institutes like the Indian Institute of Technologies are opting for a lower pay but enriched learning environment at a start-up. In fact the growth of the start-up culture is largely driven by the type of motivation.

Expectancy Theory of Motivation

This theory of motivation is a psychological theory based on a mental hypothesis that says individuals are propelled by their desire for a particular result because of their activities or exertion. This motivational hypothesis is akin to both extrinsic motivation and incentive motivation. However this is except for the fact that it quantifies the degree to which the individual is propelled by a reward. This is based on the conviction of the individual that they will really get it, should they accomplish the objective.

This implies on the individual who desires to motivate themselves will pick a task or objective that they are sure to achieve. They will perform a set of actions which will result in an expected reward as a result of those actions. In the event that they realize that there exists the possibility that reward will go away or that their activities won't result in the reward they desire, they will become demotivated, and the other way around. This is further discussed in Vroom's expectancy theory.

Equity Theory of Motivation

The theory of motivation is a persuasive hypothesis that states individuals are spurred not by a reward but rather by their apparent perception of fair-play or fair-practices. This dimension of fairness is known as "equity", and individuals can wind up motivated or demotivated by relying upon their particular dimension of equity. Interesting it is observed that equity is the perception of how fair other people are towards the individual but also the perception of how fair they are towards other people.

For instance, in the event that the individual has a colleague who didn't get a raise or promotion that the individual felt that they deserve they may become demotivated in-spite of the fact that they personally have not experienced and injustice and have been treated fairly. Obviously, in the event that they themselves are unrewarded or underpaid their personal perception of equity or fairness will be low further resulting in demotivation. This theory is further discussed by in the pages ahead

Arousal Theory of Motivation

The arousal theory of motivation is a psychological and mental hypothesis that states distinctive individuals are motivated by a specific and unique kind of arousal. In the study of the functioning of the human brain, arousal implies mental sharpness or attentiveness, and the arousal hypothesis states that if an individual's psychological readiness dips under or transcends a specific point, it causes pressure, melancholy, and demotivation.

Assuming, be that as it possible to stabilize, mental alertness at the optimal level which is in the middle to extremely high or low, an individual can maximize their motivation and make the progress they need. Contingent upon the individual, explicit sources of info can increment or reduction excitement.

Attitude Motivation

Attitude or Frame of mind motivation alludes to the kind of motivation that is developed through the desire to change the manner in which individuals think or feel. While it has likenesses to alliance or social motivation (and can be contended is a sort of social motivation itself), individuals who are motivated by attitude take part in activities and events with the express purpose of making themselves and the general population around them feel better in a positive and elevating way.

For instance, motivation to perform volunteer work in based on the attitude of the individual. Motivation or desire to help others is generally said to be spurred by an attitude of gratitude. This could encompass a wide variety of social activities like mentoring a subordinate at work, coaching children at a post or simply involving in charity events. This kind of motivation is what propels individuals to join social organisations or community events. It is the attitude of the individual where he is motivated by the desire to benefit of other, community and society.

There are numerous methods used to motivate both groups as well as individuals. For instance, a raise, promotion or advancement constitutes positive motivation whereas negative impetuses comprise of reprimands or disciplinary actions. Different techniques or methods encompass social interactions. Eventually, any game plan that results in an increase or rise in motivation- both intrinsic and extrinsic – is viewed as a persuasive motivational strategy. Motivation has many acronyms which are- desires,

wants, incentives, needs, aims etc. The process of motivation has been explained as the relationship of needs, drives and incentives.[xxvii] Some of the important content theories of motivation are Maslow's Hierarchy of Needs and Herzberg's Two – Factor Theory of Motivation

Maslow's Hierarchy of Needs[xxviii]

 Five needs were identified by Maslow in this theory. They were stated by him to be the physiological Needs, Safety Needs, and Social Needs, esteem Needs and finally the need for self-actualisation. It was understood that the needs were to be fulfilled in the ascending order starting from Physiological need to the finally the self-actualisation needs. The Physiological needs were the most essential and related to the basic well-being of the individual. They were related to food and shelter and the very basic that is need for a human being to survive. Maslow felt that factors that governed these issues were the primary motivators and unless these were satisfied the individual would not be motivated by other factors. Security and safety was the next level of needs that motivate the individual. Maslow stressed the physical as well as the emotional safety of the individual. Here again once these need are secured they fail to act as a motivation factor for the person. Social or Love needs are at the next level. Though Maslow used the word love, social need relating to the need for an individual to give and receive affection as well as to have a sense of belonging or affiliation is the connotation. This need is followed by the need for self-esteem which represents a higher which requires both others to hold the individual in high regard as well as them themselves to have self-esteem. The top most need as stated by Maslow is the need for self-actualization.

This is best understood as the persons need to translate the individual's perception of their own potential into the reality of their accomplishments. Though Maslow did not promulgate his theory to relate to the work scenario, it has had a phenomenal influence to the understanding of what motivates a person to achieve his work related goals. It is understood that in the lower rungs of the work force, only 10 percent accrue to the self – actualisation needs, , 40 percent to the esteem need , 50 percent to the social needs and the bulk which is approximately 85 percent accrue to the satisfaction of the basic needs .

Diagram No. 2.7 Maslow's Need Hierarchy[xxix]
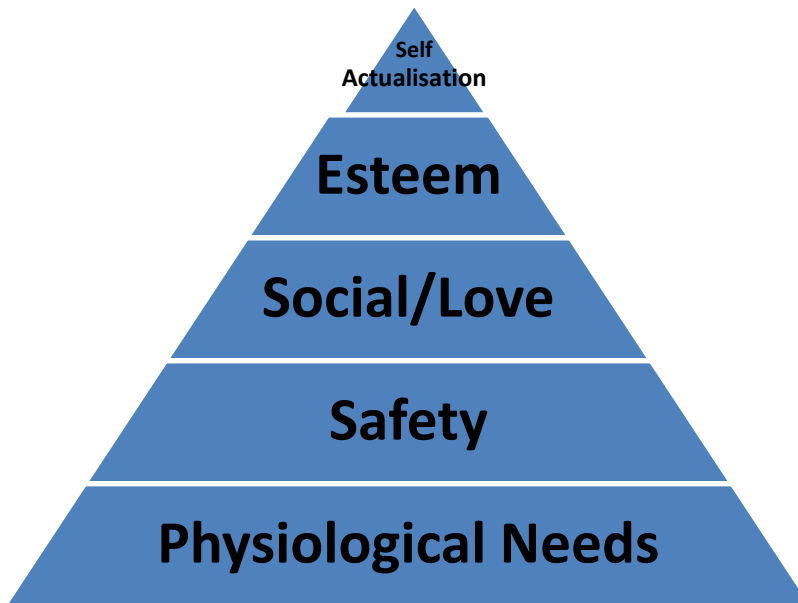
The establishment of a hierarchical concept in the determinant of motivating factors was the important result of Maslow's work. Subsequent research on motivation and motivational factors were based on Maslow's theory.

Diagram No. 2.8 A work motivation hierarchy

Self Actualisation- Personal Growth, achieving potential

Social Needs - Belongingness to a Team or Cohort

Esteem needs- Stutus, Designation etc.

Security Needs - Medical, insurance, gratuity , pension etc.

Basic Needs - Pay
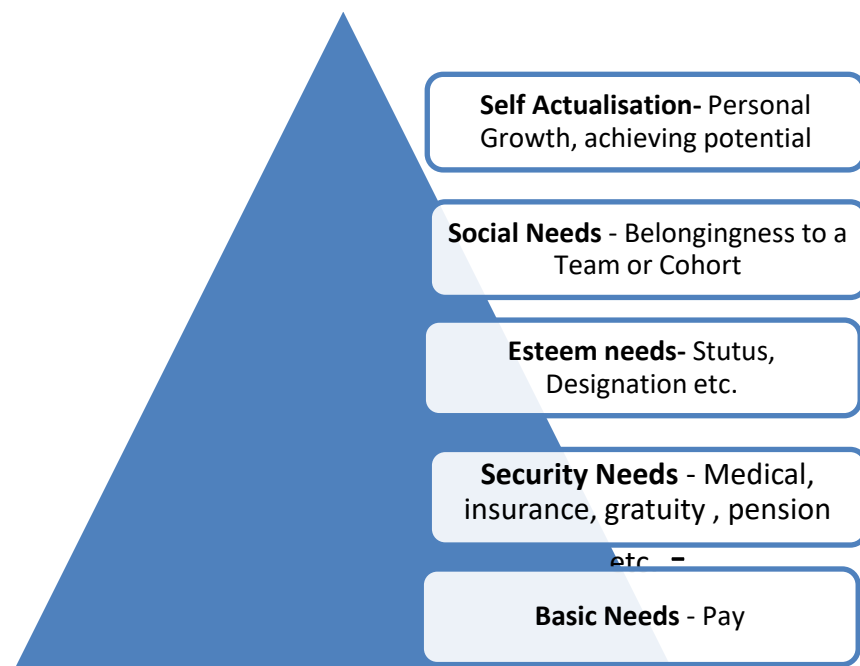
Herzberg's Two – Factor Theory of Motivation[xxx]

Maslow's study was further developed by Herzberg who labelled satisfiers as motivators and dis-satisfiers as Hygiene factors. Hygiene factors were those that prevented dis-satisfaction.

In his study conducted at Pittsburgh Pennsylvania he analysed the responses of 200 engineers and accountants by using the critical incident method. The respondents were asked two questions, namely a) if they felt god about their job or what turned them on and secondly if they felt bad about their job or what turned them off. The conclusions of this study revealed that job satisfaction was related to job content and dissatisfaction with work was related to the context of work. Combined these two factors of motivators and hygiene factors comprise what is known as Herzberg's two factor theory of motivation[xxxi].

Job enrichment according to Herzberg's hygiene factors vs motivators' theory[xxxii]

It was now apparent that the hygiene factors though they do not contribute to motivation are factors that decide dissatisfaction. Until this time the motivational methodology was that focused on hygiene factors. The solution to motivation was considered to be more pay, benefits etc. Managements were perplexed that in spite of increasing these factors the motivational levels were not improved. This study pointed out that Hygiene was important in preventing dissatisfaction but was by itself not sufficient to motivate the employees. It was revealed that personal growth, advancement and increasing responsibility and achievement were the factors that would truly be motivators. Techniques to enhance job design and job enrichment were the main contribution of the theory propounded by Herzberg.

Herzberg proposes that work be enhanced or enriched (or 'vertically stacked') for genuine inspiration to ignite. This is not the same as same level job employment enrichment, which diminishes the individual commitment as opposed to giving open doors for development. A few precedents are

• Increasing the work production target thereby challenging the employee

• Adding another unimportant task to the existing set of tasks.

- Rotating the assignments of the various set of jobs or assignments that require enrichment.

- Deleting the most bothersome and arduous pieces of the task.

Alderfer's ERG theory[xxxiii]

The theory propounded by Clayton P. Alderfer's in 1969 reduces Maslow's five human needs into three groups: Existence, Relatedness and Growth.

Existence Needs this is a combination of Maslow's first two levels. It comprises all material and physiological desires (e.g., food, water, air, clothing, safety, physical love, affection and social belonging).

Relatedness Needs Fuse social, self and regard and esteem by others; associations with critical others like family, companions, colleagues and bosses. This likewise intends to be perceived and feel safe and secure as a component of a gathering or family. This incorporates Maslow's third and fourth dimensions.

Growth Needs Self-esteem or regard and self-actualisation; these affect an individual to make innovative or gainful impacts and improvements on himself and the work environment (e.g., to advance toward one's optimal self). Maslow's fourth and fifth dimensions. This incorporates wants to be inventive and gainful, and to finish important undertakings or tasks.

Despite the fact that the need of these requirements vary from individual to individual, Alderfer's ERG hypothesis organizes in order of priority as far as the classifications' compactness. Presence needs are the most concrete and least demanding to check. Relatedness needs are less concrete than presence needs, which rely upon a connection between at least two individuals. At long last, development needs are the least concrete in that their particular destinations rely upon the uniqueness of every individual.

Vroom expectancy motivation theory

Though Maslow and Herzberg both examine the connection between internal needs and the subsequent exertion used to satisfy them, Vroom's expectancy hypothesis isolates exertion (which emerges from motivation), execution, and results.

Vroom's expectancy hypothesis expect that conduct results from cognizant decisions among options whose reason it is to boost joy and to limit torment. Vroom understood that a workman's presentation and performance depends on individual factors, for example, identity, aptitudes, information, experience and capacities. He expressed that exertion; execution and inspiration are connected in an individual's motivation. He utilizes the factors Expectancy, Instrumentality and Valence to represent this.

Expectancy is the conviction that enhanced exertion will prompt improved execution for example in the event that I work more earnestly; at that point this will be better. This is influenced by several things such as:

1. Having the correct resources made accessible and available (for example raw materials, time)

2. Having the correct abilities (aptitude and skills) to carry out the responsibility or tasks

3. Having the vital help and support to take care of business (for example administrator support, or right data at work)

Instrumentality is the conviction that on the off chance that you perform well and that a valuable result will be gotten. How much a first dimension result will prompt the second dimension result? For example in the event that I work admirably, there is something in it for me. This is influenced by such things as:

1. Clear comprehension of the connection among execution and results – for example the principles of the reward 'game'

2. Trust in the general population who will take the choices on who gets what result

3. Transparency of the procedure that chooses who gets what results

Valence is the significance that the individual weights and places upon the anticipated result. For the valence to be positive, the individual must lean toward accomplishing the result to not achieving it. For instance, on the off chance that somebody is for the most part persuaded by cash, the individual in question probably won't be interested by offers of extra downtime.

The three components are significant behind picking one component over another in light of the fact that they are obviously characterized: exertion execution expectation (E>P hope) and execution result trust (P>O hope**).**

The three elements are important behind choosing one element over another because they are clearly defined: effort-performance expectancy (E>P expectancy) and performance-outcome expectancy (P>O expectancy).

E>P hope: our evaluation of the likelihood that our endeavours will prompt the required level of performance.

P>O anticipation: our appraisal of the likelihood that our achievement of successful performance benchmarks will prompt certain results.

Critically, Vroom's motivation hypothesis focus on the idea of perception – so regardless of whether a business supposes they have given everything suitable to motivates the workforce, and regardless of whether this works with a great many people in that association, it doesn't imply that somebody won't see that it doesn't work for them and that there may be exceptions to the what is working for the majority.

At first look anticipation hypothesis would appear to be most pertinent to a conventional frame of mind regarding the work environment where how inspired and motivated the worker is relies upon whether they need the reward on offer for working admirably and whether they trust more exertion will prompt that compensation.

Be that as it may, it could similarly apply to any circumstance where somebody accomplishes something since they anticipate a specific result. For instance, I reuse paper since I believe it's essential to save limited and exhaustible resources and stand firm on natural and environmental issues (valence); I feel that the more work I put into recycling and reusing the more paper I will eventually recycle (hope); and I imagine that the more paper I reuse then less resources will be utilized (instrumentality

Therefore, Vroom's expectancy hypothesis of motivation and inspiration isn't about personal circumstance in remunerations however about the affiliations individuals

make towards expected results and the commitment they believe they can make towards those results.

Porter and Lawler Model of Motivation[xxxiv]

Lyman Porter and Edward Lawler promulgated a far reaching hypothesis of motivation, consolidating the different viewpoints. Porter and Lawler's model is a more substantial and comprehensive model of motivation. This model has been for all intents and purposes have been validated and used in their investigation of the management cadre. This is a multivariate model which clarifies the relationship that exists between employment frames of mind or attitudes towards work and occupation execution or performance at work. This model depends on four essential postulations about human conduct:

(I) as referenced above, it is a multivariate model. As per this model, singular conduct is dictated by a blend of components in the individual and in work environment.

(ii) Individuals are thought to be logical, rationale and reasonable people who settle on cognizant choices about their conduct in the work environment.

(iii) Individuals have various different requirements, needs, wants, aims and objectives.

(iv) Individual decide between alternative behaviours based on their own needs and desires. Such predetermined behaviour will eventually lead to a desired outcome.

Essentially it can be understood that, Porter and Lawler's hypothesis is an improvement over Vroom's expectancy model for motivation. They state that motivation does not rise to fulfilment or execution. The model proposed by them experiences a portion of the short-sighted conventional presumptions made about the positive connection among gratification and execution. They proposed a multivariate model to clarify the mind boggling relationship that exists among satisfaction and execution. What is the primary concern in Porter and Lawler's model is that exertion or inspiration does not lead straightforwardly to execution. It is, truth be told, sedated by capacities and attributes and by job recognitions. At last, execution prompts satisfaction.

Diagram No. 2.9 Explains The Porter and Lawler's Model of Motivation
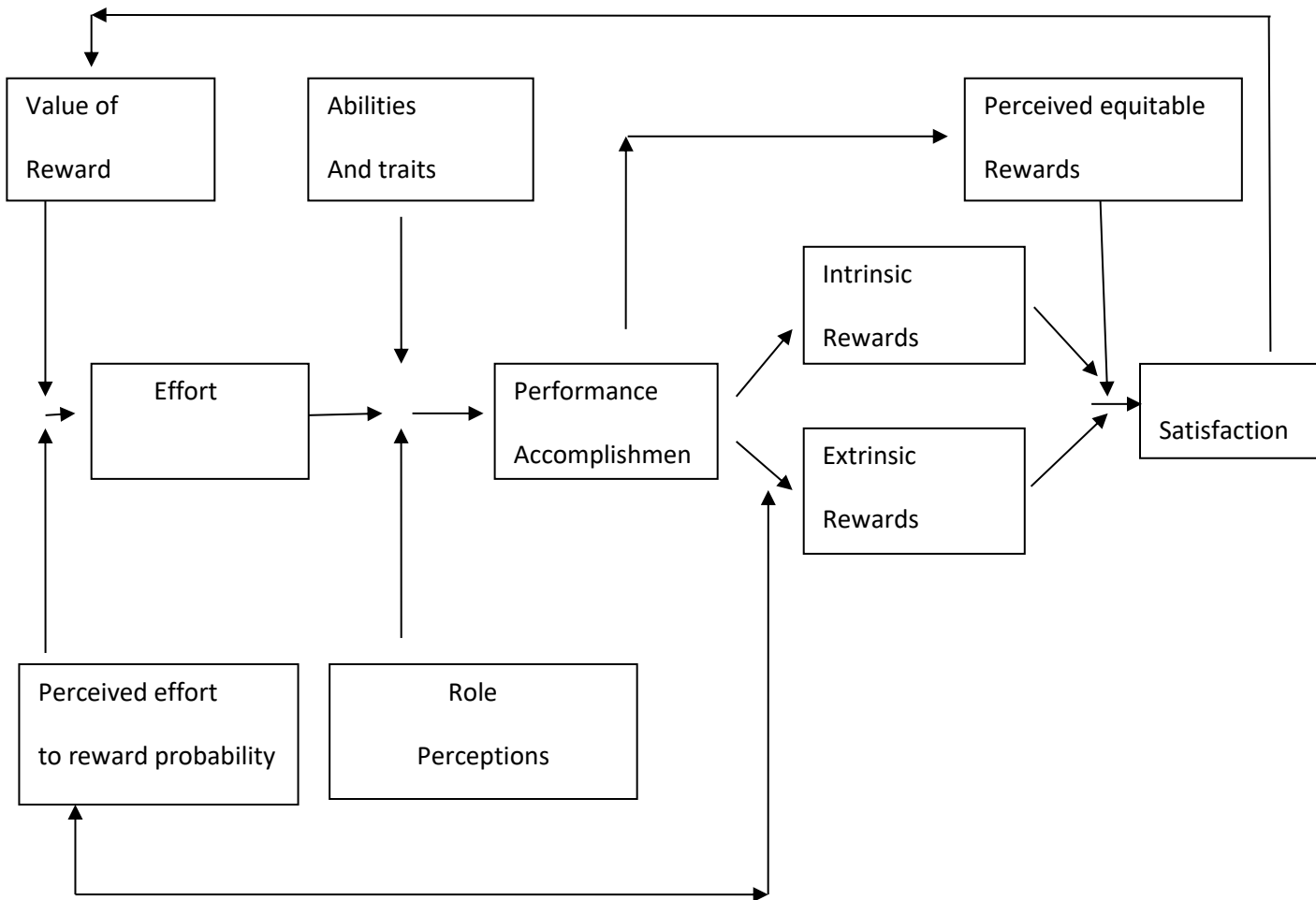
Equity theory of Motivation[xxxv]

The core of the theory of equity is the standard of equalization or balance. According to this theory of motivation, a person's level of motivation is connected to his perception of equity, justice, fair play and reasonableness practiced by the administration. Higher is person's impression of reasonableness, more prominent is the level of motivation and the other way around. While assessing fairness, the worker analyses the activity contribution (as far as contribution) to result (as far as remuneration) and furthermore contrasts the equivalent and that of another colleague of equivalent framework/classification. D/I proportion (yield input proportion) is utilized to make such a correlation.

EQUITY THEORY

Ratio Comparison	Perception
O/I a < O/I b	Under-rewarded (Equity Tension)
O/I a = O/I b	Equity
O/I a > O/I b	Over-rewarded (Equity Tension)

Negative Tension state: Equity is seen when this proportion is equivalent. While, if this proportion is unequal, it prompts "value strain". J. Stacy Adams called this a negative pressure state which spurs him to plan something directly for alleviating this tension. A correlation has been made between 2 specialists A and B to comprehend this point.

Referents: The four correlations a worker can make have been named as "referents" as per Goodman. The referent picked is a noteworthy variable in theory of equity. These referents are as per the following:

✔ Self-inside: A workman's involvement in an alternate position inside his present association.

✔ Self-outside: A workman's involvement in a circumstance or situation outside the present organisation.

✔ Other-inside: Another worker or team of workers inside the current organisational system.

✔ Other-outside: Another employees or workers outside the workman's current organisation.

There is the possibility of a comparison, by an employee, with a colleague. This is within the company or organisation in relation to past jobs held by him and others.

The employee's decision of the referent will be affected by the understanding of the referent and the worker's information about the referent.

Moderating Variables: The gender, compensation academic qualification, training and the experience level are the moderating factors. People with more noteworthy and advanced education are increasingly educated. In this way, they are probably going to contrast themselves and the untouchables. Men and women prefer intra-gender comparisons. It has been observed that females are ordinarily paid not as much as men in practically identical employments and have less compensation desires than a male for a similar work. Subsequently, a female worker that benchmarks another ladies representative as a referent will in general lead to a lower similar standard. Workers with more noteworthy experience know their association great and contrast themselves and their very own partners, while representatives with less experience depend on their own encounters and information for making examinations.

Decisions: The workers who see disparity and are under negative strain can decide on the following choices

✓ Change in information (for example Try not to overexert)

✓ Change their result (Produce amount yield and enhancing remuneration by relinquishing quality when piece rate incentive method exists)

✓ Make an alternative choice for reference

✓ Resign from the job

✓ Change self-recognition (For example - I realize that my performance is superior to that of every other person.)

✓ Change impression of others (For example - Jack's activity isn't as attractive as I thought it to be previously.)

Assumptions of the Equity Theory

The hypothesis exhibits that the people are concerned both with their own rewards and furthermore with what others get in their correlation.

Employees anticipate a reasonable and even-handed compensation for their efforts towards their employments.

Workers infer what their impartial return ought to be in the wake of comparison in relation to their information regarding the performance and results of their fellow workers or partners.

Workers who see themselves as being in a discriminatory situation will endeavour to lessen the disparity either by mutilating inputs as well as results mentally, by straightforwardly adjusting data sources as well as yields, or by simply leaving the job

2.5 Concept of Job Satisfaction

The phrase Job Satisfaction denotes the emotion experienced by an individual as a result of a variety of attitudes possessed by an employee. These attitudes are primarily related to his/her work environment. Specific factors such as remuneration, service conditions, career growth prospects, reward and recognition, fair appraisal etc. all contribute to the employee being satisfied and therefor being motivated to perform.

Job Satisfaction and Motivation to work are key elements of the employer/ employee relationship. They denote a positive emotional state when certain needs of the employee are fulfilled. Job satisfaction and motivation are two sides of the same coin. If an employee is dissatisfied or unhappy, S/ He will be demotivated. If the employee is motivated to work, they will be experiencing Job Satisfaction. At times the terms satisfaction and motivation are used interchangeable, they are in fact distinct variables that have a direct relationship with each other.

Job Satisfaction can be defined as the fulfilment of individual needs from the job in which he is involved. This indicates that work performance (motivation) will be high when employee derives satisfaction from the fulfilment of his basic needs. This is evident from Maslow's need theory of motivation.

According to Vroom "Job satisfaction is a set of favourable or unfavourable feelings and emotions with which individuals view their work. Job satisfaction is an affective attitude of feeling of relative like and dislike towards work role which they act."

Job Satisfaction is a feeling of contentment or a sense of accomplishment a person derives from his or her job. It helps in determining to what extent a person dislikes or likes his/her job. In short, it represents the difference between experience that the employees derive from the job and the expectation of the employer. The wider the gap, the more is the dissatisfaction.

Since a job comprises of a complex set of inter dependant relationships of roles, incentives and rewards and interactions, satisfaction is derived from each one of these and they all have the ability to determine the level of satisfaction one achieves from a particular task or assignment.

Satisfaction is an important component of a teachers reward. Monetary remuneration or compensation may be very low but a Teacher may experience a high level of job satisfaction. This in turn may result in a high level of motivation to fulfil future task or assignments for the teacher.

It would suffice to conclude the job satisfaction describes a psychological attitude of individuals towards their jobs. It describes their attitudes and influences their motivation to accomplish the work task / target set for them.

2.6 Review of Research and Journal Papers Related to Teacher Motivation and Job Satisfaction

Jain and Kara's examination (2015) on teacher's perception or points of view on elements which motivate them uncovers, acknowledgment, customary and mandatory assessment and checking and legally binding based work to be non-financial incentives as against substantial size of class , teaching subjects outside of an educator's core skill and performing administrative obligations, which were observed to be disincentives. Their examination on government and private schools in Delhi presumes that specific kinds of motivators, especially money related impetuses are important to evoke greater exertion and effort from educators.

Without motivated and qualified educators, the positive effect of teaching on learning by the students might be influenced. The main condition that would draw and attract the qualified teachers to the vocation is by ensuring that they receive appealing

compensation (**Dolton and Marcenaro-Gutierrez, 2011**). Although directly related investigations between Teacher Efficacy and Motivation of in-service educators were not accessible, similar investigative studies uncovered that Teachers are the most significant factor in deciding the nature of training that kids get in schools.

When instructors get appealing compensation they would be happy with their daily activity and this thus, is attached to their work execution including association and duty (**Chiresha and Shumba, 2010; Hanushek, et al., 1999**). Anyway the present investigation uncovered that there is a positive noteworthy connection between Teacher Efficacy and Remuneration and Incentives. At the point when educators are paid well they would without a doubt put forth a valiant effort and would likewise adjust for their substantial outstanding task at hand and furthermore raise their status in the general public (Olatunji, 2011; Young, Delli, Miller-Smith and Buster, 2004).

Work done by **Ramachandran and Pal (2005)** in India uncovered that better compensations alone were insufficient to upgrade persuasive dimensions. At the point when educators have conducive working environments, for example, small and manageable class sizes and number of teaching periods they have improved relationships amongst themselves as with students and are guided by better leadership by their principals. They are likely to experience higher levels of job satisfaction.

(**Adelabu, 2005; Bennell, 2004; Mathew, 2005**). However, large class size, unusual hours of work, multi grade teaching, unhealthy relationship amongst teachers and bad leadership demoralise teachers and kill their motivation for work commitment (Adelabu, 2005; Bennell, 2004; Mathew, 2005).The results of the present studies are similar to the above studies where in Work load and Challenges and Institutional Environment, components of 216 Teacher Motivation are significant predictors of Teacher Efficacy, which in turn affects their motivation and thus their classroom performance

As shown by **Guajardo (2011)**, "Teacher Motivation" is the "energy, drive or need to partake in Inspiring training and teaching methodology which is followed up on. Job satisfaction, self-viability, and individual achievement are dynamic sections of Educator Inspiration." All these add and contribute to the inspired and motivated educator.

The principle aims and goals of the examination led by **Singh, B. (1980)** were to create a structured format a test of work motivation of for the teachers, (ii) to examine the levels of motivation of working teachers, (iii) to recognize motivational level of teachers according to the area or field of work, and (iv) to examine the components influencing educators' desire or motivation to work. The example comprised of 556 educators chose arbitrarily from certain chose optional and higher secondary schools

The study comprised of 556 instructors chose arbitrarily from certain specific secondary and higher secondary schools of Ajmer and Jaipur divisions. Out of 556 educators, 217 had large families dependent on them and the balance 339 instructors needed to take care of smaller families. There were 462 male and 94 female teachers in the selected sample. The researcher identified the broad domain of the teachers' work through dialog s with the educators, superintendents, heads, and the educationists. The boundaries of educators' work demarcated were: (i) instructing within the classroom, (ii) school administration and organization, (iii) assessment, direction and counselling, (iv) co-curricular activities, and (v) extra-curricular activities. The fundamental type of the activity chart related to the teacher's job was the subject of discussion by a panel comprising of two educationists, two directors, one educational executive, and two senior teachers. The outcome of this study was a model job chart which was prepared for the secondary and senior- secondary schools. This was subsequently a topic for discussion among twenty-five school directors and headmistresses of the tested schools of Jaipur and Ajmer divisions.

To demarcate between the conduct of motivated and the unmotivated conduct reasonable standard was created. Teachers' profile information was acquired influencing educators' motivation to work. The initial type of the test was prepared for 99 controlled on 400 educators. Analysis based on the items was done to discover the main discriminating items. The determination of the items for the last type of the test was made by giving the due importance to various   areas of work. The final format of the test was prepared and administered on 556 educators. The addition of the scores, along with as the zone wise total scores were prepared for every teacher. Percentile standards of the test were created. Face reliability and validation of the test was done based on the made a decision by the senior teachers, school directors, administrators in the field of education, and educationists. Reliability and validation of the test was likewise discovered against outside criteria. Relationship between the test scores and

the rank scores was observed to be .53. Reliability of the test was established by calculating the stability of coefficient-correlation between the test scores of both testing was.

The reason for the investigation of Wayne Pennington, Philip (1997) was to find out the relationship of principals' initiative style and motivation of teachers. Two surveys, namely, the Leader Behaviour Description Questionnaire and Minnesota Satisfaction Questionnaire, were conducted for teachers of five randomly chosen Middle Tennessee County Public secondary schools. The results of the examination uncovered that there existed a significant relationship   was found at .001 between motivational levels of teachers and the apparent authority style of the primary. It also revealed a negative correlation between teacher Motivation sub-scales, and intrinsic and extrinsic, and general satisfaction, and each of the two leadership behaviour regarding structure and considerate conduct. Educators in schools with principals who exhibited low dimensions of initiating structure and thought conduct were inversely correlated with teachers who showed high motivation in intrinsic, extrinsic, and general satisfaction. Gender was considered an independent variable showed no critical distinction between the clusters in teachers' intrinsic, extrinsic and general satisfaction.

Age which was also considered an independent variable did not demonstrate any significant difference within the teacher's groups in the intrinsic and general satisfaction criteria. It was observed that, in the extrinsic sub scales for the teachers aging between 26 and 45, and 45 to 65 years there was a significance difference. Unfortunately responses from teachers who were below the age of 25 were too small in number to be considered for a reliable comparison. The duration of teaching experience which was also an independent variable demonstrated no noteworthy distinction with groups in the intrinsic and general satisfactory categories for the teachers. It was also observed that, there existed a significant distinction in the extrinsic sub-scale, for teacher who had with 1 to 12 years of teaching experience as well as 13 to 18 years of teaching experience.

Ramachandran et al., (2005) contemplated the elements that decide the general inspiration dimensions of educators and their activity fulfilment. They utilized both primary and secondary information, which included government information and

distributed materials pertinent to India, interviews with partners and a study of 45 instructors from 10 schools in Tonk area of Rajasthan. The investigation couldn't establish a relationship between motivational levels and, educators academic credentials, habitation area and, sexual orientation and pay scale. Instructors invested more energy in schools having great foundation and network. As indicated by instructors motivation was reflected in daily routine tasks, incorporating and exchanging important information and looking after order and discipline.

They couldn't establish a correlation with, compatibility with youngsters, learning levels and classroom condition with their motivational levels. Around 30% of the educators who were exceptionally energetic detailed that their personal life issues had no bearing on their work. While another 30%, were observed to be engrossed only in routine matter of work life while 40% had all the earmarks of being un-roused, indifferent and not interested in things around them. Further in her interaction with a group of educators in Rajasthan, Ramachandran (2005) was told by an educator that "a motivated educator comes to class each day, does what he/she is told and gives information and results that the superiors need". What's more, the managers said that "a motivated instructor was one who was amenable, did what she or he was told and was all things considered consistent". She understood that students were not the focus, nor were the teaching methodology and the learning outcomes. . Indeed, even the directors she reports to connected that a motivated teacher had low truancy and was regular in attendance maintained good discipline and completed all the record and paperwork,. It was also disclosed that a motivated teacher used the funds allotted to teaching and learning resource judiciously and provided her / his students with academic exercises as well as corrected them. It was apparent that non-teaching assignments made a teacher demoralized, unmotivated and overburdened. She further connected the high dropout rate from primary to upper-primary levels to de-motivated and disheartened teachers in government schools and in rural areas. Training was considered to be unnecessary and was unwanted.

The objective of the exploratory research study conducted by **Kusereka, Louis Garudzo (2003)** was to decide the levels of motivation of secondary school teachers in Zimbabewe. Further is attempted to distinguish and discuss about the variables that impact their motivation with the goal that administration action and interventions could be focused to upgrade motivation of teachers. A research designed for a

qualitative study, collected data by using the descriptive sample method. This was done by administering a self-taken questionnaire. Teachers from 175 country rural schools in the district of Benita comprised of the sample. With the aid of a computer, a statistical analysis was conducted and the results were analysed statistically. Results showed that Teachers were neither exceptionally motivated nor happy in their jobs or work environment. Their motivational levels were influenced by many aspects of their work and the working conditions and environment emerged as one of the major factors for lack of motivation. It was also found that certain variables related to biracial factors also influenced the motivation of teachers in a significant manner.

A study aimed to investigate motivation, job satisfaction, commitment and general health among 237 Maltese and Gozitan secondary school teachers was conducted by **Portelli, Maria Viviana (2004)** .The data was collected using survey method and the sample was simple random sampling. From this research, it was discovered that the teachers were mostly, mainly attracted to teaching by the family commitment factor which can be construed as extrinsic motivation.. A high percentage of teachers were found to be generally satisfied with their job. The stated that one of the most satisfying aspect of their work, was when their students achieved success in some way during the "official" working hours and when working with higher academic ability 103 pupils. Teachers expressed that they spend the maximum amount of their working time on teaching in the classroom face to face. Benevolence and family factors instead of individual and job situated elements were the things the educators felt generally dedicated to. To certain degree, most of the teachers did not have over the top pressure or stress related indicators. It was further observed that the more satisfied the teachers were the less likely they were to experience stress in their work life. A few noteworthy primary effects among statistic variables, when contrasted with the other factors mentioned previously. These findings were translated in the light of proper characteristics of the Maltese educational framework. Limitations of the investigation, future research and mediation bearings were additionally examined.

Paynter, Jeanne L (2004) attempted to create a motivational profile of teachers in her two part study using a multi- dimensional framework of motivation. Study 1 comprised of the plan and approval of a frame of attitude with an overview to evaluate the quality and course of the three ward factors, educator's inclination for extraneous, natural, and good helpers. Concentrate 2 tried the exploration theories.

The three autonomous factors in the casual comparative structure were educator age, profession stage, and school accomplishment level. The review was directed to the rudimentary instructors in a stratified arbitrary school test. Information were examined utilizing an exceptional variety of multivariate examination of change (MANOVA) to recognize critical connections of the factors. The investigation results demonstrated that the instructors have an essentially higher inclination for good helpers when contrasted with natural and extraneous sparks, and this profile endured over every one of the gatherings. In any case, while the heading of educator's inclination was comparable, the inspiration levels varied fundamentally as indicated by age and profession organize. Noteworthy connections of inspiration inclination and school accomplishment level propose the requirement for further research, and tending to the distinctions in inspiration level among age and vocation organize gatherings can advance instructors' expert development over the profession length.

Paynter, Jeanne L (2004) in her two-part study used a multi-dimensional framework of motivation to create a motivational profile of teachers: Study 1 consisted of the design and validation of an attitude survey to assess the strength and direction of the three dependent variables, teacher's preference for extrinsic, intrinsic, and moral motivators. Study 2 tested the research hypotheses. The three independent variables in the casual comparative design were teacher age, career stage, and school achievement level. The survey was administered to the elementary teachers in a stratified random school sample. Data were analysed using a special variation of multivariate analysis of variance (MANOVA) to identify significant interactions of the variables. The study results showed that the teachers have a significantly higher preference for moral motivators when compared to intrinsic and extrinsic motivators, and this profile persisted across all the groups. However, while the direction of teacher's preference was similar, the motivation levels differed significantly according to age and career stage. Significant interactions of motivation preference and school achievement level suggest the need for further research, and addressing the differences in motivation level among age and career stage groups can promote teachers' professional growth across the career span.

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Chapter 3

RESEARCH METHODOLOGY

3.1 Introductory Remarks

The Duke of Wellington once, famously, attributed the victory at Waterloo to the virtues of an education received at Eton. It was the qualities of leadership imbibed at school that produced Prime Ministers and Heads of Government. This research endeavors to look at the relationship between Leadership Styles of the Heads of educational institutions and teachers, who groom the future leaders of tomorrow. School Principals or Head teachers are the role models for each generation. They have capacity to influence the impressionable minds and instill values. The culture and ethos of a school is dependent on the leadership style of the Principal. Each particular leadership style will have a relevance to the motivation levels of teachers. This relationship is the core of this research. Determining which leadership style is better suited to a particular environment, and its impacting the motivation of teachers is the important findings of this study.

In India, a lot depends on leadership styles adopted by the new generation of politicians, entrepreneurs and society at large follow, imbibe and adopt. It could be Mr. Narendra Modi style or that demonstrated by his predecessor Dr. Manmohan Singh. Both styles are as different as chalk and cheese. The educational system and schools in particular, are a mirror image of the change in society. These changes are quickly imbibed by the students.

Russel Greg[i] has defined educational administration as the process of utilizing appropriate materials in such a way so as to promote development of human qualities effectively. It is concerned with, not only, the development of children and youth but also with the growth of adults and particularly of school personnel. Thus, educational administration integrates the human as well as material resources along with effective laws and regulations.

All details regarding adapted methods of scientific enquiry have been presented in the present chapter of eleven sections.

In section 3.1: Introductory remarks are made. Section 3.2: Elaborates the statement of research problem for this study. Section 3.3: States the aims and objectives of the study. Details of the Hypothesis have been presented in Section 3.4. Relevant details regarding the database of the study has been presented in Section 3.5. Reliability and Validity of data has been presented in 3.6. Factor Loading is in Section 3.7. Test of Normality is in Section 3.8. Secondary Data in Section 3.9 Significance or importance of the study is elaborated in Section 3.10. Lastly, Scope and Limitations is brought up in Section 3.11.

3.1.1: Leadership:

Leadership style is an approach that a person uses to lead people. Stated differently, the behavior a leader exhibits, during supervision of subordinates, is known as leadership style. Style, is said to, comprise two distinct elements- the leader's assumptions about subordinates and the leader's actual behavior while interacting with subordinates. Although this distinction is not made in academic circles (where emphasis is more on leader behavior), it is important to keep in mind, particularly, when changes in leadership behavior are desired. A change in leadership behavior can be achieved by either changing the leader's assumptions about people or, by first, forcing behavioral change of the leader and then, hoping for attitudinal change later.

This research has focused on six Leadership Styles. It also maps these different leadership styles of Principals based on the perception of the teachers working under them.

The six styles are:1) Autocratic, 2) Democratic 3) Transactional, 4) Transformational, 5) Passive- Avoidant and 6) Laissez Faire

3.1.2: Motivation and Job Satisfaction

The second aspect of focus is the Motivation and Job Satisfaction of the teaching staff. It refers to a set of forces that energizes people to behave in certain ways. Motivation is necessary to accomplish tasks, to produce quality goods, and for other related purposes. Motivating teachers however, is not an easy job. Change of workforce, change of job designs and de layering of organizations make motivating a difficult task. Of course, due

importance is to be given to the other factors that influence the motivation of teachers. However, this study has focused on the leadership styles adopted by School Principal and its impact, if any, on the Motivation of teachers. This study further established relationships between Motivation and Job Satisfaction. During the study an effort was made to ascertain if a relationship existed between specific Leadership Styles and Motivation. In addition to establishing, the existence of a relationship between Motivation and Job Satisfaction. Further, if relationships are also established between specific Leadership Styles and Job Satisfaction.

3.2: Statement of the Research Problem

The exact title of the present study is **'A Study of Leadership Styles of Principals in Private - Unaided Schools and its Relevance to Motivation of Teachers in Pune City'** is considered as the statement of the research problem of the study[ii].

3.3: Aims and Objectives of the Study[iii]

The importance of having a motivated workforce is very imperative in a school environment. Therefore, it is important to study the relationship between leadership styles of School Principals and the relevance it has to the motivational levels of school teachers. This study will benefit: School Managements, Principals and the Teaching Fraternity.

- To study the relevance of a particular leadership style on the motivation of teachers. These leadership styles are specifically; Autocratic, Democratic, Transactional, Transformational, Passive Avoidant and Laissez Faire.

- To study the Leadership Style patterns of School Principals and its relationship with the year of establishment of the school. (Age of the School).

3.4: Hypothesis[iv]:

H1 Leadership style of the School Principals has a relevance to the motivation of teachers.

H1.1 Autocratic Leadership style of the Principal has a relevance to Motivation of Teachers.

H1.2 Democratic Leadership style of the Principal has a relevance to the Motivation of Teachers.

H1.3 Transactional Leadership style of the Principal has a relevance to the Motivation of Teachers.

H1.4Transformational Leadership style of the Principal has a relevance to the Motivation of Teachers.

H1.5 Passive Avoidant Leadership style of the Principal has a relevance to the Motivation of Teachers.

H1.6 Laissez Faire Leadership style of the Principal has a relevance to the Motivation of Teachers.

H1.7 Motivation has a relationship with Job Satisfaction

Ho2 The leadership style of the Principal is not dependent on the age of the schools.

H02.1: School below 10 years of Age does not differ in Leadership style.

H02.2: Schools from 11-20 years of Age do not differ in Leadership style.

H02.3 Schools from 21-30 years of Age do not differ in Leadership styles.

H02.4 Schools from 31-40 years of Age do not differ in Leadership styles.

H02.5 Schools from 41-50 years of Age do not differ in Leadership styles.

H02.6 Schools from 50 years and above of Age do not differ in Leadership styles.

3.5 Database of the study: Primary Data[v]

3.5.1: Pilot Study

The present study is based on the Primary Data Source. In accordance, with these objectives, mentioned in Section 3.3. The initial data was collected for the purpose of ascertaining the reliability of the questionnaire. For this, data was collected from n= 50 respondent teachers working in four different schools.

For the intent of profiling the leadership style of each individual school Principal, a set of 30 questions were taken from the LBDQ questionnaire. 5 questions each from the six leadership styles were extracted. Further, 20 questions from the Teachers Motivation questionnaire, developed in 2015 by Ronald Abraham et.al, and 10 questions each were taken to evaluate the Motivation and Job Satisfaction of teachers. Understanding has been gained, regarding a specific leadership style   prevalent among School Principals, and whether, this has a direct relationship with the Motivation and Job Satisfaction of teachers. The Reliability of the questionnaire was established as seen in the table below:

Table No: 3.1 Pilot Study

Pilot Study	
Parameters	Cronbach's Alpha
Leadership	0.757
Motivation	0.696

Reliability Statistics (n=50) (Source primary data)

It would be seen that from the table 3.2 with reference to Leadership style of the Principal that the Cronbach's Alpha observed to be the value of 0.797 and for Motivation of teachers it is 0.779. Both these values indicate a high level of internal consistency of the scale used in the questionnaire. Thus based on these results further data collection has been made.

3.5.2.: Sampling and Database:

Sample size determination using mean method for finite population

Sample size was determined using sample size determination by mean method. Variables in study were measured using a 5-point measurement scale; hence the mean method was adopted.

Formula $N = \dfrac{z^2 * s^2}{e^2}$

Where, 'z' is the standard score associated with confidence level (99% in the current case). Hence standard scores equals to 2.57 (borrowed from normal table)

'S' is the variability in the data set, computed as a ratio of range / 6. Range is equal to 5-1 = 4 (the difference between minimum and maximum value in the 5point scale). 6 refers to ±3 standard deviation values on the X axis of the standard normal curve, which takes in all the data set in study.

Hence S = 4/6 = 0.66   E is the tolerable error = 6% (in the current study).

Sample size $n = \dfrac{2.58^2 * 0.66^2}{0.06^2} = 799$

For statistical viability this was rounded off to 800Po population size: 8430

5% of 8430 is 421, Sample size has exceeded 5% of the population hence the population is a small population and finite population correction is required.

Applying finite population correction factor

$N = ss* \sqrt{\dfrac{N-n}{N-1}} = 800 * \sqrt{\dfrac{8430 - 800}{8430 - 1}} = 800 * 0.951 = 761$

In order to deal with non-responses 12% of the sample size is taken as buffer 12% of 761 = 90, Hence 761 + 90 = 851, thus the final sample size is freezed at 851

3.5.3: Population

This study is a cross-sectional study and has been made with the sample size of 851 teachers. This sample of teachers were drawn from the population of total teachers working in Private, Unaided schools in Pune city. These schools are English Medium schools only. Table 3.2 shows the total number of Private Unaided schools in Pune City.

Table No. 3.2

The No. of Private Unaided schools and No. of teachers in Pune City

Sr. No.	Year	Number of school	Number of Teachers
1	2015-16	409	7531
2	2016-17	421	8430
3	2017-18	463	9911

(Source: UDISCE)

Chart No. 3.1

No. of Private Unaided schools in Pune City
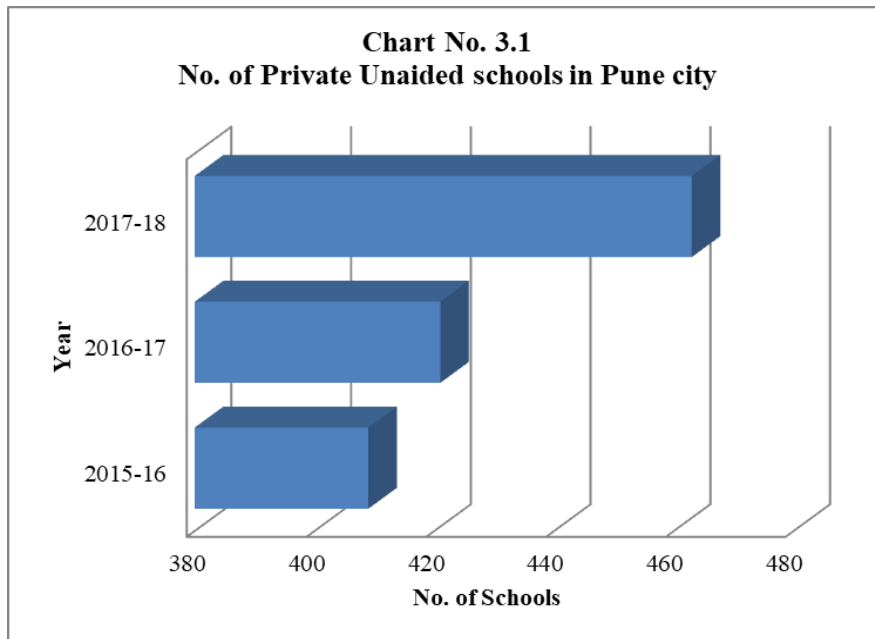
(Source: UDISCE)

Chart No. 3.2

No. of teachers in Private Unaided schools in Pune City

Chart No. 3.2
No. of Teachers Private Unaided schools in Pune city
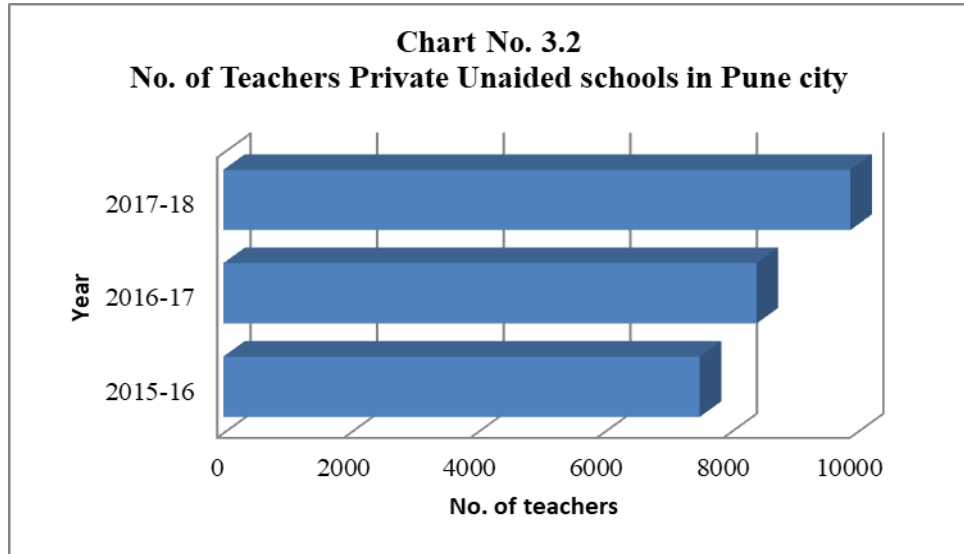
(Source: UDISCE)

It can be seen from the Table 3.3 that proper representation of the teachers from schools across Pune City has been taken. Care was taken to ensure that 53 school principals were profiled which is 12.58% of the total number of private unaided school in Pune City in the Year 201-17. A total of 881 respondents were administered the questionnaire of which 851 were accepted .30 questionnaires were rejected. This constitutes 10.09 % of the total number of teachers 8430 teachers employed in Private unaided schools in Pune City in 2016-17. Therefore it can be concluded that sample size is an adequate representation of the population.

Table No. 3.3

Respondent Schools in Pune City

Sr. No.	Name of School	Location
1	Wisdom World	Hadapasar
2	Amanora School	Hadapasar
3	Hutchings High	Pulgate
4	Hume McHenry	Gultekadi
5	Bishop's Co-Ed	Undri
6	Trinity International	Yewalewadi
7	Kroot Memorial	Wanwadi
8	Hill Green	Pisoli
9	Vidya Bhavan	Shivajinagar
10	Erin N. Nagarvala- Boarding	Kalyanigar
11	Erin N. Nagarvala- Primary School	Kalyanigar
12	Erin N. Nagarvala - High School	Kalyanigar
13	City International	Wanwadi
14	Rosary, Bibewadi	Bibewadi
15	Rosary, Warje	Warje
16	Rosary, Viman Nagar	Viman Nagar
17	Rosary, Salunke Vihar	Salunke Vihar
18	Rosary, Camp	Camp
19	RBA Junior College	Camp
20	St Patrik's Pre-Primary School	Fatima nagar
21	Amansetu My School	Wagholi
22	Lexicon School	Hadapsar
23	Sanskriti School	Undri
24	Mahavir English School	Salisbury park
25	Kline Memorial School	Bibewadi

Sr. No.	Name of School	Location
26	St. Paul's School	Camp
27	YCMC'S Maharashtra English School	Camp
28	Bharti VidhyapeethEnglishMedium School	Dhankawadi
29	Crescent High School	Gultekadi
30	Pawar Public School	Hadapsar
31	Vatsalya Public School	BT Kawade Road
32	Vatsalya Public School, Pisoli	Pisoli
33	M.S.B. Educational Institute	Kondhava Budruk
34	Prakash English Med. School	Camp
35	Jnana Probodhini, Nigdi	Nigadi
36	Pratibha International School	Akurdi
37	D.B. Nimbarkar School	Akurdi
38	Jnana Probodhini, Sadashiv Peth	Sadashiv Peth
39	Gurunanak Public School	Camp
40	Mentor International School	Magarpatta
41	The Stepping Stone School	Chinchwad
42	Dr. Kalmadi Shamrao High School, Aundh	Aundh
43	Kaveri International School	Lohagaon
44	Dr. Kalmadi Shamrao High School, Kothrud	Kothrud
45	Kalmadi High Sschool, Erandwane	Erandwane
46	Phoenix World School	Kharadi
47	S.N.B.P International School	Moshi
48	Vishwakarma Vidyalaya- Pre- Primary School	Bibewadi
49	Vishwakarma Vidyalaya- Primary School	Bibewadi
50	Vishwakarma Vidhyala English High School	Bibewadi
51	Lokseva E School	Pashan
52	Rewachand Bhojawani Academy	Camp
53	Spicer Memorial Higher Secondary School	Aundh

Source: Field investigation

3.5.4: Measurement

The questionnaires considered and used to quantify the responses from the Teachers Respondents have been constructed with the help of 'Five Point Likert Scale'[vi] . These responses comprise of considered opinions of the responding teachers .These opinions are confined to the questions regarding the leadership style of the school Principal they work under as well as the questions regarding their own motivation as employees of the school. For the leadership styles the rating is shown as 5 as always and 1 as never. For Motivation 5 is strongly agree and 1 as strongly disagrees.

3.5.5: Methods of Analysis

The data obtained from   the responses to the questionnaire has been processed with the help of M/S Excel spread sheet. The formal tabulation of the questionnaire has been used to ascertain descriptive statistics of the frequencies obtained from quantified responses with the help of M/S Excel. This processing and tabulation of the data has been used to enhance the understanding of the quantified details. Descriptive aspects of the data have been presented using tables and appropriate charts.

The data in the excel format was further transferred to the SPSS software package for further inferential analysis. This inferential analysis has been made by applying, arithmetic mean, standard deviation for the descriptive statistics. Hypothetical model preparation using Path coefficient was used. A proposed Hypothetical model to investigate the relationships of the six leadership styles i.e Autocratic leadership, Democratic Leadership, Transactional Leadership, Transformational Leadership, Passive Avoidant Leadership and Laissez Faire Leadership was prepared. This model was further validated.

Model fit analysis was done using five fit indices: CIN/DF (Minimum Discrepancy as index Chi- square), Comparative Fit Index, Goodness of Fit, Adjusted Goodness of Fit, RMSEA (Root Mean square error of approximation). Repeated ANOVA was used for Hypothesis testing.

Diagram No. 3.3 Proposed Hypothetical Model

AUTOCRATIC	DEMOCRATIC	TRANSACTIONAL	TRANSFORMATIONAL	PASSIVE AVOIDANT	LAISSEZ FAIRE

MOTIVATION

JOB SATISFACTION
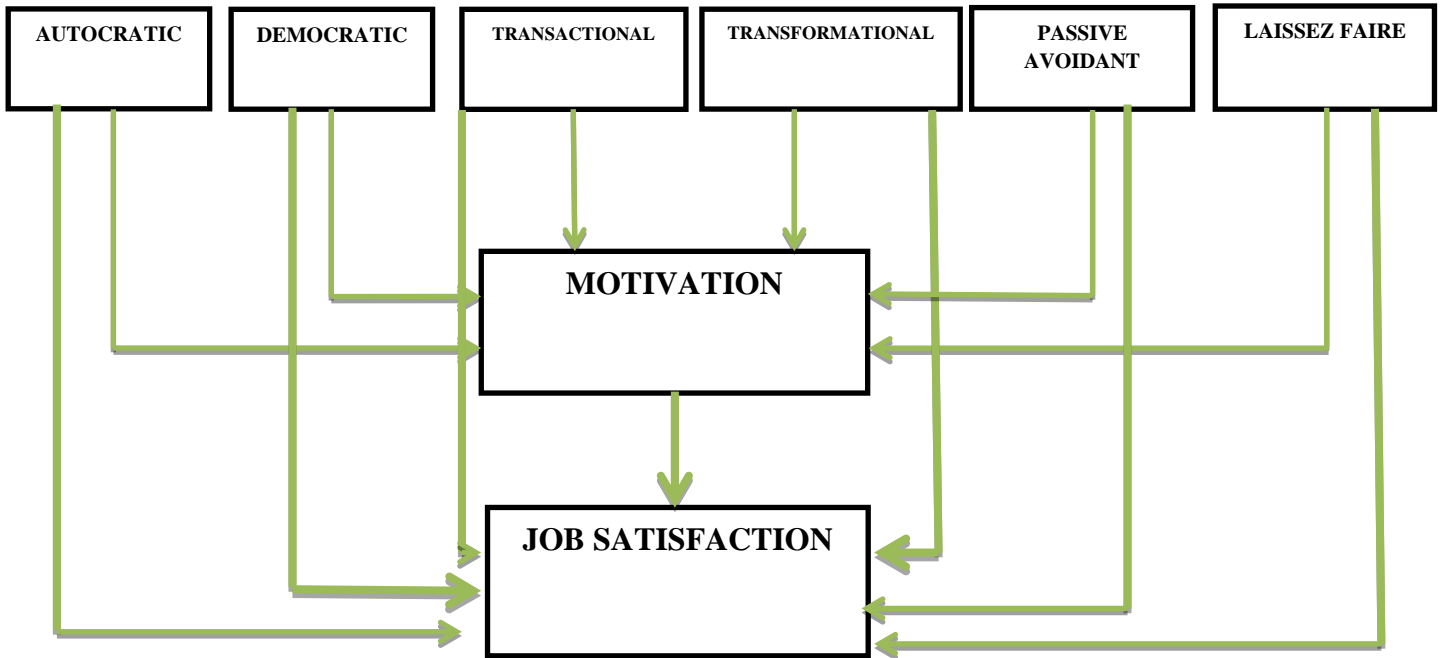
3.6: Reliability and Validity

3.6.1: Reliability

Reliability is the ability of the scale to produce consistent results. It is extent to which a scale is trustworthy .In the current study, reliability is measured using Cronbach's Alpha, since; the variables are multiple item scaled variables (constructs Autocratic, Democratic, Transactional, Transformational, Passive Avoidant, Laissez Faire, Motivation, and Job Satisfaction). Cronbach's alpha is a measure of internal consistency. Alpha value is between 0 and 1. Alpha value above 0.7 indicates reliability. Results of reliability tests are given in the table below:

Table No. 3.4

Test of Reliability

Sr. No.	Construct	No of Items	Alpha Value	Result
I	II	III	IV	V
1	Autocratic Leadership	5	0.852	Reliability Supported
2	Democratic Leadership	5	0.907	Reliability Supported
3	Transactional Leadership	5	0.922	Reliability Supported
4	Transformational Leadership	5	0.875	Reliability Supported
5	Passive Avoidant Leadership	5	0.821	Reliability Supported
6	Laissez Faire Leadership	5	0.896	Reliability Supported
7	Motivation	5	0.861	Reliability Supported
8	Job Satisfaction	5	0.810	Reliability Supported

3.6.2: Validity

Validity is the ability of the scale to produce accurate results. It is the extent to which a scale measures what it is supposed to measure. In the current study validity is measured using average Variance Extracted. Average Variance Extracted is a popular method of confirming validity. It's an average factor loadings squared for all the items of a construct. Average variance extracted value .5 and above is an indication of validity of construct validity. Average variance is computed using IBM SPSS Amos. Results are presented in the table below.

3.7: Factor Loading

Factor Loadings are a good indicator of convergent validity. Convergent validity ascertains, how well items of a construct converge with each other. Factor loadings are standardized regression weights that range between ±1. The threshold value for factor loading is .5 and above. High loadings indicate that the items are doing a good job of explaining the underlying construct. In the current study, eight latent constructs (Autocratic, Democratic, Transactional, Transformational, Passive Avoidant, Laissez Faire, Motivation and Job Satisfaction) are used to validate the hypothetical model. Results indicating Factor Loading are presented in the table below. All variables have factor loading above the threshold of .5, hence validity is supported.

Table No. 3.5

Average Variance Extracted for Autocratic Leadership Style

Items		Construct	Factor loading	Squared Factor Loadings	Average Variance Extracted
Auto L1	<---	F1	0.861	0.741321	
Auto L2	<---	F1	0.667	0.444889	
Auto L3	<---	F1	0.656	0.430336	
Auto L4	<---	F1	0.792	0.627264	
Auto L5	<---	F1	0.669	0.447561	0.53

*** *Significant at .001% level of significance*

Items defining the construct Autocratic style of Leadership converge well together in explaining the underlying construct since the value is above the threshold of .5

Table No. 3.6

Average Variance Extracted for Democratic Leadership Style

Items		Construct	Factor loading	Squared Factor Loadings	Average Variance Extracted
Demo L1	<---	F1	0.87	0.7569	
Demo L2	<---	F1	0.856	0.732736	
Demo L3	<---	F1	0.761	0.579121	
Demo L4	<---	F1	0.835	0.697225	
Demo L5	<---	F1	0.743	0.552049	0.66

*** *Significant at .001% level of significance*

Items defining the construct Democratic style of Leadership converge well together in explaining the underlying construct since the value is above the threshold of .5

Table No. 3.7

Average Variance Extracted for Transactional Leadership Style

Items		Construct	Factor loading	Squared Factor Loadings	Average Variance Extracted
TransL1	<---	F1	0.86	0.7396	
TransL2	<---	F1	0.847	0.71741	
TransL3	<---	F1	0.793	0.62885	
TransL4	<---	F1	0.872	0.76038	
TransL5	<---	F1	0.82	0.6724	0.7

*** Significant at .1% level of significance

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Items defining the construct Transactional style of Leadership converge well together in explaining the underlying construct since the value is above the threshold of .5

Table No. 3.8

Average Variance Extracted for Transformational Leadership Style

Items		Construct	Factor loading	Squared Factor Loadings	Average Variance Extracted
Transf L1	<--	F1	0.829	0.687241	
Transf L2	<--	F1	0.853	0.727609	
Transf L3	<--	F1	0.724	0.524176	
Transf L4	<--	F1	0.814	0.662596	
Transf L5	<--	F1	0.6	0.36	0.59

*** Significant at .001% level of significance

Items defining the construct Transformational style of Leadership converge well together in explaining the underlying construct since the value is above the threshold of .5

Table No. 3.9
Average Variance Extracted for Passive Avoidant Leadership Style

Items		Construct	Factor loading	Squared Factor Loadings	Average Variance Extracted
PA1	<---	F1	0.719	0.516961	
PA2	<---	F1	0.706	0.498436	
PA3	<---	F1	0.65	0.4225	
PA4	<---	F1	0.689	0.474721	
PA5	<---	F1	0.706	0.498436	0.48

*** Significant at .001% level of significance

Items defining the construct Passive Avoidant Style Leadership converge moderately together in explaining the underlying construct. The construct has marginally missed the threshold of .5

Table No. 3.10

Average Variance Extracted for Laissez Faire Leadership Style

Items		Construct	Factor loading	Squared Factor Loadings	Average Variance Extracted
LF1	<---	F1	0.72	0.5184	
LF2	<---	F1	0.688	0.473344	
LF3	<---	F1	0.837	0.700569	
LF4	<---	F1	0.858	0.736164	
LF5	<---	F1	0.864	0.746496	0.63

*** Significant at .001% level of significance

Items defining the construct Transformational style of Leadership converge well together in explaining the underlying construct since the value is above the threshold of .5

Table No. 3.11

Average Variance Extracted for Motivation

Items		Construct	Factor loading	Squared Factor Loadings	Average Variance Extracted
Moti v1	<---	F1	0.507	0.257049	
Moti v2	<---	F1	0.802	0.643204	
Moti v3	<---	F1	0.8	0.64	
Moti v4	<---	F1	0.853	0.727609	
Moti v5	<---	F1	0.754	0.568516	0.56

*** Significant at .001% level of significance

Items defining the construct Transformational style of Leadership converge well together in explaining the underlying construct since the value is above the threshold of .5

Table No. 3.12

Average Variance Extracted for Job Satisfaction

Items		Construct	Factor loading	Squared Factor Loadings	Average Variance Extracted
JS1	<---	F1	0.794	0.630436	
JS2	<---	F1	0.758	0.574564	
JS3	<---	F1	0.568	0.322624	
JS4	<---	F1	0.726	0.527076	
JS5	<---	F1	0.685	0.469225	0.5

*** Significant at .001% level of significance

Items defining the construct Transformational style of Leadership converge well together in explaining the underlying construct since the value is above the threshold of .5

3.8.: Test of Normality

Test of Normality is an important condition for parametric statistics. Normality assumes that the distribution for data used for parametric test has a normal distribution. In the current study, one-way ANOVA and Path Analysis is the parametric test employed. Normality is tested using the criteria suggested by George & Mallery (2010). According to George & Mallery (2010) variables with skewness values between ± 1 and kurtosis between ± 2 indicates normality.

Table No. 3.13

Test of Normality

N=851

Descriptive Statistics						
	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Autocratic	1.4	5	3.3988	0.68918	-0.084	-0.245
Democratic	1.4	5	4.0834	0.67774	-1.075	1.564
Transactional	1.2	5	4.1643	0.69624	-1.038	1.36
Transformational	1.4	5	4.0106	0.76876	-0.969	0.781
Passive Avoidant	1	5	2.8336	0.9265	0.069	-0.72
Laissez Faire	1.2	5	3.4458	0.68909	-0.47	0.09
Motivation	1.2	5	3.8996	0.62957	-1.262	2.103
Job Satisfaction	1	5	3.8108	0.78939	-0.755	0.464

Table No. 3.14

Test of Normality According to Age of the Schools

N=164

Age of the school	Leadership Style	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Up to 10	Autocratic	2.2	5	3.6171	0.62598	0.234	-0.49
	Democratic	1.8	5	4.1915	0.59583	-0.956	1.068
	Transactional	2.4	5	4.3146	0.5696	-0.975	0.976
	Transformational	1.8	5	4.1049	0.72686	-1.068	0.905
	Passive Avoidant	1	5	2.878	0.96681	-0.138	-0.688
	Lassie Faire	1.4	4.8	3.3634	0.69468	-0.202	-0.225
	Motivation	1.8	5	3.889	0.52484	-0.648	1.357
	Job Satisfaction	1.2	5	3.7988	0.77396	-0.681	0.163
11 to 20	Autocratic	1.4	5	3.4261	0.7488	-0.443	-0.303
	Democratic	1.4	5	3.8997	0.78983	-1.139	1.161
	Transactional	1.6	5	3.9162	0.81409	-0.828	0.45
	Transformational	1.4	5	3.8433	0.86426	-0.808	0.098
	Passive Avoidant	1	5	3.0405	0.92349	-0.174	-0.774
	Lassie Faire	1.4	5	3.3588	0.71724	-0.631	-0.097
	Motivation	1.2	5	3.822	0.72516	-1.282	1.45
	Job Satisfaction	1	5	3.645	0.8317	-0.675	0.156

Age of the school	Leadership Style	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
				4			
21 to 30	Autocratic	2.2	5	3.4203	0.69549	0.228	-0.987
	Democratic	2.4	5	4.3014	0.56007	-1.167	1.809
	Transactional	3	5	4.3739	0.58301	-0.656	-0.746
	Transformational	1.6	5	4.0696	0.71933	-0.964	1.132
	Passive Avoidant	1	4.4	2.6638	0.88284	0.219	-0.405
	Lassie Faire	1.4	5	3.5478	0.72813	-0.735	0.447
	Motivation	1.6	4.8	3.8986	0.59963	-1.495	1.663
	Job Satisfaction	1.6	5	3.6841	0.74155	-0.382	0.078
31 to 40	Autocratic	2.2	4.4	3.4429	0.463	-0.16	0.334
	Democratic	2.8	5	3.9886	0.54362	-0.027	-0.775
	Transactional	3.2	5	4.2314	0.51711	-0.298	-0.945
	Transformational	2.2	5	4.0286	0.53976	-0.912	0.971
	Passive Avoidant	1.8	4.6	2.9629	0.59495	0.862	0.3
	Lassie Faire	2.2	4.6	3.74	0.61512	-0.155	-0.972
	Motivation	3.2	5	4.1143	0.45118	0.009	-1.048
	Job Satisfaction	1.8	5	4.0257	0.64688	-0.907	1.543
41 to 50	Autocratic	2	5	3.1439	0.60548	0.542	0.118
	Democratic	2.2	5	4.334	0.51571	-1.192	1.358

Age of the school	Leadership Style	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
				8			
	Transactional	3	5	4.3818	0.4976	-0.598	-0.309
	Transformational	1.4	5	4.25	0.61897	-1.294	3.207
	Passive Avoidant	1	4.8	2.2924	0.78513	0.888	0.984
	Lassie Faire	1.2	4.8	3.4818	0.59152	-0.307	0.809
	Motivation	1.8	5	4.0091	0.53109	-1.413	1.639
	Job Satisfaction	1	5	4.0227	0.77662	-1.186	1.108
51 and above	Autocratic	1.4	5	3.2816	0.71306	0.044	0.079
	Democratic	2.4	5	4.0368	0.64025	-0.072	-0.898
	Transactional	1.2	5	4.1616	0.7056	-0.847	1.28
	Transformational	1.6	5	3.9808	0.78593	-0.622	0.118
	Passive Avoidant	1	5	2.8864	0.97065	0.031	-0.855
	Lassie Faire	1.6	5	3.4976	0.679	-0.373	0.28
	Motivation	1.8	5	3.8592	0.67967	-1.058	0.899
	Job Satisfaction	1.6	5	3.9376	0.72886	-0.663	0.288

3.9: Secondary data

The secondary data regarding the status of schools, year of establishment, the board it affiliated to, student strength etc. has been found in the individual school websites. Also,

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the verification of the size of population has been taken from the government data available on the Unified District Information System for Education (UDISE) website. All sources of secondary data have been relevant to the time period mentioned in 3.11: on time span, scope and limitation, also for the region and related activity. Much of this material has been utilized during the course of the present study. Secondary data was also obtained from several renowned libraries in Pune city specifically the library of the Tilak Maharashtra Vidyapeeth and British Council Library.

3.10: Significance of the study[vii]

School education is a vital ingredient for the development of an economy. It is important to note, that the growth of private educational institutions are on the rise. In the days to come they will cater to a larger number of students than the Government/ aided school system. The Government, alone, is unable to cope with the demand for schools to cater to the needs of a young and growing population. Every year this growth in population calls for the establishment of new schools in the private sector. Even corporates like HDFC are entering the domain of school education. It is important to note that with this rise in the number of schools comes the demand for excellence in quality leadership of these schools. Focusing on the leadership styles for modern, private educational institutions and the impact that these individual styles may have on the motivation and Job Satisfaction of teachers gave rise to a curiosity. The Motivation and Job Satisfaction of t Teachers will, in turn, determine the learning outcome of the students studying in these schools. Society always benefits if the learning outcomes of the students population is high.

3.11: Scope and Limitation of the study

Primarily the study restricts its scope to the geographical boundaries of   Pune city corresponding to PMC and PCMC only.

Secondly, the research further limits itself to studying the leadership behavior of Principals and the relevance to motivation and job satisfaction of teachers.

Thirdly, the findings of this study can be generalized to only Private Unaided, English Medium Schools in Pune. It does not take into consideration Government Schools or even Private, Aided schools.

Lastly, the time period of this study has been taken from the Academic year 2015- 2019 where reliable data is available. This is also a limitation of the study.

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Chapter -4

Data Analysis Model Fit Analysis and Hypothesis Testing

Introduction

The primary data has been collected from 851 respondents teaching in 53 schools in Pune. This comprises of school in PMC and PCMC areas . This data was collected using a structured questionnaire developed to identify the leadership skill of the School Principal as well as to ascertain the Motivation of the teachers. This data was collected in accordance with the Likert Scale approach which implies the degree or level to which the respondent agrees or disagrees with the statement presented for his/her opinion in the questionnaire.

It is imperative that the examination is of high validity and reliability. This is related to straightforwardness which implies that the picked strategy can be effectively actualized by different researcher scholars. Validity in an examination is identified with picking the correct technique for disclosure of appropriate results. Within this investigation validity is guaranteed through finding of past research. To guarantee further validity and unwavering reliability the respondent needed to react to all the questions; so that the accumulated reactions could be evaluated with equal significance. The survey has been structured in a simple style so that it can be easily understood and implemented by other researchers. Questionnaire in Annexure 1.

Leadership or initiative might be considered, as a way through which others are urged to achieve objectives and goals in a specific circumstance. Leadership behaviour is the ability and availability to support, manual, direct or oversee different educators and students. The leadership style of school heads/principals is basically founded on the connection between the head of the institution and its teaching staff. In the event, that the, leadership of a school is inspiring and powerful the performance of the teachers and students will be progressive and improvement will be visible. However, if the leadership is poor and uninspiring the school will eventually decline and decay.

In this study leadership behaviour has six components specifically: Autocratic, Democratic, Transformational, Transactional, Passive Avoidant and Laissez Faire.

- Autocratic: This style is known as the authoritative or totalitarian style of leadership.

- Democratic: This style is participative or has shared administration.

- Transactional: This style is control based on information and structure.

- Transformational: Such leaders and followers make each other's development transcend to a more elevated standard of morality and motivation.

- Passive – Avoidant: This leadership is characterized as a mix of un-involved administration by exception case and Laissez faire leadership.

- Laissez Faire: This style of leadership commonly referred to as the delegation of the leadership.

In order to determine the individual style of leadership of the school Principal 5 questions from each leadership style were incorporated into the questionnaire. These questions were presented to the respondents in a sequence such that they would be prompted to answer honestly.

Motivation of an individual is considered with reference to their willingness or desire to work in a specific work environment. This study attempts to determine the motivation of the teacher working under a particular Principal. The motivation of each respondent was with specific reference to their work environment in the school.

The relationship of each individual leadership style on the motivation of the teaching staff is the core subject of this study. To determine, whether, each leadership style has any impact, if at all, on motivation. In addition, to determine the relationship of these leadership styles with the motivation and job satisfaction of Teachers.

Job Satisfaction is the emotion derived on the accomplishment of a executed task.

The data collected after administering the questionnaire to 882 Teachers from over 52 schools was subjected to descriptive and inferential statistical analysis. Of this 851 respondent's questionnaire were accepted for final analysis and interpretation. The details of descriptive and inferential analysis have been presented below.

This quantitative data was processed and complied before analysis and interpretation. XLSTAT, a statistical software and data analysis add –on for Excel is the software

used to analyse the data for this research. SPSS has also been used in the hypothesis testing and correlation Matrix.

This chapter has been presented in three parts. :

- **Part- I** Basic Information regarding Schools
- **Part- II** Model Fit Analysis
- **Part- III** Hypothesis Testing and Interpretation

In each part of this chapter, tabulation and interpretation of descriptive analysis has been done using frequency analysis which computed the mean, median, mode and standard deviation for all received responses. This has helped to describe the data in terms of average opinion of the teachers in relation to the specific leadership style of their School Principal. It will also , help to ascertain the average motivational levels of teachers in terms of the School leadership. An effort has been made to answer the specific research question in this study for which several analytical steps were made. Further, regression analysis has been carried out, as also establishing the relationship path between each of the leadership style with the motivation of teachers. An effort has also been made to present the hypothesis testing and its interpretation in detail.

Part –I:

4.1 Basic Information Regarding School

The general understanding and interpretation of the data is facilitated with the help of appropriate descriptive statistical analysis .This part of the chapter has endeavoured to present data is a similar manner to as to easily understand the revealed information. In accordance to the questionnaire administered to respondents the present Part-I is further divided into the following:

1. Geographical distribution of Sample Schools across Pune city
2. Distribution of Schools covered with reference to Age or Year of Establishment
3. Representation of School according to Board.
4. Distribution of sample with reference to the Gender of the Principal.
5. Leadership style adopted by the Principals in Pune City

6. Board and Age of Principal

7. School Age and Age of Principal

Section (1) Basic Details of the Schools

4.1.1 Location of the Schools

In this section the basic details regarding the schools covered in the field of investigation. In the present study, the scope was limited to the Pune City comprising of administrative boundary of PMC and PCMC area. Therefore it is meaningful to understand the representation of the schools covered in data collection with reference to   representation of respondents across the geographical area of Pune City. A total of 53 schools leaders were covered (**list in Annexure**). Pune City was further divided into the following   locations/ zones

1. Central Pune

2. East Pune

3. North East Pune

4. North Pune

5. North West Pune

6. PCMC

7. South Pune

8. South East Pune

9. South West Pune

10. West Pune

Table No. 4.1

Distribution of Schools According to Area

Sr. No.	Location	No. of schools	In percentage
1.	Central Pune	8	15.1
2.	East Pune	4	7.5
3.	North East Pune	5	9.4
4.	North Pune	3	5.7
5.	North West Pune	4	7.5

Sr. No.	Location	No. of schools	In percentage
6.	PCMC	5	9.4
7.	South Pune	9	17.0
8.	South East Pune	8	15.1
9.	South West Pune	3	5.7
10.	West Pune	4	7.5
	Total	53	100.0

Source: Field investigation

Chart No. 4.1 Distribution of Schools According to Area
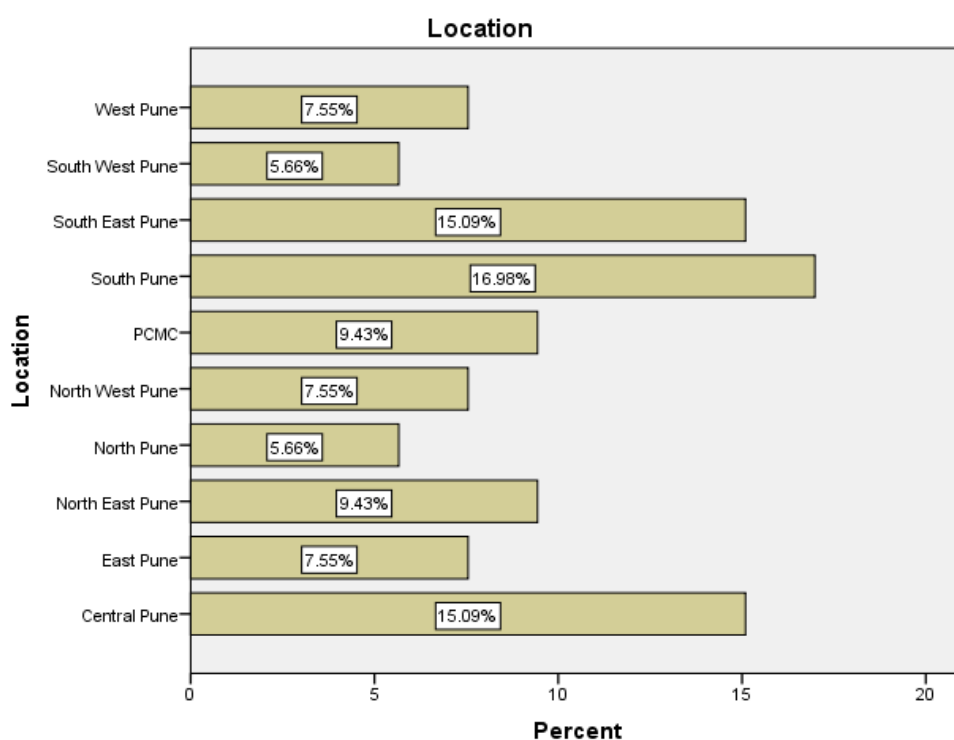
It can be seen from the Table 4.1 as well as Chart 4.1 that efforts were made to ensure that school leaders covered from all parts of Pune. Sample schools incorporated for this study were from the entire city, comprising PMC and PCMC area. Central Pune was represented by 8 schools, which constituted 15.1% of the sample, East Pune 4 Schools , constituting 7.5% of the sample, North East Pune 5 schools constituting 9.4% of the sample, North Pune 3 schools constituting 5.7% of the sample, North west Pune 4 schools constituting 7.5% of the sample, PCMC was represented by 5 schools constituting 9.4 % of the sample, South Pune 9 Schools constituting 17% of the sample, South East Pune 8 schools constituting 15.1% of the sample, South West

Pune 3 schools constituting 5.7% of the sample and West Pune 4 schools constituting 7.5% of the sample. Care was also taken to ensure that the respondent teachers were approximately between 10-15% of the teaching staff of each school.

4.1.2 Age of the School / Year of Establishment.

One of the objectives of this research was to enquire into the relevance of the year of establishment of the school and its correlation with the leadership style of the school. Therefore care was taken to collect data from respondents who worked in a variety of schools established over a long period of time. This encompassed the new schools as well as the schools which are over a century old. A list of schools with the date of establishment can be found in Annexure 2

For the ease of analysis, the schools were further classified into age bands of a decade each. It may be inferred that the newly established schools are in the Age category of up to 10 years. Those who have crossed a decade are in 11 -20 years, 21-30 years, 31-40 years, 41-50 years and the oldest were in the category of 51 years and above.

Table No. 4.2

Distribution of Schools According to Year of Establishment

Sr. No.	Year of the establishment	Frequency	Percentage
1.	Up to 10	13	24.5
2.	11 to 20	16	30.2
3.	21 to 30	6	11.3
4.	31 to 40	4	7.5
5.	41 to 50	6	11.3
6.	51 and above	8	15.1
	Total	53	100.0

Source: Field investigation

Table 4.2 and Chart 4.2 show the distribution of the schools in the sample size according to the classification explained above. There were 13 schools that were established up to 10 years constituting 24.5 % of the sample schools. 16 schools between 11 -20 years constituting 30.2% of the sample, 6 schools in the 21- 30 years

category 11.3% of the sample, 4 schools in the 31-40 years category constituting 7.5% of the sample, 6 schools in the 41- 50 years category and 8 schools comprising 15.4 % of the sample who were established more than 51 years ago .

Chart No. 4.2 Distribution of Schools According to Year of Establishment

Age of the school
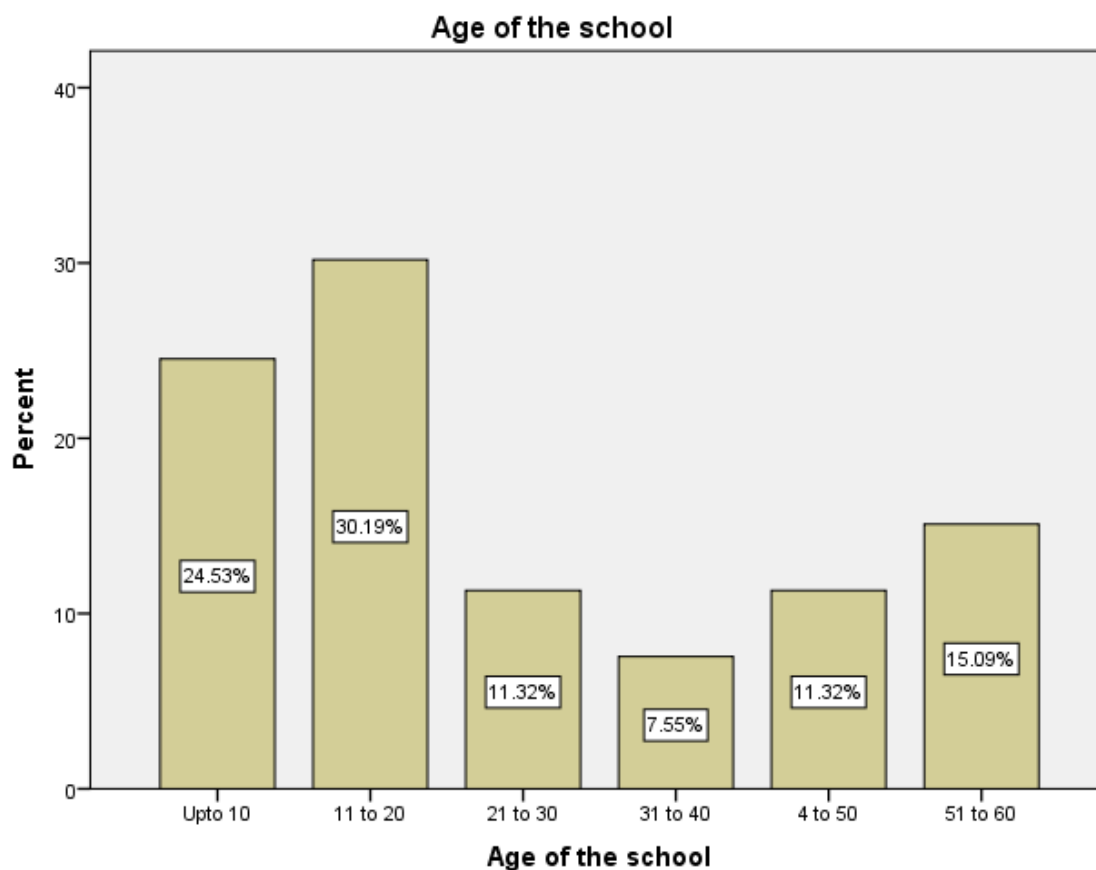
4.1.3 Distribution of School According To Board

Table No. 4.3

Distribution of School according to Board

Board	Frequency	Percent
CBSE	12	22.6
ICSE	13	24.5
SSC	28	52.8
Total	53	100

Chart No. 4.3 Distribution of School According To Board
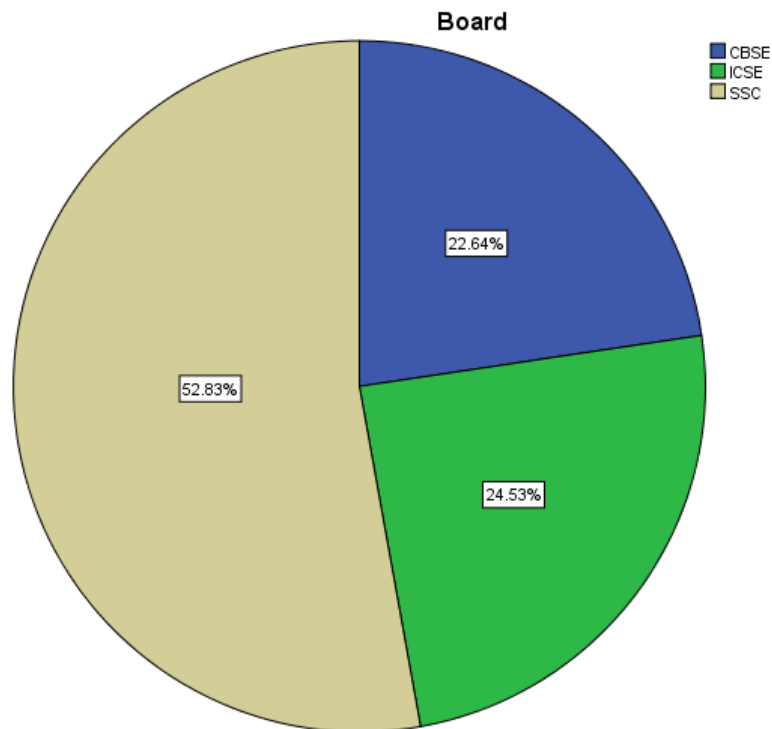
From The above table 4.3 and Chart 4.3 It is evident that the sample schools selected have covered all the three boards of CBSE which had 12 schools and comprised 22.64% .ICSE 13 school and comprised 24.53 % and Maharashtra State Board 28 schools which comprised 52.83% in the sample of schools studied for this research.

4.1.4 **Distribution of Principal According To Gender**

Table No. 4.4

Distribution of Principal according to gender

Gender of Principal		
	Frequency	**Percent**
Male	10	18.9
Female	43	81.1
Total	53	100

Source: Field investigation

Chart No. 4.4 Distribution of Principal According To Gender
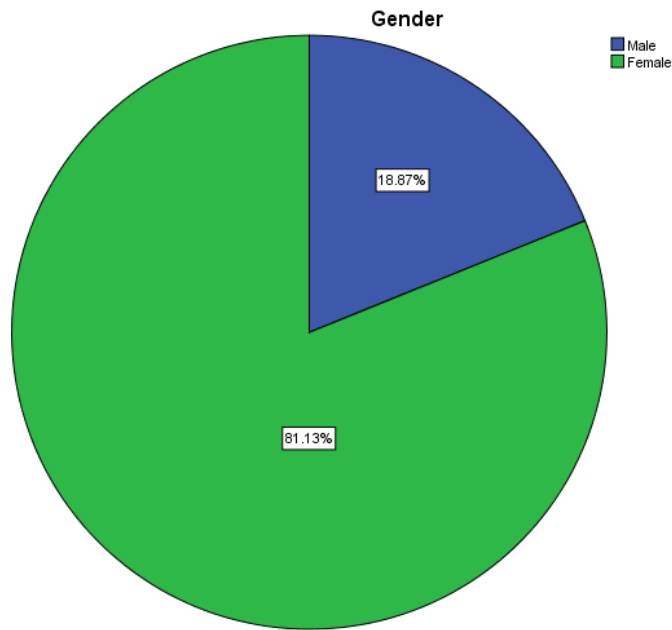
From the Table 4.4 and Chart 4.4 it is evident that the majority of the School Principals are Female. The constitute 43 in number and are 81.3% of the sample leaders covered in this study. Males are 10 and constitute 18.89 % of the School Principals in the sample of 53 school leaders whose leadership styles are the basis of the responses made by the respondent teachers.

Table No. 4.5

4.1.5   Distribution of Leadership Styles of Principals in Pune

Leadership Styles of Principals in Pune City		
Leadership Style	Frequency	Percent
Autocratic Leadership	3	5
Democratic Leadership	11	21
Transactional Leadership	29	55
Transformational Leadership	5	9
Passive Avoidant Leadership	2	4
Democratic/Transactional	2	4
Democratic/ Transformational	1	2
Total	53	100

Source: Field investigation
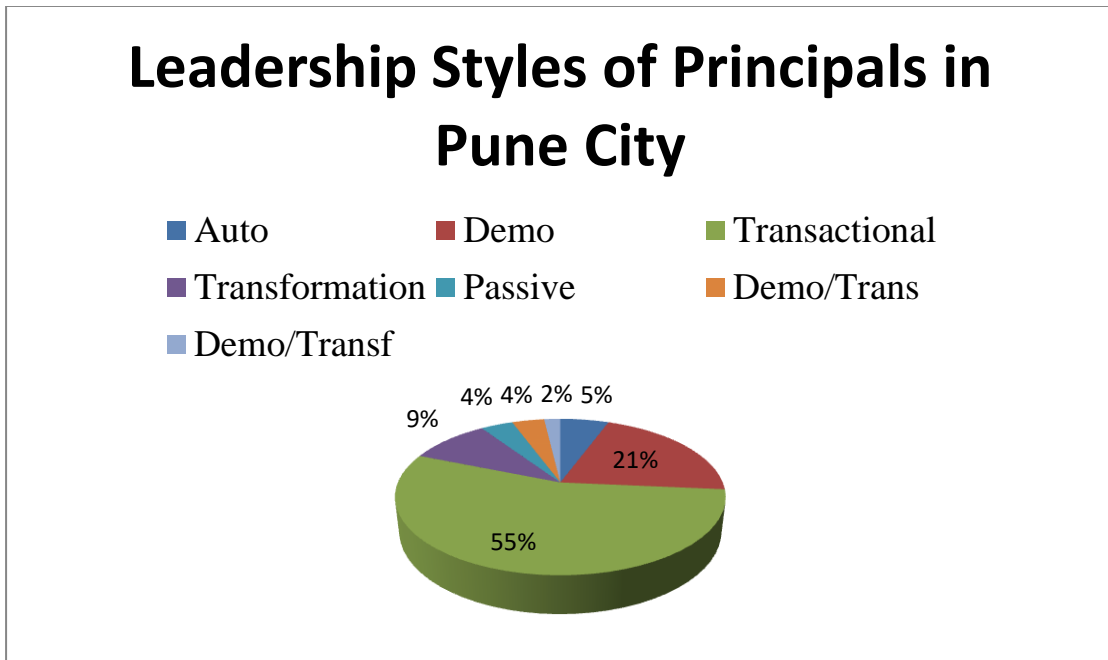
Table 4.5 and Chart 4.5 present the data with reference to the Leadership Style adopted by the school Principals who have been included in this study. They have been found to be in seven categories of Autocratic, Democratic, Transactional, Transformational, Passive Avoidant, Democratic/ Transactional and Democratic/ Transformational. It is observed that 3 Principals practise Autocratic Style of Leadership comprising 5%, 11 practised Democratic Style of Leadership comprising 21%, 29 Principals have adopted Transactional style of Leadership comprising 55%, 5 adopted Transformational Leadership style comprising 9%, 2 are Passive Avoidant Leaders comprising 4%,2 have adopted a mix of Democratic and Transactional Leadership comprising 4% and 1 Principal has adopted a combination of Democratic and Transformational Leadership comprising 2 %   of the sample

4.1.6. Board and Age of Principal

From the Table 4.6 and the Chart 4.6 given below we can observe the cross tabulation of the data presented with reference to the Age Group of the Principal and the Distribution with reference to the Board. It may be observed the CBSE Board had 2 Principals in the Age Group of 31-40 comprising 16.7%, 5 Principals in the Age Group of 41-50   comprising 41.7%and 4 Principals in the Age Group of 51-60

comprising 33.30% and only I Principal comprising of 8.30% in the Age Group of more than 60 .Among the ICSE schools it is observed that 4 Principals comprising 30.80% are in the Age Group of 31- 40 , 2 Principals in the Age group of 41-50 comprising 15.40% , 5 Principals comprising 38.50%in the Age Group of 51-60 and 2 Principals comprising of 15.40% in the Age Group of more than 60.The SSC Board Principal are 2 Principals comprising 7.10% in the Age group of 31 to 40, 11 Principals comprising 39.30% in the age group of 41-50 and 10 Principals comprising 35.70% in the Age group of 51-60 and 5 Principal in the Age Group comprising 17.90% in the Age Group of more than 60.It may be inferred that the majority of the Principals in CBSE schools are in the 41-50 age group. Among ICSE schools the most lie within 51-60 Age group and SSC schools the majority are within 41-50 age groups.

Table No. 4.6

Distribution of Age of the Principal According to Board

			Age group of Principal				Total
			31 to 40	41 to 50	51 to 60	More than 60	
Board	CBSE	Count	2	5	4	1	12
		% within Board	16.70%	41.70%	33.30%	8.30%	100.00%
	ICSE	Count	4	2	5	2	13
		% within Board	30.80%	15.40%	38.50%	15.40%	100.00%
	SSC	Count	2	11	10	5	28
		% within Board	7.10%	39.30%	35.70%	17.90%	100.00%
Total		Count	8	18	19	8	53
		% within Board	15.10%	34.00%	35.80%	15.10%	100.00%

Source: Field investigation

Chart No. 4.6 Distribution of Age of the Principal according to Board
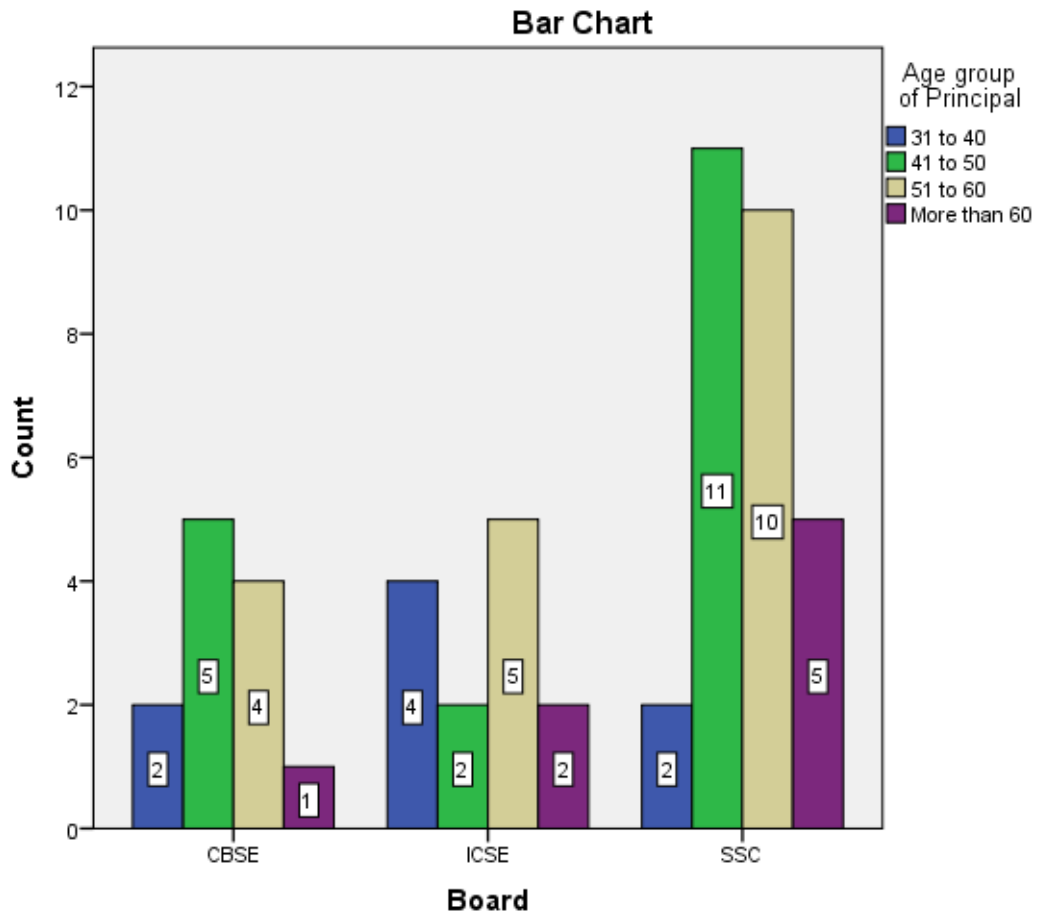
4.1.7 School Age and Age of Principal

Table 4.7 and Chart 4.7 present the Cross Tabulation of the data representing the School Age and the Age of the Principal. This examination was made to investigate whether any specific trend may be observed in the relationship between school age and age of Principal. The Age of the school was classified into six groups. Up to 10 years of Age, 11-20, 21-30, 31-40 ,41-50 and 51 and above. The Principals age was grouped into four groups of 31to 40, 41-50, 51-60 and more than 60.

It was observed that Schools who were new and up to the age of 10 employed 2 Principals constituting 15.4% who were between the Ages of 31- 40 , 4 Principals constituting 30.80% who were between the Ages of 31- 40 , 6 Principals constituting 46.20% who were between the Ages of 41- 50 and 1 Principals constituting 7.70% who 60 Years and above.It can be inferred that the majority of the new schools who are up to 10 yeards of Age employ Principals in the Age Group of 41-50 years of Age.

Table No. 4.7

Distribution of Schools and Principals According to Age

Age of the school * Age group of Principal Cross tabulation							
			Age group of Principal				Total
			31 to 40	41 to 50	51 to 60	More than 60	
Age of the school	Up to 10	Count	2	4	6	1	13
		% within Age of the school	15.40%	30.80%	46.20%	7.70%	100.00%
	11 to 20	Count	5	5	3	3	16
		% within Age of the school	31.30%	31.30%	18.80%	18.80%	100.00%
	21 to 30	Count	1	3	1	1	6
		% within Age of the school	16.70%	50.00%	16.70%	16.70%	100.00%
	31 to 40	Count	0	3	1	0	4
		% within Age of the school	0.00%	75.00%	25.00%	0.00%	100.00%
	41 to 50	Count	0	1	4	1	6
		% within Age of the school	0.00%	16.70%	66.70%	16.70%	100.00%
	51 and above	Count	0	2	4	2	8
		% within Age of the school	0.00%	25.00%	50.00%	25.00%	100.00%
Total		Count	8	18	19	8	53
		% within Age of the school	15.10%	34.00%	35.80%	15.10%	100.00%

Source: Field investigation

Chart No. 4.7 Distribution of Schools and Principals According to Age

Bar Chart
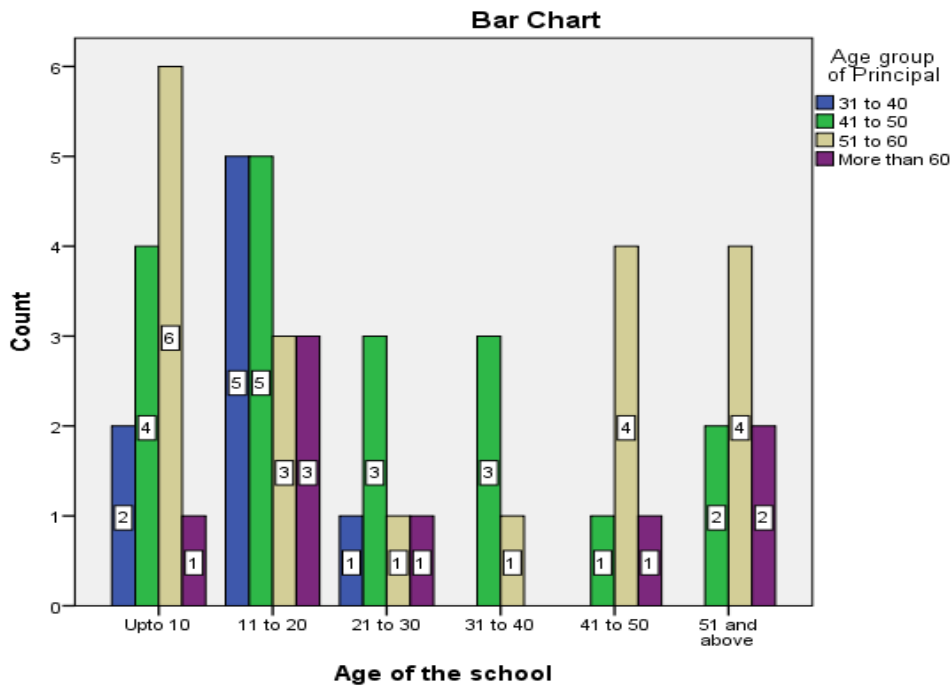
It was observed that Schools who were in the age of 11-20 years employed 5 Principals constituting 31.30% who were between the Ages of 31- 40 ,5 Principals constituting 31.30% who were between the Ages of 41- 50 , 3 Principals constituting 18.80% who were between the Ages of 41- 50 and 3 Principals constituting 18.80% who 60 Years and above.It can be inferred that the majority of the schools who are have been established between 11-20 age equally employ Principals in the Age Group of 31-40 years 41-50 years of Age.

It was observed that Schools who 21 to 30 years of age employed 1 Principals constituting 16.70% who were between the Ages of 31- 40 , 3 Principals constituting 50.00% who were between the Ages of 41- 50 , 1 Principals constituting 16.70% who were between the Ages of 51- 60 and 1 Principals constituting 16.70% who is 60 Years and above.It can be inferred that the majority of the schools who are from 21-30 of Age employ Principals in the Age Group of 41-50 years of Age.

It was observed that Schools who 31 to 40 years of age employed 0 Principals constituting 0% who were between the Ages of 31- 40 , 3 Principals constituting 75.00% who were between the Ages of 41- 50 , 1 Principals constituting 25.00% who were between the Ages of 51- 60 and 0 Principals constituting 0% who is 60 Years and above.It can be inferred that the majority of the schools who are from 31-

40 of Age employ Principals in the Age Group of 41-50 years of Age. They have less tendency to employ either young Principals between 31-40 years of Age or senior Principals who are more than 60 Years of Age.

It was observed that Schools who 41 to 50 years of age employed 0 Principals constituting 0% who were between the Ages of 31- 40 , 1 Principals constituting 16.70% who were between the Ages of 41- 50 , 4 Principals constituting 66.70% who were between the Ages of 51- 60 and 1 Principals constituting 16.70% who is 60 Years and above.It can be inferred that the majority of the schools who are from 41-50 of Age employ Principals in the Age Group of 51-60 years of Age. They have less tendency to employ young Principals between 31-40 years of Age .

It was observed that Schools who 51 years and above of age employed 0 Principals constituting 0% who were between the Ages of 31- 40 , 2 Principals constituting 25% who were between the Ages of 41- 50 , 4 Principals constituting 50% who were between the Ages of 51- 60 and 2 Principals constituting 25% who is 60 Years and above.It can be inferred that the majority of the schools who are from 50 years and above of Age employ Principals in the Age Group of 51-60 years of Age. They have less tendency to employ young Principals between 31-40 years of Age .

 It may be furthered inferred that the older schools between the Ages of 41-50 ans 50 and above have less tendency to employ younger Principals who are in the age group of 31-40 years of Age. They tend to employ Principals between the age group 51 to 60 . This is the case with new schools who tend to employ more senior Principals. The middle age schools which are 11-20 and 21-30   employ Principals who are in the younger age group of 31-40 and 41-50.

4.2 Descriptive Statistics for Leadership

4.2.1 Descriptive Statistics for Autocratic Style of Leadership

Autocratic Style of Leadership can be understood as the authoritarian or the tyrant style of administration. In the execution of this style the leader is completely focused achieving the goal or target. The primary and only focus is the accomplishment of the task at hand. The strategies they employ to achieve this are efficiency and execution of work according to plan.

The five measured indicators are used to measure the Autocratic style leadership:

1. Principal always acts as the spokesperson of the group

2. The Principal argues persuasively from his/her point of view

3. The Principal is reluctant to allow the members any freedom of action

4. The Principal assigns teachers specific tasks and duties

5. The Principal refuses to explain his/her actions

Each measured indicator is scaled using a five point scale (1=Never, 2=Seldom, 3=Occasionally 4= Often, 5=Always). Frequency Distribution is computed to understand concentration on data across five categories. Mean and Standard Deviation are computed as a measure of Central Tendency and Dispersion.

Table No. 4.8

Grand Mean of Autocratic Leadership Style

Variable	Mean	Standard Deviation
Principal always acts as the spokesperson of the group	4.26	0.948
The Principal argues persuasively from his/her point of view	2.83	1.435
The Principal is reluctant to allow the members any freedom of action	2.96	1.382
The Principal assigns teachers specific tasks and duties	4.34	0.944
The Principal refuses to explain his/her actions	2.60	1.443
Grand Mean	**3.40**	

Source: Field investigation

From the above Table No. 4.8 it is seen that the Grand Mean = 3.4. Hence it can be concluded that the Principals occasionally practice autocratic leadership style.

Table No. 4.9

Principal always acts as the spokesperson of the group

Principal always acts as the spokesperson of the group					
Response	Frequency	Percent	Mean	Std. Dev	COV
Never	30	3.5	4.26	0.948	22.20%
Seldom	6	0.7			
Occasionally	101	11.9			
Often	286	33.6			
Always	428	50.3			
Total	851	100			

Source: Field investigation

The above Table No. 4.9 reveals that 3.5% of the respondents said Never, when asked whether the Principal always acts as the spokesperson on the group. 0.7 % said seldom, 11.9% said occasionally, 33.61% said often and 50.3 % said always. Majority of the respondents said that the Principal always acts as the spokesperson of the group. The descriptive statistics reveals that the Mean is 4.26, Standard Deviation is 0.948 and Coefficient of variance = 22.20%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal often acts as the spokesperson of the group.

Table No. 4.10

The Principal argues persuasively from his/her point of view.

The Principal argues persuasively from his/her point of view					
Response	Frequency	Percent	Mean	Std. Dev	COV
Never	240	28.2	2.83	1.435	50.70%
Seldom	122	14.3			
Occasionally	143	16.8			
Often	231	27.1			
Always	115	13.5			
Total	851	100			

Source: Field investigation

The above Table No. 4.10 reveals that 28.2% of the respondents said Never, when asked whether the Principal argues persuasively from his/her point of view. 14.3 % said seldom, 16.8% said occasionally, 27.1% said often and 13.5% said always. Majority of the respondents said that the Principal argues persuasively from his/her point of view. The descriptive statistics reveals that the Mean is 2.83, Standard Deviation is 1.435 and Coefficient of variance =50.70%. Since the COV is more than one third (33%) there is disparity in the sample data collected. Hence, mean is not a meaningful value. The inference therefore is based on the frequency table. It is hence inferred that 57.4% of the respondents are of the opinion that the Principal argues persuasively from his/her point of view.

Table No. 4.11

The Principal is reluctant to allow the members any freedom of action

The Principal is reluctant to allow the members any freedom of action					
Response	Frequency	Percent	Mean	Std. Dev	COV
Never	193	22.7			
Seldom	125	14.7			
Occasionally	188	22.7	2.96	1.382	46.68%
Often	217	25.5			
Always	128	15			
Total	851	100			

Source: Field investigation

The above Table No. 4.11 reveals that 22.7% of the respondents said Never, when asked whether the Principal is reluctant to allow the members any freedom of action. 14.7 % said seldom, 22.7% said occasionally, 25.5% said often and 15% said always. Majority of the respondents said that the Principal is reluctant to allow the members any freedom of action. The descriptive statistics reveals that the Mean is 2.96, Standard Deviation is 1.382 and Coefficient of variance =46.68%. Since the COV is more than one third (33%) there is disparity in the sample data collected. Hence, mean is not a meaningful value. The inference hence is based on the frequency table. It is therefore inferred that 40.5 % of the respondents are of the opinion that the Principal

is reluctant to allow the members any freedom of action against 37.4 % who say that the Principal is not reluctant to allow member any freedom of action.

Table No. 4.12

The Principal assigns teachers specific tasks and duties

The Principal assigns teachers specific tasks and duties					
Response	Frequency	Percent	Mean	Std. Dev	COV
Never	19	2.2	4.34	0.944	21.75%
Seldom	27	3.2			
Occasionally	89	10.5			
Often	229	26.9			
Always	487	57.2			
Total	851	100			

Source: Field investigation

The above Table No. 4.12 reveals that 2.2% of the respondents said Never, when asked whether the Principal assigns teachers specific tasks and duties. 3.2 % said seldom, 10.5% said occasionally, 26.9% said often and 57.2% said always. Majority of the respondents said that the Principal assigns the teachers specific duties and responsibilities. The descriptive statistics reveals that the Mean is 4.34, Standard Deviation is 0.944 and Coefficient of variance =21.75%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal often assigns the teachers specific duties and responsibilities.

Table No. 4.13

The Principal refuses to explain his/her actions

The Principal refuses to explain his/her actions					
Response	Frequency	Percent	Mean	Std. Dev	COV
Never	292	34.3	2.6	1.443	55.50%
Seldom	136	16			

The Principal refuses to explain his/her actions					
Response	Frequency	Percent	Mean	Std. Dev	COV
Occasionally	150	17.6			
Often	164	19.3			
Always	109	12.8			
Total	851	100			

Source: Field investigation

The above Table No. 4.13 reveals that 34.3% of the respondents said Never, when asked whether the Principal refuses to explain his or her actions. 16.0 % said seldom, 17.6% said occasionally, 19.3% said often and 12.8% said always. Majority of the respondents said that the Principal assigns the teachers specific duties and responsibilities. The descriptive statistics reveals that the Mean is 2.60, Standard Deviation is 1.443 and Coefficient of variance =55.5%. Since the COV is more than one third (33%) there is disparity in the sample data collected. Hence, mean is not a meaningful value. The inference is based on the frequency table. It is therefore inferred that 50.3 % of the respondents are of the opinion that the Principal never refuses to explain his/her actions however according to 32.1 % respondents Principal refuses to explain his/her actions.

4.2.2 Descriptive Statistics for Democratic Style of Leadership

Democratic Style of Leadership can be understood as the participative leadership or shared administration. This style of leadership is where individuals from the team or group play a significantly participative role in the basic decision making process

The five measured indicators are used to measure the democratic style leadership:

1. The Principal encourages initiative in the group members.
2. The Principal puts suggestions of the group into operation.
3. The Principal lets the teachers do their work according to their own plan.
4. The Principal treats all members as his/her equal.
5. The Principal assigns the task, and then the teachers handle it.

Each measured indicator is scaled using a five point scale (1=Never, 2=Seldom, 3=Occasionally 4= Often, 5=Always). Frequency Distribution is computed to understand concentration on data across five categories. Mean and Standard Deviation are computed as a measure of Central Tendency and Dispersion

Table No. 4.14

Grand Mean of Democratic Leadership Style

Variable	Mean	Standard. Deviation.
The Principal encourages initiative in the group members	4.42	0.862
The Principal puts suggestions of the group into operation	4.10	0.996
The Principal lets the teachers do their work according to their own plan	3.77	1.149
The Principal treats all members as his/her equal	4.20	1.061
The Principal assigns the task, then the teachers handle it	3.93	1.102
Grand Mean	4.08	

Source: Field investigation

From the above Table No. 4.14 it is seen that the Grand Mean = 4.08. Hence it can be concluded that the Principals often practice democratic leadership style.

Table No. 4.15

The Principal encourages initiative in the group members

The Principal encourages initiative in the group members					
Responses	Frequency	Percent	Mean	Std. Dev	COV
Never	11	1.3	4.42	0.862	19.5%
Seldom	16	1.9			
Occasionally	98	11.5			
Often	205	24.1			

The Principal encourages initiative in the group members					
Responses	Frequency	Percent	Mean	Std. Dev	COV
Always	521	61.2			
Total	851	100			

Source: Field investigation

The above Table No. 4.15 reveals that 1.3% of the respondents said Never, when asked whether the Principal encourages initiative in the group. 1.9 % said seldom, 11.5% said occasionally, 24.1% said often and 61.2% said always. Majority of the respondents said that the Principal encourages initiative in the group members. The descriptive statistics reveals that the Mean is 4.42, Standard Deviation is 0.862 and Coefficient of variance =19.50%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal often encourages initiative in the group.

Table No. 4.16

The Principal puts suggestions of the group into operation

The Principal puts suggestions of the group into operation					
Responses	Frequency	Percent	Mean	Std. Dev	COV
Never	23	2.7			
Seldom	48	5.6			
Occasionally	102	12	4.1	0.996	24.29
Often	328	38.5			
Always	350	41.1			
Total	851	100			

Source: Field investigation

The above Table No. 4.16 reveals that 2.7% of the respondents said Never, when asked whether the Principal puts suggestions of the group into operation. 5.6 % said seldom, 12% said occasionally, 38.5% said often and 41.1% said always. Majority of the respondents said that the Principal puts suggestions of the group into operation. The descriptive statistics reveals that the Mean is 4.1, Standard Deviation is 0.996 and Coefficient of variance =24.29%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is

therefore inferred that most of the respondents are of the opinion that the Principal often puts suggestions of the group into operation.

Table No. 4.17

The Principal lets the teachers do their work according to their own plan.

The Principal lets the teachers do their work according to their own plan					
Responses	Frequency	Percent	Mean	Std. Dev	COV
Never	57	6.7	3.77	1.149	30.47
Seldom	60	7.1			
Occasionally	158	18.6			
Often	321	37.7			
Always	255	30			
Total	851	100			

Source: Field investigation

The above Table No. 4.17 reveals that 6.7% of the respondents said Never, when asked whether the Principal lets the teachers do their work according to their own plan. 7.1 % said seldom, 18.6% said occasionally, 37.7% said often and 30% said always. Majority of the respondents said that the Principal lets the teachers do their work according to their own plan. The descriptive statistics reveals that the Mean is 3.77, Standard Deviation is1.149 and Coefficient of variance =30.47%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal lets the teachers do their work according to their own plan

Table No. 4.18

The Principal treats all members as his/her equal.

The Principal treats all members as his/her equal					
Responses	Frequency	Percent	Mean	Std. Dev	COV
Never	28	3.3	4.2	1.061	25.26
Seldom	45	5.3			
Occasionally	108	12.7			
Often	220	25.9			

The Principal treats all members as his/her equal					
Responses	Frequency	Percent	Mean	Std. Dev	COV
Always	450	52.9			
Total	851	100			

Source: Field investigation

The above Table No. 4.18 reveals that 3.3% of the respondents said never, when asked whether the Principal treats all members as his/her equal. 5.3 % said seldom, 12.7% said occasionally, 25.9% said often and 52.9% said always. Majority of the respondents said that the Principal treats all members as his/her equal. The descriptive statistics reveals that the Mean is 4.2, Standard Deviation is1.061 and Coefficient of variance =25.26%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal often treats all members as his/her equal.

Table No. 4.19

The Principal assigns the task, and then the teachers handle it.

The Principal assigns the task, then the teachers handle it					
Responses	Frequency	Percent	Mean	Std. Dev	COV
Never	37	4.3			
Seldom	58	6.8			
Occasionally	152	17.9	3.93	1.102	28.04%
Often	285	33.5			
Always	319	37.5			
Total	851	100			

Source: Field investigation

The above Table No. 4.19 reveals that 4.3% of the respondents said Never, when asked whether the Principal assigns the tasks and then the teachers handle it. 6.8 % said seldom, 17.9% said occasionally, 33.5% said often and 37.5% said always. Majority of the respondents said that the Principal assign the task and then the teachers handle it. The descriptive statistics reveals that the Mean is 3.93, Standard Deviation is1.102 and Coefficient of variance =28.04%. Since the COV is less than

one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal often assigns the tasks and then the teachers handle it.

4.2.3 Descriptive Statistics for Transactional Style of Leadership

Transactional Leadership is known as "the activity of control based on information." The five measured indicators are used to measure the transactional style leadership:

1. Head of the school lets the group members know what is expected of them.
2. The Principal keeps the work moving at a rapid pace.
3. The Principal settles the conflict when they occur between teachers.
4. The Principal decides the plan and its course for implementation.
5. The Principal can bring order to a chaotic school.

Each measured indicator is scaled using a five point scale (1=Never, 2=Seldom, 3=Occasionally 4= Often, 5=Always). Frequency Distribution is computed to understand concentration on data across five categories. Mean and Standard Deviation are computed as a measure of Central Tendency and Dispersion

Table No. 4.20

Grand Mean of Transactional Style of Leadership

Variable	Mean	Standard Deviation.
Head of the school lets the group members know what is expected of them	4.35	0.854
The Principal keeps the work moving at a rapid pace	4.12	0.979
The Principal settles the conflict when they occur between teachers	4.08	1.131
The Principal decides the plan and its course for implementation	4.30	0.893
The Principal can bring order to a chaotic school	3.98	1.200
Grand Mean	4.17	

Source: Field investigation

From the above Table No. 4.20 it is seen that the Grand Mean = 4.17. Hence it can be concluded that the Principals often practice Transactional Style of Leadership.

Table No. 4.21

Head of the school lets the group   members know what is expected of them.

Head of the school lets the group members know what is expected of them					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	10	1.2	4.35	0.854	19.63%
Seldom	15	1.8			
Occasionally	109	12.8			
Often	254	29.8			
Always	463	54.4			
Total	851	100			

Source: Field investigation

The above Table No. 4.21 reveals that 1.2% of the respondents said Never, when asked whether the Head of the school always lets the group members know what is expected of them. 1.8 % said seldom, 12.8% said occasionally, 29.8 % said often and 54.4% said always. Majority of the respondents said that the Principal always lets the group members know what is expected of them. The descriptive statistics reveals that the Mean is 4.35, Standard Deviation is 0.854 and Coefficient of variance =19.63%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value**.** It is therefore inferred that most of the respondents are of the opinion that the Head of the school often lets the group members know what is expected of them.

Table No. 4.22

The Principal keeps the work moving at a rapid pace

The Principal keeps the work moving at a rapid pace					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	24	2.8	4.12	0.979	23.76%
Seldom	29	3.4			

The Principal keeps the work moving at a rapid pace					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Occasionally	132	15.5			
Often	304	35.7			
Always	362	42.5			
Total	851	100			

Source: Field investigation

The above Table No. 4.22 reveals that 2.8% of the respondents said Never, when asked whether the Principal keeps the work moving at a rapid pace. 3.4 % said seldom, 15.5.8% said occasionally, 35.7 % said often and 42.5% said always. Majority of the respondents said that the Principal kept the work moving at a rapid pace. The descriptive statistics reveals that the Mean is 4.12, Standard Deviation is 0.979 and Coefficient of variance =23.76%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal often keeps the work moving at a rapid pace.

Table No. 4.23

The Principal settles the conflict when they occur between teachers.

The Principal settles the conflict when they occur between teachers					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	43	5.1			
Seldom	49	5.8			
Occasionally	107	12.6	4.3	1.131	26.30%
Often	249	29.3			
Always	403	47.4			
Total	851	100			

Source: Field investigation

The above Table No. 4.23 reveals that 5.1% of the respondents said Never, when asked whether the Principal settles the conflict when they occur between teachers. 5.8

% said seldom, 12.6% said occasionally, 29.3 % said often and 47.4% said always. Majority of the respondents said that the Principal settled the conflict when they occurred between teachers. The descriptive statistics reveals that the Mean is 4.8, Standard Deviation is 1.131 and Coefficient of variance =26.30%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal often settled the conflict when they occurred between teachers.

Table No. 4.24

The Principal decides the plan and its course for implementation.

The Principal decides the plan and its course for implementation					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	12	1.4	4.08	0.893	21.88%
Seldom	24	2.8			
Occasionally	106	12.5			
Often	264	31			
Always	445	52.3			
Total	851	100			

Source: Field investigation

The above Table No. 4.24 reveals that 1.4% of the respondents said Never, when asked whether the Principal decided the plan and its course for implementation. 2.8 % said seldom, 12.5% said occasionally, 31 % said often and 52.3% said always. Majority of the respondents said that the Principal decided the plan and its course for implementation. The descriptive statistics reveals that the Mean is 4.03, Standard Deviation is 1.893 and Coefficient of variance =21.88%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal often decides the plan and its course for implementation.

Table No. 4.25

The Principal can bring order to a chaotic school.

The Principal can bring order to a chaotic school					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	50	5.9	3.98	1.2	30.15%
Seldom	66	7.8			
Occasionally	124	14.6			
Often	224	26.3			
Always	387	45.5			
Total	851	100			

Source: Field investigation

The above Table No. 4.25 reveals that 5.9% of the respondents said Never, when asked whether the Principal could bring order to a chaotic school. 7.8 % said seldom, 14.6% said occasionally, 26.3 % said often and 45.5% said always. Majority of the respondents said that the Principal could bring order to a chaotic school. The descriptive statistics reveals that the Mean is 3.98, Standard Deviation is 1.2 and Coefficient of variance =30.15%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal often bring order to a chaotic school.

4.2.4 Descriptive Statistics for Transformational Style of Leadership

Transformational leaders are a clearly considered to be examples of leaders who works for the benefit of the team, group or organisation and therefore they are idealised and considered inspirational.

The five measured indicators are used to measure the transformational style leadership:

1. Principal permits the teachers to use their discretion in solving problems

2. The Principal gets his superiors to act for the welfare of the teachers

3. The head of the school speaks with strong inner conviction.

4. The Principal looks out for the personal welfare of the teachers

5. The Principal is an inspiring talker.

Each measured indicator is scaled using a five point scale (1=Never, 2=Seldom, 3=Occasionally 4= Often, 5=Always). Frequency Distribution is computed to understand concentration on data across five categories. Mean and Standard Deviation are computed as a measure of Central Tendency and Dispersion

Table No. 4.26

Grand Mean of Transformational Style of Leadership

Variable	Mean	Standard. Deviation.
Principal permits the teachers to use their discretion in solving problems	4	0.996
The Principal gets his superiors to act for the welfare of the teachers	4.04	1.076
The Head of the school speaks with strong inner conviction	3.85	1.28
The Principal looks out for the personal welfare of the teachers	3.93	1.124
The Principal is an inspiring talker	4.23	1.155
Grand Mean	4.01	

Source: Field investigation

From the above Table No. 4.26 it is seen that the Grand Mean = 4.01. Hence it can be concluded that the Principals often practice transformational style of leadership.

Table No. 4.27

Principal permits the teachers to use their discretion in solving problems

Principal permits the teachers to use their discretion in solving problems					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	26	3.1	4	0.996	24.9%
Seldom	43	5.1			
Occasionally	137	16.1			
Often	344	40.4			
Always	301	35.4			
Total	851	100			

Source: Field investigation

The above Table No. 4.27 reveals that 3.1% of the respondents said Never, when asked whether the Principal permits the teachers to use their discretion in solving problems. 5.1 % said seldom, 16.1% said occasionally, 40.4 % said often and 35.4% said always. Majority of the respondents said that the Principal permitted the teachers to use their discretion in solving problems. The descriptive statistics reveals that the Mean is 4, Standard Deviation is 0.996 and Coefficient of variance =24.9%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal often permitted the teachers to use their discretion in solving problems.

Table No. 4.28

The Principal gets his superiors to act for the welfare of the teachers.

The Principal gets his superiors to act for the welfare of the teachers					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	36	4.2	4.04	1.076	26.63%
Seldom	40	4.7			
Occasionally	138	16.2			
Often	274	32.2			
Always	363	42.7			
Total	851	100			

Source: Field investigation

The above Table No. 4.28 reveals that 4.2% of the respondents said Never, when asked whether the Principal gets his superiors to act for the welfare of the teachers. 4.7 % said seldom, 16.2% said occasionally, 2.2 % said often and 42.7% said always. Majority of the respondents said that the Principal gets his superior to act for the welfare of the teachers. The descriptive statistics reveals that the Mean is 4.04, Standard Deviation is 1.076 and Coefficient of variance =26.63%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal often gets his superior to act in the interest of the teachers.

Table No. 4.29

The Head of the school speaks with strong inner conviction

The Head of the School speaks with strong inner conviction					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	85	10	3.85	1.28	33.00%
Seldom	38	4.5			
Occasionally	145	17			
Often	234	27.5			
Always	349	41			
Total	851	100			

Source: Field investigation

The above Table No. 4.29 reveals that 10% of the respondents said Never, when asked whether the Head of the school speaks with strong inner conviction. 4.5 % said seldom, 17% said occasionally, 27.5 % said often and 41% said always. Majority of the respondents said that the Head of the school speaks with strong inner conviction. The descriptive statistics reveals that the Mean is 3.85, Standard Deviation is 1.28 and Coefficient of variance =33.00%. Since the COV is equal to one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred most of the respondents are of the opinion that the Head of the School often speaks with strong inner conviction.

Table No. 4.30

The Principal looks out for the personal welfare of the teachers

The Principal looks out for the personal welfare of the teachers					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	39	4.6	3.93	1.124	28.60%
Seldom	67	7.9			
Occasionally	136	16			
Often	285	33.5			
Always	324	38.1			
Total	851	100			

Source: Field investigation

The above Table No. 4.30 reveals that 4.6% of the respondents said Never, when asked whether the Principal looks out for the personal welfare of the teachers. 4.6 % said seldom, 16% said occasionally, 33.5 % said often and 38.1% said always. Majority of the respondents said that the Principal looks out for the personal welfare of the teachers. The descriptive statistics reveals that the Mean is 3.93, Standard Deviation is 1.124 and Coefficient of variance =28.60%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal often looks out for the personal welfare of the teachers.

Table No. 4.31

The Principal is an inspiring talker.

The Principal is an inspiring talker					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	51	6	4.23	1.155	27.30%
Seldom	28	3.3			
Occasionally	101	11.9			
Often	163	19.2			
Always	508	59.7			
Total	851	100			

Source: Field investigation

The above Table No. 4.31 reveals that 6% of the respondents said Never, when asked whether the Principal is an inspiring talker. 3.3 % said seldom, 11.9% said occasionally, 19.2 % said often and 59.7% said always. Majority of the respondents said that the Principal is an inspiring talker. The descriptive statistics reveals that the Mean is 4.23, Standard Deviation is 1.155 and Coefficient of variance =27.30%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents are of the opinion that the Principal often is an inspiring talker.

4.2.5 Descriptive Statistics for Passive Avoidant Style of Leadership

Passive avoidant leaders are a clearly considered to be detached leaders. This leadership by exception which implies maintaining a strategic distance from activity until mistakes, problems or issues cannot be overlooked.

The five measured indicators are used to measure the transformational style leadership:

1. The Principal keeps to himself/herself

2. The Principal relinquishes authority that he /she should keep

3. Principal fails to take necessary action whenever the situation arises.

4. The Principal becomes overwhelmed when too many demands are made of him/he.

5. The Principal is hesitant about taking initiative in the group.

Each measured indicator is scaled using a five point scale (1=Never, 2=Seldom, 3=Occasionally 4= Often, 5=Always). Frequency Distribution is computed to understand concentration on data across five categories. Mean and Standard Deviation are computed as a measure of Central Tendency and Dispersion

Table No. 4.32

Grand Mean of Passive Avoidant Style of Leadership

Variable	Mean	Std. Dev.
The Principal keeps to himself/herself	3.05	1.425
The Principal relinquishes authority that he /she should keep	3.22	1.343
Principal fails to take necessary action whenever the situation arises	2.33	1.503
The Principal becomes overwhelmed when too many demands are made of him/he	3.10	1.293
The Principal is hesitant about taking initiative in the group	2.47	1.519
Grand Mean	2.83	

Source: Field investigation

From the above Table No. 4.32 it is seen that the Grand Mean = 2.83. Hence it can be concluded that the Principals occasionally practice passive avoidant style of leadership

Table No. 4.33

The Principal keeps to himself/herself

The Principal keeps to himself/herself					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	203	23.9			
Seldom	85	10			
Occasionally	184	21.6	3.05	1.425	40.71%
Often	228	26.8			
Always	151	17.7			
Total	851	100			

Source: Field investigation

The above Table No. 4.33 reveals that 23.9% of the respondents said Never, when asked whether the Principal keeps to himself /herself. 10 % said seldom, 21.6% said occasionally, 26.8 % said often and 17.7% said always. Most of the respondents said that the Principal does not keep to himself or herself. The descriptive statistics reveals that the Mean is 3.05, Standard Deviation is 1.425 and Coefficient of variance =40.71%. Since the COV is more than one third (33%) there is disparity in the sample data collected. Hence, mean is not a meaningful value. The inference is based on the frequency table. It is therefore inferred that 44.5 % of the respondents are of the opinion that the Principal occasionally keeps to himself/herself.

Table No. 4.34

The Principal relinquishes authority that he /she should keep

The Principal relinquishes authority that he /she should keep					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	165	19.4			
Seldom	62	7.3			
Occasionally	187	22	3.22	1.343	41.70%
Often	299	35.1			
Always	138	16.2			
Total	851	100			

Source: Field investigation

The above Table No. 4.34 reveals that 19.4% of the respondents said Never, when asked whether the Principal relinquishes authority that he /she should keep. 7.3 % said seldom, 22% said occasionally, 35.1 % said often and 16.2% said always. Majority of the respondents said that the Principal did not relinquish authority that he /she should keep. The descriptive statistics reveals that the Mean is 3.22, Standard Deviation is 1.343 and Coefficient of variance =41.70%. Since the COV is more than one third (33%) there is disparity in the sample data collected. Hence, mean is not a meaningful value. The inference is based on the frequency table. It is therefore inferred that 51.3 % of the respondents are of the opinion that the Principal seldom relinquishes authority that he /she should keep.

Table No. 4.35

Principal fails to take necessary action whenever the situation arises.

Principal fails to take necessary action whenever the situation arises					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	410	48.2			
Seldom	96	11.3			
Occasionally	100	11.8	2.33	1.503	64.50%
Often	140	16.5			
Always	105	12.3			
Total	851	100			

Source: Field investigation

The above Table No. 4.35 reveals that 48.2% of the respondents said Never, when asked whether the Principal fails to take necessary action whenever the situation arises. 11.3 % said seldom, 11.8% said occasionally, 16.5 % said often and 12.3% said always. Majority of the respondents said that the Principal did not fail to take necessary action whenever the situation arises. The descriptive statistics reveals that the Mean is 3.22, Standard Deviation is 1.503 and Coefficient of variance =64.50%. Since the COV is more than one third (33%) there is disparity in the sample data collected. Hence, mean is not a meaningful value. The inference is based on the frequency table. It is therefore inferred that 28.8 % of the respondents are of the opinion that the Principal occasionally fails to take action whenever the situation arises however 59.5 % opine that the Principal takes necessary action whenever the situation arises.

Table No. 4.36

The Principal becomes overwhelmed when too many demands are made of him/her.

The Principal becomes overwhelmed when too many demands are made of him/he					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	146	17.2	3.1	1.293	41.70%
Seldom	109	12.8			

The Principal becomes overwhelmed when too many demands are made of him/he					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Occasionally	237	27.8			
Often	233	27.4			
Always	126	14.8			
Total	851	100			

Source: Field investigation

The above Table No. 4.36 reveals that 17.2% of the respondents said Never, when asked whether the Principal becomes overwhelmed when too many demands are made of him/her. 12.8 % said seldom, 27.8% said occasionally, 27.45 % said often and 14.8% said always. Majority of the respondents said that the Principal did not become overwhelmed when too many demands are made of him/her. The descriptive statistics reveals that the Mean is 3.1, Standard Deviation is 1.293 and Coefficient of variance =41.70%. Since the COV is more than one third (33%) there is disparity in the sample data collected. Hence, mean is not a meaningful value. The inference is based on the frequency table. It is therefore inferred that 42.2. % of the respondents are of the opinion that the Principal becomes overwhelmed when too many demands are made of him/her.

Table No. 4.37

The Principal is hesitant about taking initiative in the group

The Principal is hesitant about taking initiative in the group					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	375	44.1			
Seldom	88	10.3			
Occasionally	107	12.6	2.47	1.519	61.49%
Often	172	20.2			
Always	109	12.8			
Total	851	100			

Source: Field investigation

The above Table No. 4.37 reveals that 44.1% of the respondents said Never, when asked whether the Principal is hesitant about taking initiative in the group. 10.3 % said seldom, 12.6.8% said occasionally, 20.02 % said often and 12.8% said always. Majority of the respondents said that the Principal does not hesitate about taking initiative in the group. The descriptive statistics reveals that the Mean is 2.47, Standard Deviation is 1.519 and Coefficient of variance =61.49%. Since the COV is more than one third (33%) there is disparity in the sample data collected. Hence, mean is not a meaningful value. The inference is based on the frequency table. It is therefore inferred that 44.1 % of the respondents are of the opinion that the Principal never hesitates about taking initiative in the group and 10.3 % feel that the Principal seldom hesitates. However 33 % opine that the Principal hesitates about taking initiative in the group.

Descriptive Statistics for Laissez Faire Style of Leadership

Laissez-faire leadership commonly referred to as the delegation of the leadership. Allowing the group members to make the decisions allows the leaders to have a hands-off approach.

The five measured indicators are used to measure the transformational style leadership

1. The Principal seems unable to predict what is coming next

2. The Principal is able to tolerate postponement and uncertainty

3. The Principal allows teachers a high degree of initiative

4. The Principal allows teachers complete freedom in their work

5. The Principal permits the teachers to work at their own space.

Each measured indicator is scaled using a five point scale (1=Never, 2=Seldom, 3=Occasionally 4= Often, 5=Always). Frequency Distribution is computed to understand concentration on data across five categories. Mean and Standard Deviation are computed as a measure of Central Tendency and Dispersion

Table No. 4.38

Grand Mean of Laissez Faire Style of Leadership

Variable	Mean	Standard Dev.
The Principal seems unable to predict what is coming next	2.500	1.372
The Principal is able to tolerate postponement and uncertainty	3.17	1.317
The Principal allows teachers a high degree of initiative	4.14	1.053
The Principal allows teachers complete freedom in their work	3.79	1.217
The Principal permits the teachers to work at their own pace	3.63	1.214
Grand Mean	3.45	

Source: Field investigation

From the above Table No. 4.38 it is seen that the Grand Mean = 3.45. Hence it can be concluded that the Principals occasionally practice Laissez faire style of leadership

Table No. 4.39

The Principal seems unable to predict what is coming next

The Principal seems unable to predict what is coming next					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	296	34.8			
Seldom	152	17.9			
Occasionally	163	19.2	2.5	1.372	54.88%
Often	161	18.9			
Always	79	9.3			
Total	851	100			

Source: Field investigation

7\The above Table No. 4.39 reveals that 34.8% of the respondents said never, when asked whether the Principal is seem unable to predict what is coming next. 17.9 % said seldom, 19.2% said occasionally, 18.9 % said often and 9.3% said always. Majority of the respondents said that the Principal was able to predict what was coming. The descriptive statistics reveals that the Mean is 2.5, Standard Deviation is 1.372 and Coefficient of variance =54.88%. Since the COV is more than one third (33%) there is disparity in the sample data collected. Hence, mean is not a meaningful value. The inference is based on the frequency table. It is therefore inferred that 52.7 % of the respondents are of the opinion that the Principal is able to predict what is coming and 28.2 % feel that Principal is unable to predict what is coming.

Table No. 4.40

The Principal is able to tolerate postponement and uncertainty

The Principal is able to tolerate postponement and uncertainty					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	139	16.3			
Seldom	112	13.2			
Occasionally	210	24.7	3.17	1.317	41.54%
Often	243	28.6			
Always	147	17.3			
Total	851	100			

Source: Field investigation

The above Table No. 4.40 reveals that 16.3% of the respondents said Never, when asked whether the Principal is able to tolerate postponement and uncertainty. 13.2 % said seldom, 24.7% said occasionally, 28.6 % said often and 17.3% said always. Majority of the respondents said that the Principal was able to tolerate postponement and uncertainty. The descriptive statistics reveals that the Mean is 3.17, Standard Deviation is 1.317 and Coefficient of variance =41.54%. Since the COV is more than one third (33%) there is disparity in the sample data collected. Hence, mean is not a meaningful value. The inference is based on the frequency table. It is therefore inferred that 45.9 % of the respondents are of the opinion that the Principal is able to tolerate postponement and uncertainty.

Table No. 4.41

The Principal allows teachers a high degree of initiative

The Principal allows teachers a high degree of initiative					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	32	3.8	4.14	1.053	25.43%
Seldom	35	4.1			
Occasionally	123	14.5			
Often	254	29.8			
Always	407	47.8			
Total	851	100			

Source: Field investigation

The above Table No. 4.41 reveals that 3.8% of the respondents said Never, when asked whether the Principal allows teachers a high degree of initiative. 4.1 % said seldom, 14.5% said occasionally, 29.8 % said often and 47.8% said always. Majority of the respondents said that the Principal was able to tolerate postponement and uncertainty. The descriptive statistics reveals that the Mean is 4.14, Standard Deviation is 1.053 and Coefficient of variance =25.43%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that 29.8 % of the respondents are of the opinion that the Principal is often allows teachers a high degree of initiative and 47.8 % feel that the Principal always allows teachers a high degree of initiative.

Table No. 4.42

The Principal allows teachers complete freedom in their work

The Principal allows teachers complete freedom in their work					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	64	7.5	3.79	1.217	32.11%
Seldom	63	7.4			
Occasionally	164	19.3			
Often	256	30.1			
Always	304	35.7			
Total	851	100			

Source: Field investigation

The above Table No. 4.42 reveals that 7.5% of the respondents said Never, when asked whether the Principal allows teachers complete freedom in their work. 7.41 % said seldom, 19.3% said occasionally, 30.1 % said often and 35.7% said always. Majority of the respondents said that the Principal allows teachers complete freedom in their work. The descriptive statistics reveals that the Mean is 3.79, Standard Deviation is 1.217 and Coefficient of variance =32.11%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that 65.8 % of the respondents are of the opinion that the Principal allows teachers complete freedom in their work.

Table No. 4.43

The Principal permits the teachers to work at their own space.

The Principal permits the teachers to work at their own pace					
Response	Frequency	Percent	Mean	Std. Dev.	COV
Never	76	8.9	3.63	1.214	33.00%
Seldom	73	8.6			
Occasionally	170	20			
Often	306	36			
Always	226	26.6			
Total	851	100			

Source: Field investigation

The above Table No. 4.43 reveals that 8.9% of the respondents said Never, when asked whether the Principal permits the teachers to work at their own pace. 8.6 % said seldom, 20. % said occasionally, 36 % said often and 26.6% said always. Majority of the respondents said that the Principal permits the teachers to work at their own pace. The descriptive statistics reveals that the Mean is 3.63, Standard Deviation is 1.214 and Coefficient of variance =33.00%. Since the COV is equal to one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that the majority of the respondents are of the opinion that the Principal permits teachers to work at their own pace.

4.3 Descriptive Statistics for Motivation

Motivation is the "energising force that induces action" (Park and Guay, 2009) .Motivation is closely related to goals and objectives. The five measured indicators are used to measure the Motivation:

1. I feel I am learning and growing in this environment
2. I feel secure and confident in the present work environment
3. Teaching in this organization provides ample opportunity to improve my skills
4. I am not given too many extra responsibilities by my Principal
5. I have complete freedom to adopt new teaching methods in my school

Each measured indicator is scaled using a five point scale (1=Strongly Disagree, 2=Disagree, 3=Neutral 4=Agree, 5=Strongly Agree). Frequency Distribution is computed to understand concentration on data across five categories. Mean and Standard Deviation are computed as a measure of Central Tendency and Dispersion.

Table No. 4.44

Descriptive Statistics for Motivation

Variable	Mean	Std. Dev.	COV
I feel I am learning and growing in this environment	4.32	0.975	22.56
I feel secure and confident in the present work environment.	4.11	1.074	26.13
Teaching in this organization provides ample opportunity to improve my skills	4.15	0.998	24.04
I am not given too many extra responsibilities by my Principal	2.8	1.213	43.32
I have complete freedom to adopt new teaching methods in my school	4.12	1.006	24.41

Source: Field investigation

From the above Table No. 4.44 it is seen that the Grand Mean = 3.99. Hence it can be concluded that the respondent teachers are positively motivated as they agree with the statements and are hence positively motivated.

Table No. 4.45

I feel I am learning and growing in this environment

I feel I am learning and growing in this environment					
	Frequency	Percent	Mean	Std. Dev.	COV
Strongly Disagree	26	3.1			
Disagree	22	2.6			
Neutral	90	10.6	4.32	0.975	22.56%
Agree	231	27.1			
Strongly Agree	482	56.6			
Total	851	100			

Source: Field investigation

The above Table No. 4.45 reveals that 3.1% of the respondents said Strongly Disagree, when asked whether they felt that they were learning and growing in this environment. 2.6 % said Disagree, 10.6% said Neutral, 27.1 % said Agree and 56.6% said Strongly Agree. Majority of the respondents said that they felt that they were learning and growing in this environment. The descriptive statistics reveals that the Mean is 4.32, Standard Deviation is 0.975 and Coefficient of variance =22.56%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents agree that they are learning and growing in this environment.

Table No. 4.46

I feel secure and confident in the present work environment

I feel secure and confident in the present work environment.					
	Frequency	Percent	Mean	Std. Dev.	COV
Strongly Disagree	35	4.1			
Disagree	43	5.1	4.11	1.074	26.13%
Neutral	111	13			

I feel secure and confident in the present work environment.					
	Frequency	Percent	Mean	Std. Dev.	COV
Agree	269	31.6			
Strongly Agree	393	46.2			
Total	851	100			

Source: Field investigation

The above Table No. 4.46 reveals that 4.1% of the respondents said Strongly Disagree, when asked whether they felt that they were learning and growing in this environment. 5.1 % said Disagree, 13 % said Neutral, 31.6 % said Agree and 46.2% said Strongly Agree. Majority of the respondents said that they felt secure and confident in the present work environment. The descriptive statistics reveals that the Mean is 4.11, Standard Deviation is 1.074 and Coefficient of variance =26.13%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents agree that they feel secure and confident in the present work environment.

Table No. 4.47

Teaching in this organization provides ample opportunity to improve my skills

Teaching in this organization provides ample opportunity to improve my skills					
	Frequency	Percent	Mean	Std. Dev.	COV
Strongly Disagree	28	3.3			
Disagree	35	4.1			
Neutral	96	11.3	4.15	0.998	24.04%
Agree	314	36.9			
Strongly Agree	378	44.4			
Total	851	100			

Source: Field investigation

The above Table No. 4.47 reveals that 3.3% of the respondents said Strongly Disagree, when asked whether teaching in this organization provides ample

opportunity to improve my skills. 4.1 % said Disagree, 11.3 % said Neutral, 36.9 % said Agree and 44.4% said Strongly Agree. Majority of the respondents said that teaching in this organization provides ample opportunity to improve their skills. The descriptive statistics reveals that the Mean is 4.15, Standard Deviation is 0.998 and Coefficient of variance =24.04%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents agree that that teaching in this organization provides ample opportunity to improve their skills.

Table No. 4.48

I am not given too many extra responsibilities by my Principal

I am not given too many extra responsibilities by my Principal					
	Frequency	Percent	Mean	Std. Dev.	COV
Strongly Disagree	140	16.5			
Disagree	236	27.7			
Neutral	202	23.7	2.8	1.213	43.32%
Agree	201	23.6			
Strongly Agree	72	8.5			
Total	851	100			

Source: Field investigation

The above Table No. 4.48 reveals that 2.8% of the respondents said Strongly Disagree, when asked whether they are not given too many extra responsibilities by my Principal. 27.71 % said Disagree, 23.7 % said Neutral, 23.6 % said Agree and 8.5% said Strongly Agree. Majority of the respondents felt that they are given too many extra responsibilities by the Principal. The descriptive statistics reveals that the Mean is 2.8, Standard Deviation is 1.213 and Coefficient of variance =43.32% . Since the COV is more than one third (33%) there is disparity in the sample data collected. Hence, mean is not a meaningful value. The inference is based on the frequency table. It is therefore inferred that 44.2 %(16.5+27.7) of the respondents are of the opinion that they are given too many extra responsibilities by my Principal against the 32.1 % who feel they are not given too many extra responsibilities by the Principal.

Table No. 4.49

I have complete freedom to adopt new teaching methods in my school

I have complete freedom to adopt new teaching methods in my school					
	Frequency	Percent	Mean	Std. Dev.	COV
Strongly Disagree	25	2.9	4.12	1.006	24.41%
Disagree	40	4.7			
Neutral	114	13.4			
Agree	297	34.9			
Strongly Agree	375	44.1			
Total	851	100			

Source: Field investigation

The above Table No. 4.49 reveals that 2.3% of the respondents said Strongly Disagree, when asked whether they have complete freedom to adopt new teaching methods in my school. 4.7 % said Disagree, 13.4 % said Neutral, 34.9 % said Agree and 44.1% said Strongly Agree. Majority of the respondents said that they had complete freedom to adopt new teaching methods in my school. The descriptive statistics reveals that the Mean is 4.12, Standard Deviation is 1.006 and Coefficient of variance =24.41%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents agree that that they have complete freedom to adopt new teaching methods in my school.

4.4 Descriptive Statics for Job Satisfaction

Job Satisfaction is a feeling of contentment or a sense of accomplishment a person derives from his or her job. It helps in determining to what extent a person dislikes or likes his/her job.

1. I feel that I am an important member of the team
2. The Principal solves my problems if I take them to him/her

3. My Principal is quick to reward my efforts
4. The Principal always listens to my opinion
5. I am satisfied with the quality of teaching learning material provided in this school

Each measured indicator is scaled using a five point scale (1=Strongly Disagree, 2=Disagree, 3=Neutral 4=Agree, 5=Strongly Agree). Frequency Distribution is computed to understand concentration on data across five categories. Mean and Standard Deviation are computed as a measure of Central Tendency and Dispersion.

Table No. 4.50

I feel that I am an important member of the team

I feel that I am an important member of the team					
	Frequency	Percent	Mean	Std. Dev.	COV
Strongly Disagree	38	4.5			
Disagree	62	7.3			
Neutral	162	19	3.83	1.077	28.12%
Agree	331	38.9			
Strongly Agree	258	30.3			
Total	851	100			

Source: Field investigation

The above Table No. 4.50 reveals that 4.5% of the respondents said Strongly Disagree, when asked whether they felt that they were an important member of the team. 7.3 % said Disagree, 19 % said Neutral, 38.9 % said Agree and 30.3% said Strongly Agree. Majority of the respondents said that they felt that they were an important member of the team. The descriptive statistics reveals that the Mean is 3.88, Standard Deviation is 1.077 and Coefficient of variance =28.12%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents agree that they were an important member of the team.

Table No. 4.51

The Principal solves my problems if I take them to him/her

The Principal solves my problems if I take them to him/her					
	Frequency	Percent	Mean	Std. Dev.	COV
Strongly Disagree	35	4.1			
Disagree	52	6.1			
Neutral	104	12.2	4.06	1.079	26.57%
Agree	295	34.7			
Strongly Agree	365	42.9			
Total	851	100			

Source: Field investigation

The above Table No. 4.51 reveals that 4.1% of the respondents said Strongly Disagree, when asked whether they felt that the Principal solves their problems if they take them to him/her. 6.1 % said Disagree, 12.2 % said Neutral, 34.7 % said Agree and 42.9% said Strongly Agree. Majority of the respondents said that they felt that the Principal solves their problems if they take them to him/her. The descriptive statistics reveals that the Mean is 4.06, Standard Deviation is 1.079 and Coefficient of variance =26.57%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents agree that they were an important member of the team.

Table No. 4.52

My Principal is quick to reward my efforts

My Principal is quick to reward my efforts					
	Frequency	Percent	Mean	Std. Dev.	COV
Strongly Disagree	55	6.5			
Disagree	81	9.5	3.63	1.143	31.48%
Neutral	198	23.3			

My Principal is quick to reward my efforts					
	Frequency	Percent	Mean	Std. Dev.	COV
Agree	307	36.1			
Strongly Agree	210	24.7			
Total	851	100			

Source: Field investigation

The above Table No. 4.52 reveals that 6.5% of the respondents said Strongly Disagree, when asked whether their Principal is quick to reward my efforts. 9.5 % said Disagree, 23.3 % said Neutral, 36.1 % said Agree and 24.7% said Strongly Agree. Majority of the respondents said that they felt that the Principal was quick to reward their efforts. The descriptive statistics reveals that the Mean is 3.63, Standard Deviation is 1.143 and Coefficient of variance =31.48%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents agree that their Principal was quick to reward them.

Table No. 4.53

The Principal always listens to my opinion

The Principal always listens to my opinion					
	Frequency	Percent	Mean	Std. Dev.	COV
Strongly Disagree	40	4.7			
Disagree	62	7.3			
Neutral	212	24.9	3.77	1.103	29.25%
Agree	278	32.7			
Strongly Agree	259	30.4			
Total	851	100			

Source: Field investigation

The above Table No. 4.53 reveals that 4.7% of the respondents said Strongly Disagree, when asked whether their Principal always listens to their opinion. 7.3 % said Disagree, 24.9 % said Neutral, 32.7 % said Agree and 30.4% said Strongly

Agree. Majority of the respondents said that they felt that the Principal always listens to their opinion. The descriptive statistics reveals that the Mean is 3.77, Standard Deviation is 1.103 and Coefficient of variance =29.25%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents agree that their Principal always listens to their opinion.

Table No. 4.54

I am satisfied with the quality of teaching learning material provided in this school.

I am satisfied with the quality of teaching learning material provided in this school					
	Frequency	Percent	Mean	Std. Dev.	COV
Strongly Disagree	49	5.8			
Disagree	71	8.3			
Neutral	157	18.4	3.76	1.125	29.92%
Agree	331	38.9			
Strongly Agree	243	28.6			
Total	851	100			

Source: Field investigation

The above Table No. 4.54 reveals that 5.8% of the respondents said Strongly Disagree, when asked whether they were satisfied with the quality of teaching learning material provided in this school .8.3 % said Disagree, 18.4 % said Neutral, 38.9 % said Agree and 28.6.4% said Strongly Agree. Majority of the respondents said that they were satisfied with the quality of teaching learning material provided in this school. The descriptive statistics reveals that the Mean is 3.76, Standard Deviation is 1.125 and Coefficient of variance =29.92%. Since the COV is less than one third (33%) there is less disparity in the sample data collected. Hence, mean is the meaningful value. It is therefore inferred that most of the respondents agree that they were satisfied with the quality of teaching learning material provided in this school.

Part –II Model Fit Analysis

4.5 Proposed Hypothetical Model

Proposed hypothetical model through this research, the researcher has attempted to empirically validate the following hypothetical model.

Diagram No. 4.1 Proposed Hypothetical Model
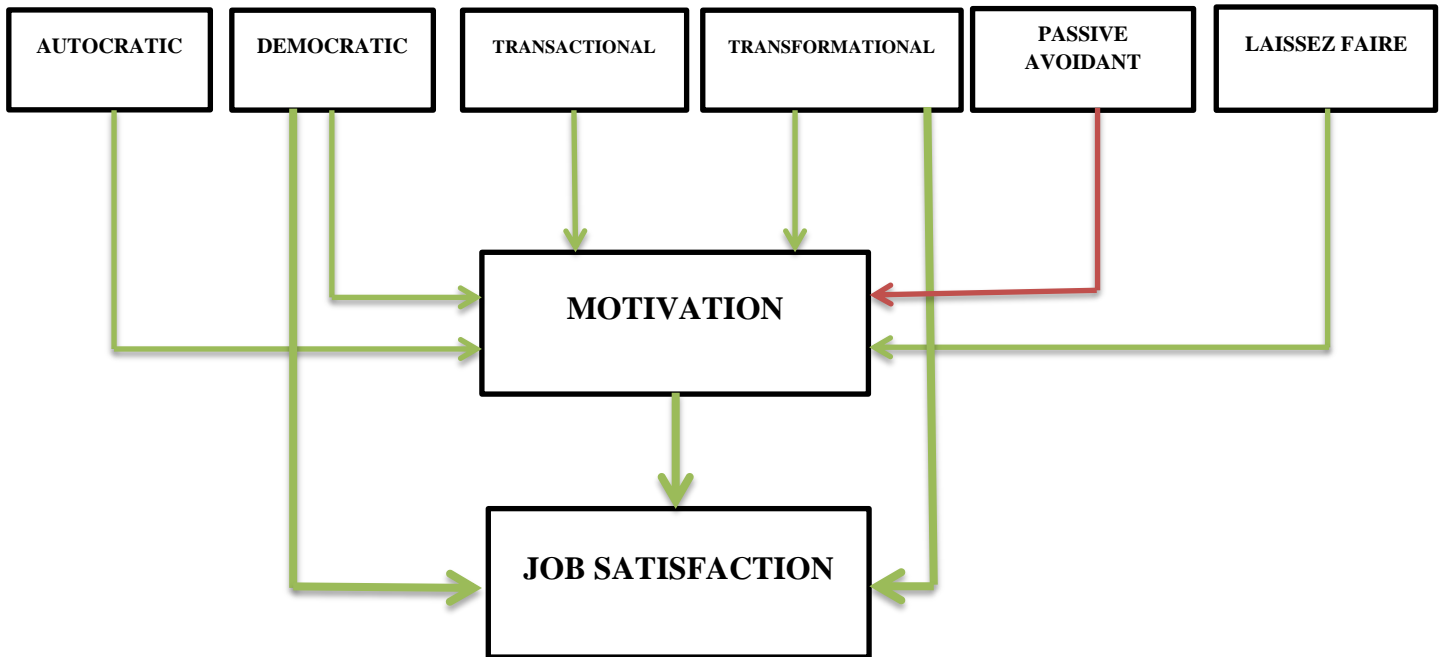
The above hypothetical model shows direct relevant linkage between the five leadership styles i.e .Autocratic, Democratic, Transactional, Transformational and Laissez Faire and Motivation. Further a significant relevant linkage between Motivation and Job Satisfaction.

Indirect positively relevant relationship: between Autocratic Leadership Style and Job Satisfaction mediated via Motivation. Transactional Leadership Style and Laissez Faire Leadership style are also significant predictors of Motivation but not directly of Job Satisfaction.

Direct relevant relationship: between Democratic Leadership Style and Job Satisfaction. Direct relevant relationship between exists Transformational Leadership style and Job Satisfaction. Both these styles are significant predictors of Motivation as well as Job Satisfaction.

No relevant relationship :Passive Avoidant leadership style is NOT a significant predictor of either Motivation or Job Satisfaction.

4.6 Assessing the Hypothetical Model Using Path Analysis.

Path analysis is a minor version of structural equation modelling. It's an advanced statistical tool used to study relationship between multiple variables simultaneously. It can access dependence and independent relationship in a single analysis0 simultaneously. Since path analysis is a family of equations.

Hypothesis based upon path model:

Hi : Autocratic leadership style has a significant positive relevance to motivation.

H2Democratic leadership has a positive relevance to Motivation

H3Transaction leadership has a positive relevance to Motivation

H4 Transformational leadership has a positive relevance to Motivation

H5 Passive lea0dership has a positive relevance to Motivation

H6 Laissez Faire Leadership has a positive relevance to Motivation

H7 Motivation will have a positive relevance to Job satisfaction. Democratic leadership will positively impact Job Satisfaction. Transaction Leadership has a positively relevance to Motivation. Transformational Leadership will positively impact Job Satisfaction.

Motivation does not mediate relationship between Democratic Leadership and Job Satisfaction. Motivation mediates relationship between Transactional Leadership Style and Job Satisfaction.Motivation does not mediate between Transformational Leadership Style and Job satisfaction.

4.7 Assessing the Model Fit

The purpose of model fit assessment is to see how well the theoretical model fits the sample data. If the theoretical model fits the sample data well then the hypothesised linkages are a good explanation of relationship between variables. Five fit indices have been used to assess the model fit.

Table No. 4.55

Assessing the model

Fit Indices	Observed	Criteria for acceptable fit	Result
CIN/DF (minimum discrepancy as index Chi- square	3.803	Less than 5	Acceptable Fit
CFI (Comparative fit Index)	0.997	More than 0.9 for good fit between 0.9 to 0.8 for borderline fit	Acceptable Fit
GFI (Goodness of Fit	0.997	More than 0.9	Acceptable Fit
Adjusted Goodness of Fit	0.96	More than 0.9	Acceptable Fit
RMSEA (Root Mean square error of approximation)	0.057	Less than 0.08 for adequate fit between 0.08 and less than 0.1	Acceptable Fit

All the five fit indices suggest an excellent fit between the theoretical model and sample data. Hence the hypothesised linkages are indicative of predictive relationship between variables.

4.7.1. CIN/DF (Minimum Discrepancy as index Chi- square)

CMIN/DF CMIN/DF ($\chi2$ / df) is the minimum discrepancy divided by its degrees of freedom; the ratio should be close to 1 for correct models. Wheaton et al. (1977) suggest a ratio of approximately five or less 'as beginning to be reasonable.' But according to Arbuckle (2005), it is not clear how far from 1 should we let the ratio get before concluding that a model is unsatisfactory. Since the chi-square statistic ($\chi2$) is sensitive to sample size it is necessary to look at others that also support goodness of fit. $\chi 2$ to degrees of freedom ratios in the range of 2 to 1 or 3 to 1 are indicative of an acceptable fit between the hypothetical model and the sample data (Carmines and

McIver, 1981, p. 80). Different researchers have recommended using ratios as low as 2 or as high as 5 to indicate a reasonable fit (Marsh and Hocevar, 1985). In contrast, Byrne (2006) suggested that ratio should not exceed 3 before it cannot be accepted. Since the chi-square statistic ($\chi2$) is sensitive to sample size it is necessary to look at others that also support goodness of fit.

4.7.2. Comparative Fit Index

$$C= \frac{1\text{-max}(C\,^\wedge\text{-d,0})}{\text{max}(C\,^\wedge\text{ b-db,0})} = 1 = \frac{NCP}{NCPb}$$

The Comparative Fit Index (CFI; Bentler, 1990) is given by where $C\,^\wedge$, d and NCP are the discrepancy, the degrees of freedom, and the non-centrality parameter estimate for the model being evaluated, and $C\,^\wedge$ b, d and NCPb are the discrepancy, the degrees of freedom, and the non-centrality parameter estimate for the baseline model. CFI values 130 close to 1 indicate a very good fit

4.7.3 Goodness of Fit

The GFI (goodness-of-fit index) was devised by Jöreskog and Sörbom (1984) for ML (Maximum Likelihood) and ULS (Un-weighted Least Squares) estimation, and generalized to other estimation criteria by Tanaka and Huba (1985). GFI is always less than or equal to 1. GFI = 1 indicates a perfect fit.

4.7.4. Adjusted Goodness of Fit

The AGFI (adjusted goodness-of-fit index) takes into account the degrees of freedom available for testing the model. The AGFI is bounded above by 1, which indicates a perfect fit. It is not, however, bounded below by 0, as GFI is. Among the many measures of fit, five popular measures are: Chi-square ($\chi2$), normed chi-square ($\chi2$/df), goodness of fit index (GFI), Tucker-Lewis Index (TLI), Root Mean-Square Error of Approximation (RMSEA) (Holmes-Smith 2000).

4.7.5 RMSEA (Root Mean square error of Approximation)

According to Arbuckle (2005), the RMSEA value of about 0.05 or less would indicate a close fit of the model in relation to the degrees of freedom. This figure is based on subjective judgment. It cannot be regarded as infallible or correct, but it is more reasonable than the requirement of exact fit with the RMSEA = 0.0. The value of

about 0.08 or less for the RMSEA would indicate a reasonable error of approximation and would not want to employ a model with a RMSEA greater than 0.1(Browne and Cudeck, 1993).

4.8 HYPOTHETICAL MODEL WITH PATH COEFFICIENTS

Diagram No. 4.2 Hypothetical Model with Path Coefficients
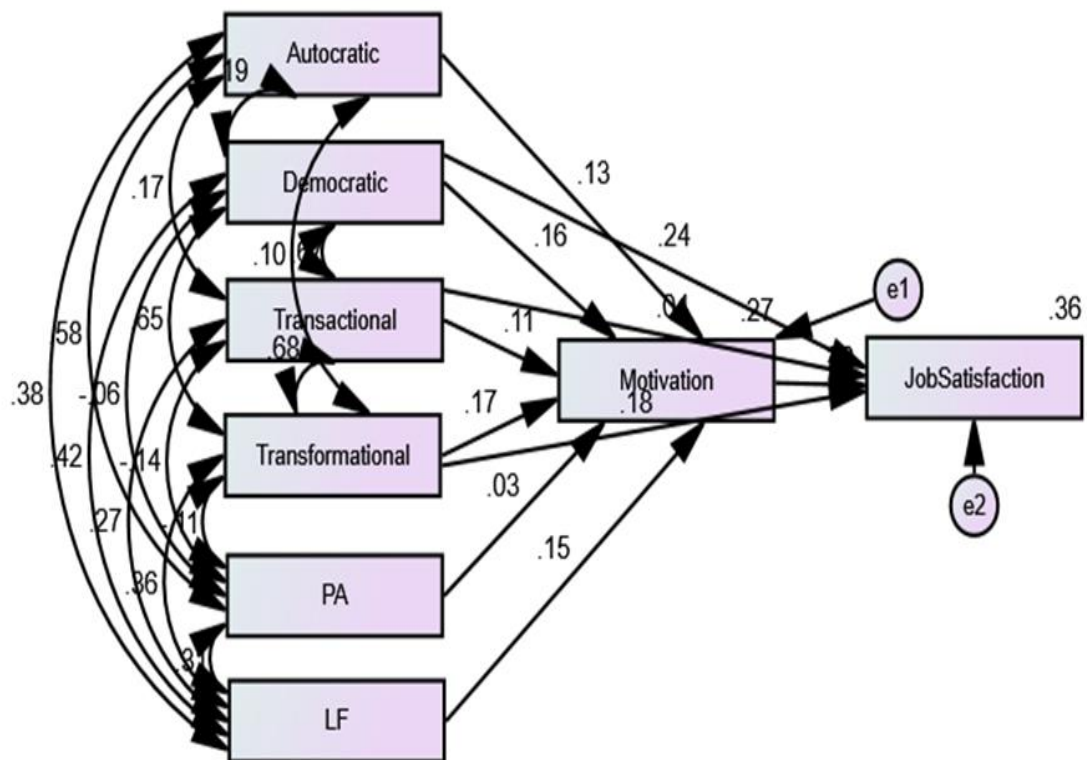
Path coefficients are standardized versions of linear regression weights which can be used in examining the possible causal linkage between statistical variables in the structural equation modelling approach. The standardization involves multiplying the ordinary regression coefficient by the standard deviations of the corresponding explanatory variable: these can then be compared to assess the relative effects of the variables within the fitted regression model. The idea of standardization can be extended to apply to partial regression coefficients.

The term "path coefficient" derives from Wright (1921), where a particular diagram-based approach was used to consider the relations between variables in a multivariate system.

4.9 Assessing the Significance of the Paths.

Table No. 4.56

Assessing the significance of the paths

Dependent		Independent	Standardized regression weights	Standard Error	Critical Ratio	P	Result
Motivation	<--	Autocratic	0.127	0.035	3.288	0.001	Sig.
Motivation	<--	Democratic	0.164	0.041	3.743	***	Sig.
Motivation	<--	Transactional	0.11	0.041	2.449	0.014	Sig.
Motivation	<--	Transformational	0.167	0.036	3.794	***	Sig.
Motivation	<--	Passive Avoidant	0.033	0.026	0.857	0.392	NS
Motivation	<--	Laissez Faire	0.146	0.033	4.096	***	Sig.
Job Satisfaction	<--	Motivation	0.282	0.039	9.095	***	Sig.
Job Satisfaction	<--	Democratic	0.24	0.047	5.975	***	Sig.
Job Satisfaction	<--	Transactional	0.036	0.047	0.874	0.382	NS
Job Satisfaction	<--	Transformational	0.184	0.042	4.521	***	Sig.

*** = significance at .001% level of significance Sig= significant NS= not significant*

4.9.1 Motivation and Autocratic Leadership: Motivation is the dependent variable and autocratic leadership is the independent variable the standardised regression

weights =0.127, SE = 0.035, C.R = 3.288, P=0.001. As the p value <0.001 the relationship between Motivation and Autocratic Leadership is significant. It can be concluded that Autocratic Leadership is significant.

4.9.2 Motivation and Democratic Leadership: Motivation is the dependent variable and Democratic leadership is the independent variable the standardised regression weights =0.164, SE = 0.041, C.R = 3.743, P<0.001. As the p value is less than .1% the relationship between Motivation and Democratic Leadership is highly significant.

4.9.3 Motivation and Transactional Leadership: Motivation is the dependent variable and Transactional leadership is the independent variable the standardised regression weights =0.11, SE = 0.041, C.R = 2.449, P=0.014. As the p value<0 .05 the relationship between Motivation and Transactional Leadership is highly significant.

4.9.4 Motivation and Transformational Leadership: Motivation is the dependent variable and Transformational leadership is the independent variable the standardised regression weights =0.167, SE = 0.036, C.R = 3.794, P<0.001 As the p value is less than 0.1% level of significance the relationship between Motivation and Transformational Leadership is highly significant.

4.9.5 Motivation and Passive Avoidant Leadership: Motivation is the dependent variable and Passive Avoidant leadership is the independent variable the standardised regression weights =0.033, SE = 0.026, C.R = 0.857, P=0.392. As the p >0.05 the relationship between Motivation and Passive Avoidant Leadership is not significant.

4.9.6 Motivation and Laissez Faire Leadership: Motivation is the dependent variable and Laissez Faire leadership is the independent variable the standardised regression weights =0.146, SE = 0.33, C.R = 4.096, P=0.0. As the p < 0.001 the relationship between Motivation and Laissez Faire Leadership is highly significant.

4.9.7 Job Satisfaction and Motivation: Job Satisfaction is the dependent variable and Motivation is the independent variable the standardised regression weights =0.282, SE = 0.39, C.R = 9.095, P=0.0. As the p<0 .001 the relationship between Job Satisfaction and Motivation is highly significant.

4.9.8 Job Satisfaction and Democratic Leadership: Job Satisfaction is the dependent variable and Democratic Leadership is the independent variable the standardised regression weights =0.24, SE = 0.047, C.R = 5.975, P<0.001 As the p<0.001 the relationship between Job Satisfaction and Democratic Leadership is highly significant.

4.9.9 Job Satisfaction and Transactional Leadership: Job Satisfaction is the dependent variable and Transactional Leadership is the independent variable the standardised regression weights =0.036, SE = 0.047, C.R = 0.874, P=0.382. As the p>0.05 the relationship between Job Satisfaction and Transactional Leadership is not significant.

4.9.10 Job Satisfaction and Transformational Leadership: Job Satisfaction is the dependent variable and Transformational Leadership is the independent variable the standardised regression weights =0.184, SE = 0.042, C.R = 4.521, P <0.001. As the p<0.001 the relationship between Job Satisfaction and Transformational Leadership is highly significant.

Table No. 4.57

Job Satisfaction and Leadership Styles

PATH	DIRECT	INDIRECT	RESULT
Transformational ↓ Job satisfaction	b =0.184 p=0.001	b =0.047 p =0.001	No mediation exists
Transactional ↓ Job Satisfaction	b =0.036 p=0.399	b =0.031 p=0.008	Full mediation exists
Democratic ↓ Job Satisfaction	b =0.24 p=0.001	b =0.046 p=0.001	No mediation exists

Result:

1. Motivational does not mediate between Transformational leadership style and Job satisfaction

2. Motivation mediates relationship between Transactional leadership style and Job satisfaction

3. Motivation does not mediate relationship between Democratic leadership style and Job satisfaction

Part – III Hypothesis Testing

4.10 H1 Leadership style of the School Principals has a relevance to the motivation of teachers.

H1.1 Autocratic Leadership style of the Principal has a relevance to Motivation of Teachers.

H1.2 Democratic Leadership style of the Principal has a relevance to the Motivation of Teachers.

H1.3 Transactional Leadership style of the Principal has a relevance to the Motivation of Teachers.

H1.4 Transformational Leadership style of the Principal has a relevance to the Motivation of Teachers.

H1.5 Passive Avoidant Leadership style of the Principal has a relevance to the Motivation of Teachers.

H1.6 Laissez Faire Leadership style of the Principal has a relevance to the Motivation of Teachers.

H1.7 Motivation has a relationship with Job Satisfaction

H1.1 **Relevance of Autocratic Leadership Style to Motivation**

Since the test is significant B=0.127, p=0.001, the null hypothesis is rejected and it is concluded that Autocratic Leadership style is a positive predictor of Motivation

H1.2 **Relevance of Democratic Leadership Style to Motivation**

Since the test is significant B=0.164, p=0.000, the null hypothesis is rejected and it is concluded that Democratic Leadership style is a positive predictor of Motivation

H1.3 **Relevance of Transactional Leadership Style to Motivation**

Since the test is significant B=0.11, p=0.014, the null hypothesis is rejected and it is concluded that Transactional leadership style is a positive predictor of Motivation

H1.4 **Relevance of Transformational Leadership Style to Motivation**

Since the test is significant B=0.167, p=0.000, the null hypothesis is rejected and it is concluded that Transformational leadership style is a positive predictor of Motivation

H 1.5 **Relevance of Passive avoidant Style of Leadership to Motivation**

Since the test is significant B=0.033, p=0.392, the null hypothesis is accepted and it is concluded that passive avoidant leadership style is not a predictor of Motivation

H1.6 **Relevance of Laissez Faire Leadership Style to Motivation**

Since the test is significant B=0.146, p=0.000, the null hypothesis is rejected and it is concluded that Laissez Faire leadership style is a positive predictor of Motivation

H1.7 **Relevance of Motivation to Job Satisfaction.**

Since the test is significant B=0.0.282, p=0.000, the null hypothesis is rejected and it is concluded that Motivation is a positive predictor of Job Satisfaction

Ho2 The age of the school does not have a direct relationship with the leadership style of the Principal.

H02.1: School below 10 years of Age do not differ in Leadership style.

H02.2: Schools from 11-20 years of Age do not differ in Leadership style.

H02.3 Schools from 21-30 years of Age do not differ in Leadership styles.

H02.4 Schools from 31-40 years of Age do not differ in Leadership styles.

H02.5 Schools from 41-50 years of Age do not differ in Leadership styles.

H02.6 Schools from 50 years and above of Age do not differ in Leadership styles

4.11: Repeated ANOVA: for examining relationship between Age of the School and Leadership Style of the Principal.

All ANOVAs compare one or more mean scores with each other; they are tests for the difference in mean scores. The repeated measures ANOVA compares means across one or more variables that are based on repeated observations. A repeated measures ANOVA model can also include zero or more independent variables.

4.11.1. Age of the School: Up to 10 Years:

Independent variable: Leadership styles (Autocratic, Democratic, Transactional, Transformational, Passive Avoidant and Laissez Faire) Dependent Variable Leadership score measures using a five point scale (1=Never, 2=Seldom, 3=Occasionally 4= Often, 5=Always)

1. **H02.1: School below 10 years of Age do not differ in Leadership style**
2. **H12.1: Schools below 10 years of Age differ significantly in Leadership styles**

Level of significance, alpha = 0.05 N=164

Table No. 4.58

Leadership styles and mean (School below 10 yr.)

Leadership Styles	Mean	Std. Deviation
Autocratic	3.6171	0.62598
Democratic	4.1915	0.59583
Transactional	4.3146	0.5696
Transformational	4.1049	0.72686
Passive Avoidant	2.878	0.96681
Laissez Faire	3.3634	0.69468

Chart No. 4.8 Leadership styles and mean (School below 10 yr.)
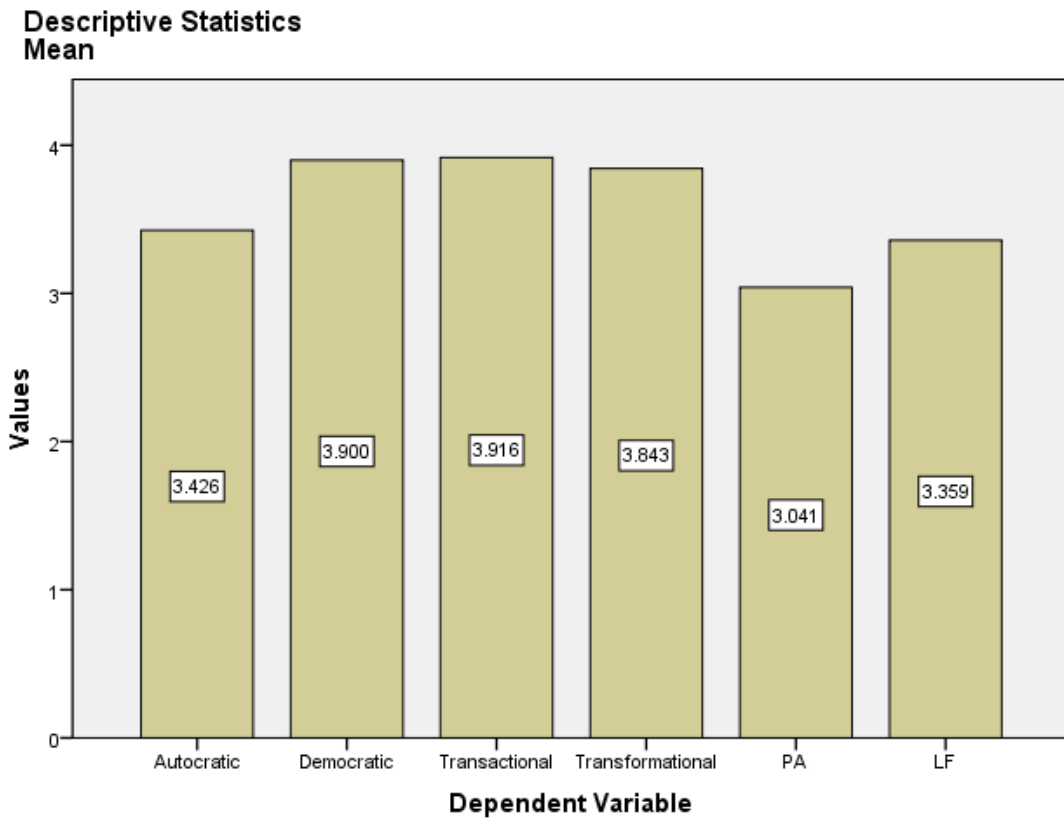
Table No. 4.59

Mauchly's Test of Sphericity a,b (School below 10 yr.)

Mauchly's Test of Sphericity a,b					
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	Df	Sig.	Epsilonc Greenhouse-Geisser
Leadership Styles	0.147	552.724	14	P<0.001	0.486

4.1.1.2Assumptions of Homogeneity of variance of difference for school up to 10 years of Age:

Mulchy's Test of Sphericity has been performed to test the assumptions of homogeneity of variance of difference. The Mulch's test is significant. P=less than 0.05. Hence the assumption is violated. Therefore, a robust test- Greenhouse Geisser was performed. The Greenhouse Geisser is significant (p less than 0.05). Hence the null is rejected and it is concluded that schools below 10 years differ significantly in Leadership styles

4.11.3 Age of School Ranking for schools up to 10 years of Age.

The Friedman test is a non-parametric statistical test developed by Milton Friedman. Similar to the parametric repeated measures ANOVA, it is used to detect differences in treatments across multiple test attempts.

Table No. 4.60

Friedman test (School below 10 yr.)

Friedman Test	
Leadership Style	Mean Rank
Autocratic	3.26
Democratic	4.35
Transactional	4.74
Transformational	4.27
Passive Avoidant	1.89
Laissez Faire	2.5

4.12.1 Age of School from 11- 20 years of Age:

Independent variable Leadership styles (Autocratic, Democratic, Transactional, Transformational, Passive Avoidant and Laissez Faire) Dependent Variable

Leadership score measures using a five point scale (1=Never, 2=Seldom, 3=Occasionally 4= Often, 5=Always)

H02.2: School between 11-20 years of Age do not differ in Leadership style

H12. 2: Schools between 11 -20 years of Age differ significantly in Leadership styles *Level of significance, alpha = 0.05 N=291*

Table No. 4.61

Leadership styles and mean (School 11-20 yr.)

Leadership Styles	Mean	Std. Deviation
Autocratic	3.4261	0.7488
Democratic	3.8997	0.78983
Transactional	3.9162	0.81409
Transformational	3.8433	0.86426
Passive Avoidant	3.0405	0.92349
Laissez Faire	3.3588	0.71724

Chart No. 4.9 Descriptive statistics mean (School 11-20 yr.)
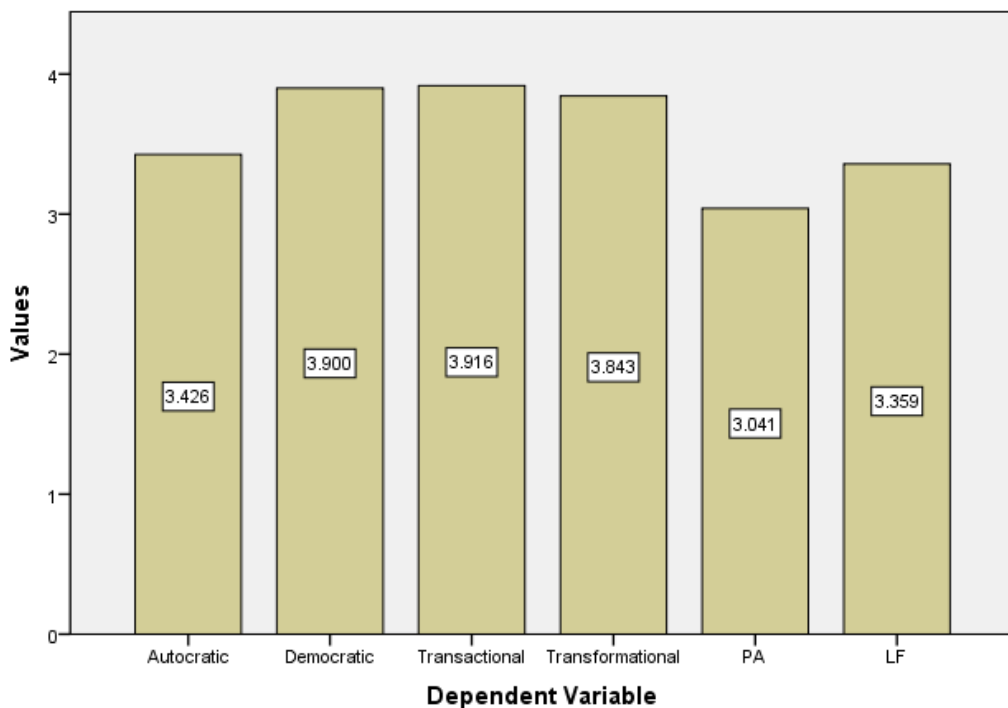
Table No. 4.62

Mauchly's Test of Sphericitya,b (School 11-20 yr.)

Mauchly's Test of Sphericitya,b					
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	Df	Sig.	Epsilonc
					Greenhouse-Geisser
Leadership Styles	0.147	552.724	14	P<0.001	0.486

4.12.2 Assumptions of Homogeneity of variance of difference for school between 11- 20 years of Age:

Mulchy's Test of Sphericity has been performed to test the assumptions of homogeneity of variance of difference. The Mulch's test is significant. P=less than 0.05. Hence the assumption is violated. Therefore a robust test- Greenhouse Geisser was performed. The Greenhouse Geisser is significant (p less than 0.05). Hence the null is rejected and it is concluded that schools between 11-20 years of Age differ significantly in Leadership styles

4.12.3 Age of School Ranking for schools between 11-20 years of Age

Table No. 4.63

Friedman Test (School 11-20 yr.)

Sr. No.	Friedman Test	
	Leadership Style	Mean Rank
1.	Autocratic	3.34
2.	Democratic	4.19
3.	Transactional	4.16
4.	Transformational	3.89
5.	Passive Avoidant	2.56
6.	Laissez Faire	2.87

4.13.1 Age of School from 21- 30 years of Age:

Independent variable Leadership styles (Autocratic, Democratic, Transactional, Transformational, Passive Avoidant and Laissez Faire) Dependent Variable Leadership score measures using a five point scale (1=Never, 2=Seldom, 3=Occasionally 4= Often, 5=Always)

H02.3: School between 21-30 years of Age do not differ in Leadership style

H12.3: Schools between 21 -30 years of Age differ significantly in Leadership styles

Level of significance, alpha = 0.05 N=69

Table No. 4.64

Leadership styles and mean (School 21-30 yr.)

Sr. No.	Leadership Styles	Mean	Std. Deviation
1	Autocratic	3.4203	0.69549
2	Democratic	4.3014	0.56007
3	Transactional	4.3739	0.58301
4	Transformational	4.0696	0.71933
5	Passive Avoidant	2.6638	0.88284
6	Laissez Faire	3.5478	0.72813

Chart No. 4.10 Descriptive statistics mean (School 21-30 yr.)

Descriptive Statistics
Mean
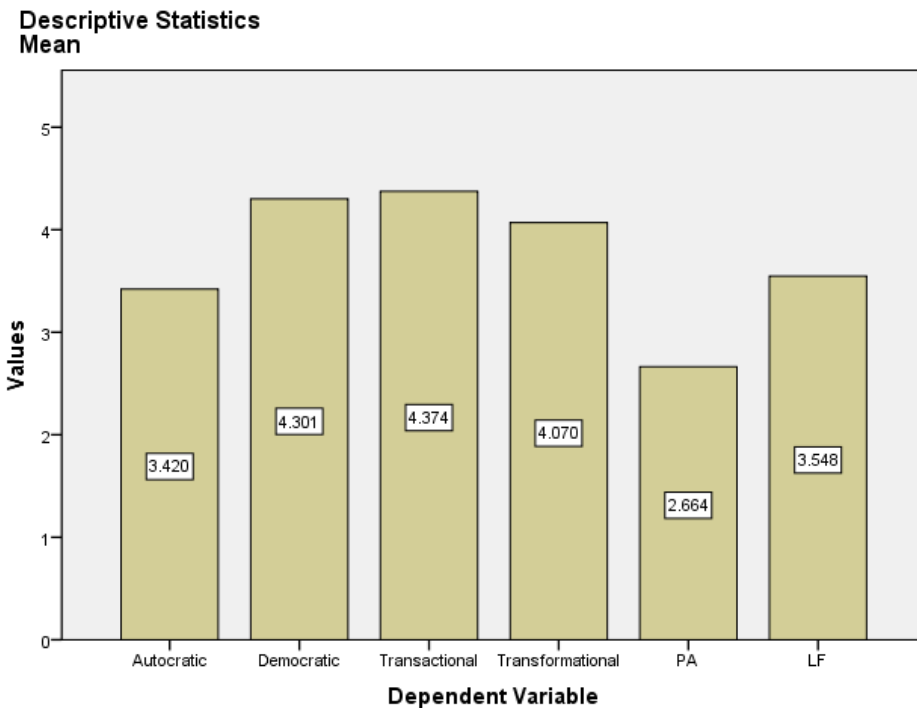
Table No. 4.65

Mauchly's Test of Sphericity[a,b] (School 21-30 yr.)

Mauchly's Test of Sphericity[a,b]					
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon[c] Greenhouse-Geisser
Leadership Styles	0.192	109.149	14	P<0.001	0.579

4.13.2 Assumptions Of Homogeneity of Variance of Difference for Schools Between 21-30 years of Age:

Mulchy's Test of Sphericity has been performed to test the assumptions of homogeneity of variance of difference. The Mulch's test is significant. P=less than

0.05. Hence the assumption is violated. Therefore a robust test- Greenhouse Geisser was performed. The Greenhouse Geisser is significant (p less than 0.05). Hence the null is rejected and it is concluded that   schools between 21- 30 years of age differ significantly in Leadership styles

4.13.3 Age of School Ranking For School between 21-30 Years of Age

Table No. 4.66 Friedman Test (School 21-30 yr.)

Sr. No.	Friedman Test	
	Leadership Style	Mean Rank
1	Autocratic	2.78
2	Democratic	4.68
3	Transactional	4.9
4	Transformational	4.14
5	Passive Avoidant	1.72
6	Laissez Faire	2.77

4.14.1 Age of School from 31- 40 years of Age:

Independent variable Leadership styles (Autocratic, Democratic, Transactional, Transformational, Passive Avoidant and Laissez Faire) Dependent Variable Leadership score measures using a five point scale (1=Never, 2=Seldom, 3=Occasionally 4= Often, 5=Always)

H02.4: School between 21-30 years of Age do not differ in Leadership style

H12.4: Schools between 21 -30 years of Age differ significantly in Leadership styles

Level of significance, alpha = 0.05 N=70

Table No. 4.67

Leadership styles and mean (School 31-40 yr.)

Sr. No.	Leadership Style	Mean	Std. Deviation
1	Autocratic	3.4429	0.463
2	Democratic	3.9886	0.54362
3	Transactional	4.2314	0.51711
4	Transformational	4.0286	0.53976
5	Passive Avoidant	2.9629	0.59495
6	Laissez Faire	3.74	0.61512

Chart No. 4.11 Descriptive statistics mean (School 31-40 yr.)
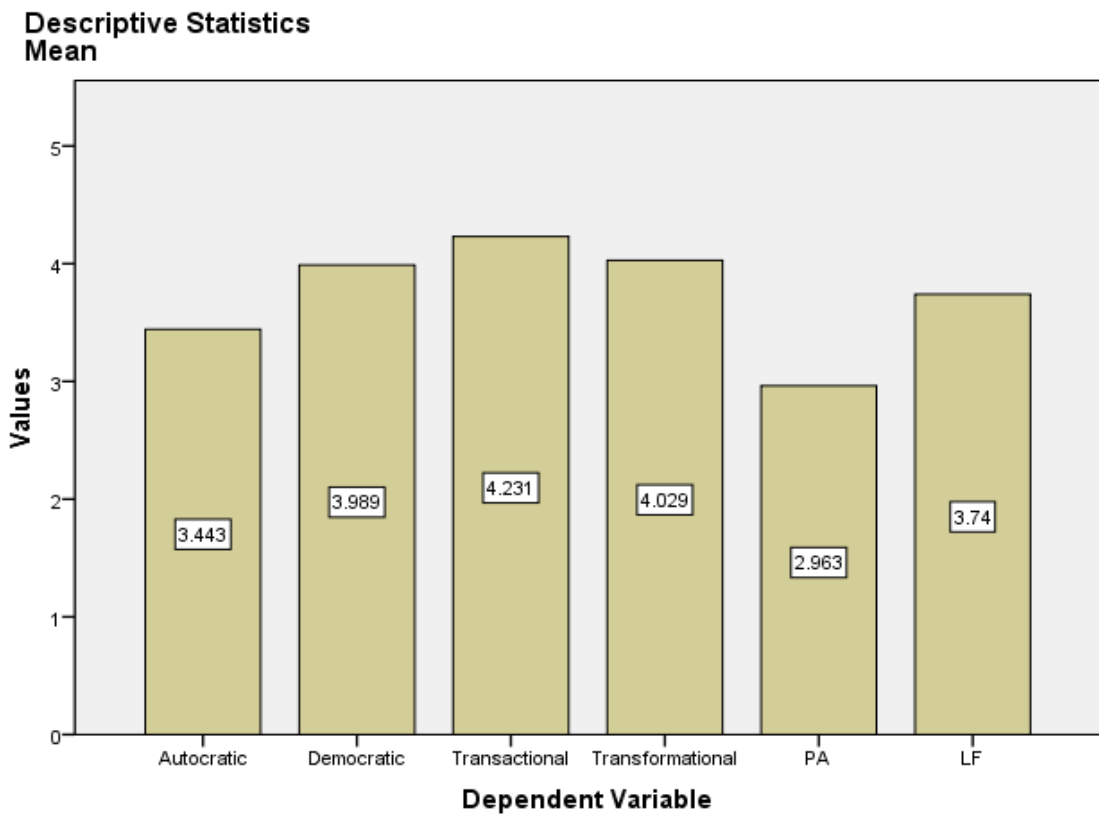
Table No. 4.68 Mauchly's Test of Sphericity[a,b] (School 31-40 yr.)

<table>
<tr><th colspan="6">Mauchly's Test of Sphericity[a,b]</th></tr>
<tr><th rowspan="2">Within Subjects Effect</th><th rowspan="2">Mauchly's W</th><th rowspan="2">Approx. Chi-Square</th><th rowspan="2">df</th><th rowspan="2">Sig.</th><th>Epsilon[c]</th></tr>
<tr><th>Greenhouse-Geisser</th></tr>
<tr><td>Leadership Styles</td><td>0.431</td><td>56.398</td><td>14</td><td>P<0.001</td><td>0.788</td></tr>
</table>

4.14.2 Assumptions of Homogeneity of variance of difference for school 31- 40 year of Age:

Mulchy's Test of Sphericity has been performed to test the assumptions of homogeneity of variance of difference. The Mulch's test is significant. P=less than 0.05. Hence the assumption is violated. Therefore a robust test- Greenhouse Geisser was performed. The Greenhouse Geisser is significant (p less than 0.05). Hence the null is rejected and it is concluded that schools between 31- 40 years of age differ significantly in Leadership styles.

4.14.3 Age of School Ranking For Schools between 31-40 Years of Age

Table No. 4.69

Friedman Test (School 31-40 yr.)

Sr. No.	Friedman Test	
	Leadership Style	Mean Rank
1	Autocratic	2.64
2	Democratic	4.3
3	Transactional	4.71
4	Transformational	4.39
5	Passive Avoidant	1.65
6	Laissez Faire	3.31

4.15.1. Age of School from 41- 50 years of Age: Independent variable Leadership styles (Autocratic, Democratic, Transactional, Transformational, Passive Avoidant and Laissez Faire) Dependent Variable Leadership score measures using a five point scale (1=Never, 2=Seldom, 3=Occasionally 4= Often, 5=Always)

H02.5: School between 41-50 years of Age do not differ in Leadership style

H12.5 Schools between 41 -50 years of Age differ significantly in Leadership styles

Level of significance, alpha = 0.05 N=132

Table No. 4.70

Leadership styles and Mean (School 41-50 yr.)

Sr. No.	Leadership Style	Mean	Std. Deviation
1	Autocratic	3.1439	0.60548
2	Democratic	4.3348	0.51571
3	Transactional	4.3818	0.4976
4	Transformational	4.25	0.61897
5	Passive Avoidant	2.2924	0.78513
6	Laissez Faire	3.4818	0.59152

Chart No. 4.12 Descriptive statistic mean (School 41-50 yr.)

Descriptive Statistics
Mean
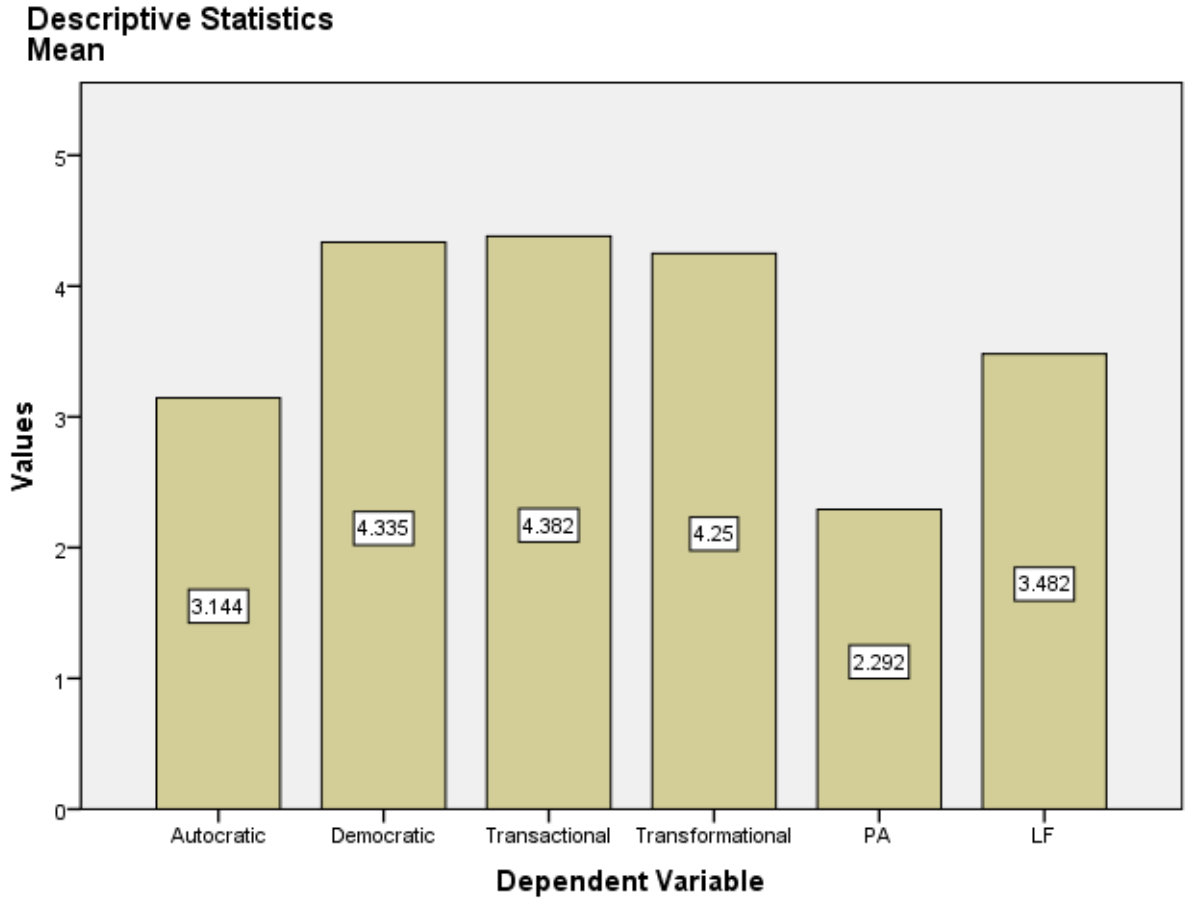
Table No. 4.71

Mauchly's Test of Sphericity[a,b] (School 41-50 yr.)

Mauchly's Test of Sphericity[a,b]					
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon[c] Greenhouse-Geisser
Leadership Styles	0.253	177.216	14	P<0.001	0.601

4.15.2 Assumptions of Homogeneity of Variance of Difference for School 41- 50 Year of Age:

Mulchy's Test of Sphericity has been performed to test the assumptions of homogeneity of variance of difference. The Mulch's test is significant. P=less than 0.05. Hence the assumption is violated. Therefore a robust test- Greenhouse Geisser was performed. The Greenhouse Geisser is significant (p less than 0.05). Hence the null is rejected and it is concluded that schools between 41- 50 years of age differ significantly in Leadership styles

4.15.3 Age of School Ranking For Schools between 41-50 Years of Age

Table No. 4.72

Friedman Test (School 41-50 yr.)

Sr. No.	Friedman Test	
	Leadership Style	Mean Rank
1	Autocratic	2.5
2	Democratic	4.78
3	Transactional	4.87
4	Transformational	4.53
5	Passive Avoidant	1.34
6	Laissez Faire	2.98

4.16.1. Age of School from 51 years and above of Age: Independent variable Leadership styles (Autocratic, Democratic, Transactional, Transformational, Passive Avoidant and Laissez Faire) Dependent Variable Leadership score measures using a five point scale (1=Never, 2=Seldom, 3=Occasionally 4= Often, 5=Always)

H02.6: School between 51 years and above of Age do not differ in Leadership style

H12.6 Schools between 51 years and above of Age differ significantly in Leadership styles

Level of significance, alpha = 0.05 N=125

Leadership styles and mean (School 51 to above yr.)

Sr. No.	Leadership Style	Mean	Std. Deviation
1	Autocratic	3.2816	0.71306
2	Democratic	4.0368	0.64025
3	Transactional	4.1616	0.7056
4	Transformational	3.9808	0.78593
5	Passive Avoidant	2.8864	0.97065
6	Laissez Faire	3.4976	0.679

Chart No. 4.13 Descriptive statistics mean (School 51 to above yr.)

Descriptive Statistics Mean
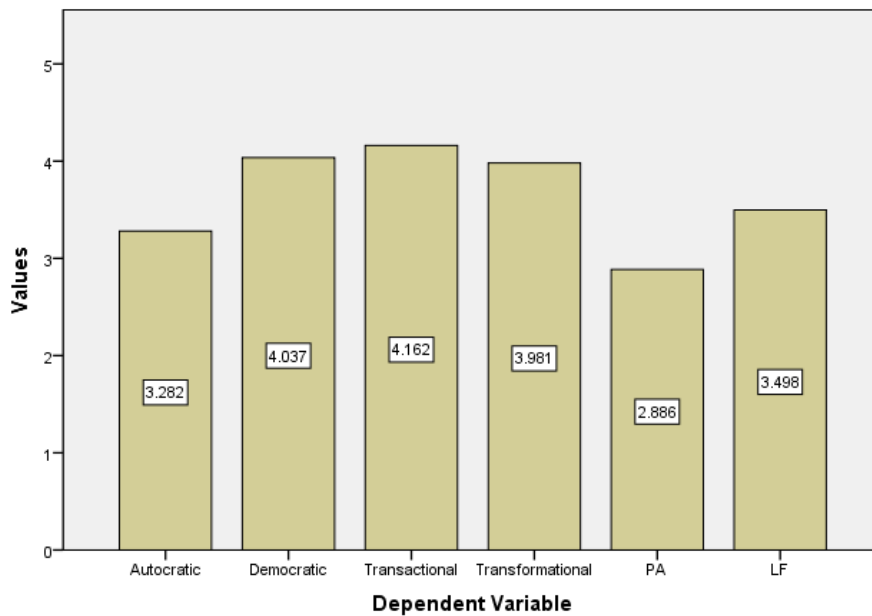
Table No. 4.74

Mauchly's Test of Sphericity[a,b] (School 51 to above yr.)

Mauchly's Test of Sphericity[a,b]					
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon[c] Greenhouse-Geisser
Leadership Styles	0.087	298.686	14	P<0.001	0.434

4.16.2 Assumptions of Homogeneity of Variance of difference for Schools of 50 years and above years of Age:

Mulchy's Test of Sphericity has been performed to test the assumptions of homogeneity of variance of difference. The Mulch's test is significant. P=less than 0.05. Hence the assumption is violated. Therefore a robust test- Greenhouse Geisser was performed. The Greenhouse Geisser is significant (p less than 0.05). Hence the null is rejected and it is concluded that schools 50 years and above differ significantly in Leadership styles

4.16.3 Age of School Ranking for Schools between 50 years and above of Age

Table No. 4.75

Friedman Test (School 51 to above yr.)

Sr. No.	Friedman Test	
	Leadership Style	Mean Rank
1	Autocratic	2.68
2	Democratic	4.1
3	Transactional	4.58
4	Transformational	4.25
5	Passive Avoidant	2.26
6	Laissez Faire	3.12

4.16.4 Comparing Leadership Styles across Age Groups of Schools

Table No. 4.76

Comparing Leadership Styles across Age Groups of Schools

Leadership Styles	Mean Up to-10 years	Mean Up 11-20 years	Mean Up 21-30 years	Mean Up 31-40 years	Mean Up 41-50 years	Mean Up 50 years & above
Autocratic	3.6171	3.4261	3.4203	3.4429	3.1439	3.2816
Democratic	4.1915	3.8997	4.3014	3.9886	4.3348	4.0368
Transactional	4.3146	3.9162	4.3739	4.2314	4.3818	4.1616
Transformational	4.1049	3.8433	4.0696	4.0286	4.25	3.9808
Passive Avoidant	2.878	3.0405	2.6638	2.9629	2.2924	2.8864
Laissez Faire	3.3634	3.3588	3.5478	3.74	3.4818	3.4976
Greenhouse-Geisser	256.972	188.607	146.448	75.492	460.935	157.787
f Value	129.452	100.55	73.143	57.868	262.063	75.646
p Value	***	***	***	***	***	***

The above table compares leadership styles (Autocratic, Democratic, Transactional, Transformational, Passive Avoidant, Laissez Faire) across Age groups. Greenhouse Geiser test is significant, hence school Principals differ in leadership styles across age of schools. The table also reveals that Transactional, Transformational and Democratic are dominant across all the Age Groups of Schools. Hence, though Leadership styles differ within, there is much similarity between. Therefore it may be understood that a relevant relationship between Leadership styles and Age of the Schools based on the year of establishment of the institution does not exist. Further it may be interpreted that the Leadership style adopted by the school Principal is independent of any influence by the age of the school.

4.16.5 Ranking Leadership Styles across Age Groups of Schools

Table No. 4.77

Ranking Leadership styles across Age Groups of Schools

Leadership Styles	Mean Rank Up to-10 years	Mean Up 11-20 years	Mean Up 21-30 years	Mean Up 31-40 years	Mean Up 41-50 years	Mean Up 50 years & above
Autocratic	3.26	3.34	2.78	2.64	2.5	2.68
Democratic	4.35	4.19	4.68	4.3	4.78	4.1
Transactional	4.74	4.16	4.9	4.71	4.87	4.58
Transformational	4.27	3.89	4.14	4.39	4.53	4.25
Passive Avoidant	1.89	2.56	1.72	1.65	1.34	2.26
Laissez Faire	2.5	2.87	2.77	3.31	2.98	3.12
Friedman Chi Sq.	320.574	213.343	164.82	146.676	411.4	174.138
p value	***	***	***	***	***	***

The above table ranks Leadership Styles (Autocratic, Democratic, Transactional, Transformational, Passive Avoidant and Laissez Faire) across Age groups. It is interesting to note that the Friedman test is significant, hence school Principals differ in leadership styles across age of schools. The table also reveals that Transactional, Transformational and Democratic are dominant across all the Age Groups of Schools. Hence, though Leadership styles differ within, there is much similarity between. Hence there is no relationship between Leadership styles and Age of the Schools.

Chapter - 5

Summary of Findings Conclusions and Suggestions

Bearing in mind the aims and objectives, of the present research as mentioned in Chapter 3 -Research Methodology. Considering the Analysis and Interpretations of the data presented in the Chapter- 4, it is now endeavored to briefly summarize the findings of the . These findings are presented along with the conclusions, made in the light of the analysis and offer solutions to the research problems in three Parts. These are: **Part -I** Summary of research findings and conclusions based on the analysis, **Part -II** Suggestions and recommendations and **Part -III** Scope for further study based on this research.

Part -I

Summary of Research Findings and Conclusions

A brief summary of the research findings are presented below based on the basic information of the schools.

5.1 Age of Principal: It is inferred that an approximately equal distribution of Principals are between 41-50 and 51-60 years of age. An equal number fall within the young i.e. 31-40 and the older experienced Principals of above 60 Years of age. Therefore it may be concluded that youngest school Principals are between 31-40 years of age and the oldest are above 60 years of age. The broad age span covers more than 30 years. Currently, the leadership of Schools is by people from different generations.

5.2 Age of Principal and Board of School: It is inferred that the majority of the Principals in CBSE schools are in the 41-50 age group. Among ICSE schools the majority lie within 51-60 age group and SSC schools the majority is within 41-50 age groups. Therefore it may be concluded the Leadership of CBSE schools tends to be by younger Principals whereas the Leadership of ICSE schools and SSC Schools is by more senior persons.

5.3 School Age and Age of Principal: It is further inferred that the older schools between the ages of 41-50 and 50 & above have less tendency to employ younger Principals who are in the age group of 31-40 years of Age. They tend to employ Principals between the age group 51 to 60 . This is the case with new schools who tend to employ more senior Principals. The middle age schools which are 11-20 and 21-30 employ Principals who are in the younger age group of 31-40 and 41-50.

5.4 Conclusions Related To Leadership Styles

The objective of this study was to examine relationship of each of these leadership styles with Motivation and Job Satisfaction and to determine their impact.

The six leadership styles are: 1) Autocratic, 2) Democratic, 3) Transactional, 4) Transformational, 5) Passive Avoidant and 6) Laissez Faire

5.4.1. Autocratic Style of Leadership:

Autocratic Style of Leadership can be understood as the authoritarian or the tyrant style of administration. In the execution of this style the leader is completely focused on achieving the goal or a target. The primary and only focus is the accomplishment of the task at hand. The strategies employed to achieve this are efficiency and execution of work according to plan.

On analysis it is found that School Principals occasionally practiced an Autocratic style of Leadership. It was further inferred that most of the respondents are of the opinion that the Principal often acts as the spokesperson of the group. A large number of respondents were of the opinion that the Principals argued persuasively from his/her point of view. It found that the opinion was almost equally divided as to whether the Principal was reluctant to allow member any freedom of action .A majority of the respondents agreed that it is the Principal who assigned the Teachers specific tasks and duties. However, a majority of respondents agreed that the Principals never refused to explain his /her actions.

It is found that Autocratic Leadership style is a positive predictor of Motivation. This further led to the conclusion that Autocratic Leadership style practiced by School Principals has an impact on the Motivation of Teachers of the specific schools. Based on the model prepared by the Path Analysis it is concluded that Autocratic leadership style had a direct linkage with Motivation.

However, Autocratic Leadership style was not among the top three leadership styles practiced among the schools. In the schools aged up to 10 years it was ranked 4 among the 6 leadership styles .In schools between 11-20 years it was ranked 5 among 6 styles. In schools between the ages of 21-30 it was also ranked 5 out of 6 styles. In schools between the ages of 31-40 years it was ranked 5 among the 6 styles of Leadership. In the age group of 41- 50 years, Autocratic Leadership was ranked the 5 among the 6 leadership styles .Schools aged 50 years and above the autocratic leadership styles was also ranked 5 among the 6 leadership styles. This Leadership style is the second least practiced among the 6 leadership styles.

It is inferred that although Autocratic Leadership style does have an impact on the Motivation of Teachers; it does not have a direct relationship with Job Satisfaction. Therefore it must be concluded that Autocratic Leadership style may be a style adopted by School Principals who want to motivate the Teachers, however, it is to be noted that this style does not contribute to the Job Satisfaction of the same Teachers.

5.4.2 Democratic Style of Leadership

Democratic Style of Leadership can be understood as a participative leadership or shared administration. This style of leadership is where individuals from a team or group play a significantly participative role in the basic decision making process

On analysis it was found that most of the School Principals often practiced Democratic Leadership style. It is therefore, inferred that most of the respondents are of the opinion that the Principal's often encouraged initiative in the group. The respondents also were of the opinion that the Principal often puts suggestions of the group into operation. It was also discovered that the Principal lets the Teachers do their work according to their own plan .It may also be concluded that that most of the respondents are of the opinion that

the Principal often treated all members (teachers) as his/her equal. Most of the respondents also felt that the Principal often assigns tasks and the teachers handle it.

 The Path Analysis model established direct relationship between Democratic leadership style and Motivation. It may be concluded that Democratic Leadership Style is a positive predictor of Motivation. It was further established that an indirect relationship between Democratic Leadership style and Job Satisfaction exists via Motivation. However, it further found that Democratic Leadership style has direct relationship with Job Satisfaction which is highly significant.

 Democratic Leadership Style was found to be among the top three Leadership Styles among the 6 Leadership Styles practiced by the School Principals. In the school which is up to 10 years of age it is ranked as the second most leadership style practiced by School Principals. In Schools which are from 11-20 years it ranked at first position. Therefore, it may be, concluded that the Democratic Leadership Style is the most commonly practiced leadership style by Principals who are heading schools in the age group of 11-20 years. Among the schools who are in the Age group of 21-30 years, it was found that Democratic Leadership style was also the second most popular leadership style practiced by School Principals. Among schools who are between 31- 40 years of Age, Democratic Leadership style is ranked third behind Transactional and Transformations Leadership. It was found that among schools between 41 to 50 years Democratic Leadership Style was ranked second behind Transactional Leadership style. Schools which were 50 years and above also ranked Democratic Leadership style at third position.

Democratic Leadership Style appears to be a leadership style commonly adopted all the School Principals irrespective of the Age of the School. It shows a clear relationship with both the Motivation of the Teachers as well as Job Satisfaction of the same Teachers. Needless to say that this Leadership style does lead to a happier and more productive work environment wherein the Teachers would feel both motivated to accomplish the tasks at hand as well as satisfied with the work environment. Motivated and Satisfied Teachers will have the ability to accomplish teaching / learning parameters required to achieve objectives of the school.

5.4.3 Transactional Style of Leadership

Transactional Leadership is known as "the activity of control based on information." The analysis presented in Chapter 4 of this study establishes that Principals of School often practice the Transactional Style of Leadership. It was also established that as Head of the School h/she often lets the Teachers know what is expected of them. It was further established that the Principal of the School kept the work moving at a rapid pace. The Teachers also opined that it was the Principal who often settled the conflict between them. It was further concluded that it was often the Principal who decided the plan of work and its course for implementation. Lastly, most of the respondents agreed that it was often the Principal who brought order to a chaotic school.

The Proposed Hypothetical Model indicated that Transactional Leadership Style has a significant relationship with Motivation. It is stated that Transactional Leadership is a positive predictor of Motivation. However, Transactional Leadership does not have a direct relationship with Job Satisfaction. The relationship with Job Satisfaction is mediated by Motivation.

Based on the Friedman's Test the ranking of Transactional Style of Leadership among the five age groups of school is as follows: in schools up to 10 years of Age Transactional Style of Leadership is ranked first among all six styles of Leadership. Among schools between 11-20 years of Age this style is ranked it is ranked second behind Democratic Style of Leadership. Among schools between 21-30 years of Age it was ranked first ahead of Democratic. Among schools that are 31-40 it was again ranked first among all six styles of Leadership. In schools that are between 41- 50 years of age, Transactional Leadership Style is ranked first again. Lastly among schools who are 50 years and above of Age the Transactional Leadership Style is also ranked first among all six. Therefore, among the six age groups the Transactional Leadership style id ranked first for five and second in one age group.

Thus, the initial research question is answered. Transactional Leadership style is the style of Leadership is most popularly and is often practiced among the School Principals irrespective School Board or Age of School. The Transactional Leadership Style, though

it has a direct impact on the Motivation of Teachers, it has no direct relationship with Job Satisfaction. In short, it may motivate the Teachers towards a certain task; such a style of Leadership will not contribute towards the Job Satisfaction of Teachers. This may prove detrimental to the work environment in the long run and may be the basis of dissatisfaction among teaching staff of a School.

5.4.4 Transformational Style of Leadership

Transformational leaders are a clearly considered to be examples of people who work for the benefit of the team, group or organization .Therefore they are idealized and considered inspirational. The Analysis presented in Chapter 4, finds that Principals often practice the Transformational Style of Leadership. Most of the respondents opined that the Principal often permitted Teachers to use their discretion in solving problems. It is further inferred that most of the respondents are of the opinion that the Principal often gets his/her superior to act in the interest of teachers. The analysis also established that the respondents felt that the Head of the Institution often spoke with strong inner conviction. Most of the respondents are of the opinion that the Principal often looks out for the personal welfare of the teachers. Finally, it is also inferred that most of the respondents are of the opinion that the Principal often is an inspiring talker.

The proposed Hypothetical Path Analysis model established direct relationship between Transformational Leadership style and Motivation. It may be concluded that Transformational Leadership Style is a positive predictor of Motivation. It was further established that an indirect relationship between Transformational Leadership style and Job Satisfaction exists via Motivation. However, it further found that Transformational Leadership style has a direct relationship with Job Satisfaction which is highly significant.

Based on the Friedman's Test the ranking of Transformational Style of Leadership among the six age groups of Schools is as follows: in schools up to 10 years of Age Transformational Style of Leadership is ranked second after Transactional Style of Leadership. Among schools in the Age group of 11- 21 years of Age, Transformational Style of Leadership is ranked third behind Democratic and Transformational. Among

schools in the 21-31 age group, transformational Leadership is ranked is also ranked third. Schools in the Age group 31-40 years of Age have ranked Transformational Style of Leadership as the second most common style of Leadership. In the Age Group of 41-50 Years, Transformational Leadership Style is ranked third. Lastly among the schools in the Age Group of 50 and above, the Transformational Leadership style is ranked second most common style of Leadership practiced by the School Principals.

The analysis has discovered that Transformational Leadership style is among the top three Leadership Styles practiced by the School Principals. It answers the basic research question regarding the impact of motivation by a specific Leadership style. The model further leads to the conclusion that Transformational Leadership style has a clear and direct significant relationship with Job Satisfaction. Therefore, the Principals that practice Transformational Leadership will not only have a motivated teaching staff but also influence job satisfaction amongst the teachers.

5.4.5 Passive Avoidant Leadership Style.

Passive Avoidant leaders are a clearly considered to be detached leaders. This leadership by exception, which implies maintaining a strategic distance from activity, until mistakes; problems or issues cannot be overlooked. The Analysis Present in Chapter 4 with reference to the Passive Avoidant Leadership Style leads us to conclude that it is this Leadership Style that is the least practiced among the School Principals. Most respondents did not agree that the Principal keeps to himself or herself. An overwhelming majority did not agree that the Principal fails to take action whenever the situation arises. They also did not agree to the statement that the Principal relinquishes authority that he /she should keep. They further disagreed with the statement that the Principal fails to take necessary action whenever the situation arises. Lastly most of the respondents disagreed with the statement that the Principal is hesitant about taking initiative in the group.

The proposed Hypothetical Path Analysis model established that Passive Avoidant Leadership style is not a significant predictor of Motivation. Further, no relationship between Passive Avoidant style of Leadership and Job Satisfaction exists.

Based on the Friedman's test the ranking among the six Age Groups of School, Passive Avoidant Leadership Style was ranked last among all six Leadership styles. Therefore it may be concluded that Passive Avoidant Leadership style is seldom practiced by the School Leaders.

5.4.6. Laissez Faire Leadership Style

Laissez Faire leadership commonly referred to as the delegation of the leadership. Permitting the group members to make the decisions allows the leaders to have a hands-off approach. The Analysis Present in Chapter 4 with reference to the Laissez Faire Leadership Style leads us to conclude that it is the Leadership Style that is the second least practiced among School Principals. Most respondents did not agree that the Principal seems unable to predict what is coming next. They also did not agree with the statement that the Principal has the ability to tolerate postponement and uncertainty .However they agreed that the Principal allows teachers a high degree of initiative. Most of the respondents also agreed that the Principal allows Teachers complete freedom in their work. Lastly the respondents opined that the Principal permits the Teachers to work at their own pace.

The Proposed Hypothetical Model indicated that Laissez Faire Leadership Style has a significant relationship with Motivation. It is stated that Laissez Faire Leadership is a positive predictor of Motivation. However, Laissez Leadership does not have a direct relationship with Job Satisfaction.

However, Laissez Faire Leadership style is not among the top three leadership styles practiced among the schools. In the schools aged up to 10 years it was ranked 5 among the 6 leadership styles .In schools between 11-20 years it was ranked 5 among 6 styles. In schools between the ages of 21-30 it was also ranked 5 out of 6 styles. In schools between the ages of 31-40 years it was ranked 4 among the 6 styles of Leadership. In the age group of 41- 50 years, Laissez Faire Leadership was ranked the 4 among the 6 leadership styles .Schools aged 50 years and above the Laissez Faire leadership styles was also ranked 4 among the six leadership styles.

5.5. Motivation

Motivation is the "energizing force that induces action" (Park and Guay, 2009) .Motivation is closely related to goals and objectives.

From the five statements attributed to Motivation of Teachers it was found that most of the respondents agreed to the statements of Motivation.

The Analysis presented in Chapter 4 clearly establishes a direct relationship between all the Leadership Styles and Motivation except Passive Avoidant Leadership Style. The Hypothetical model based on Path Analysis also establishes a relationship between Motivation and Job Satisfaction. Motivation acts as a mediator in the relationship between Transactional style of Leadership and Job Satisfaction.

5.6. Job Satisfaction

Job Satisfaction is a feeling of contentment or a sense of accomplishment a person derives from his/ her job. It helps in determining to what extent a person dislikes or likes his/her job. It was discovered that Democratic Style of Leadership and Transformational Style of Leadership had a significant relationship with Job Satisfaction. It was further established that Motivation and Job Satisfaction had a significant relationship.

Part-II

Suggestions and Recommendations.

1. Autocratic Leadership Style should be avoided by School Principals .Even though it relevance to the Motivation of the Teachers, it does not contribute to the Job Satisfaction of Teachers. Eventually these Teachers will be demotivated if they are dissatisfied. This will have a negative impact of the work environment and this Leadership style will eventually be self-defeating. It is suggested that the Autocratic Leadership style may be adopted by School Principals, only to accomplish short term goals or targets. This style of Leadership should be adopted in moderation for specific situations only.

2. Democratic Leadership Style is among the top three most popular leadership Styles practiced by School Principals. Because it has relevance to both Motivation and Job Satisfaction .It may be suggested that this Leadership style be adopted by School Leaders irrespective of the Age of the school. Democratic Leadership style facilitates a motivated and satisfied teaching staff. Motivated and satisfied Teachers will undoubtedly have a higher success with teaching / learning outcomes of teachers/ students and thereby achieve the objectives of the School. It is suggested that the Democratic Style of Leadership may be adopted by School Principals to ensure their schools are able to achieve goals.

3. Transactional Leadership Style is by far the most often practiced Leadership Style by all School Principals irrespective of the Age Group of the Schools. It is suggested that like Autocratic Style of Leadership, Transactional Style of Leadership may be adopted by Schools Principals to accomplish specific tasks or short term objectives. As Transactional Leadership Style does not have a direct relationship with Job Satisfaction it might prove to be detrimental to the accomplishment of long term goals of the institution. This style of Leadership may, in fact, create dissatisfaction with work environment of the Teaching Staff. It is recommended that Principal's review their leadership style and move towards a more Transformational Style of Leadership

4. Transformational Leadership Style is among the top three Leadership styles practiced by School Leaders. This is irrespective of the Age of the School. Transformational Leadership like Democratic Leadership facilitates both Motivation and Job Satisfaction. It is suggested that School Principals adopt the Transformational Leadership style versus the Transactional style. This will ensure a favorable working environment in the course of achieving the learning outcomes. This style of leadership is ideal and is strongly recommended to be adopted by all school Principals.

5. Passive Avoidant Leadership Style is the least practiced Leadership style among School Principals. As it is not a significant predictor of Motivation. By extension it does not have a relevant relationship with Job Satisfaction. Therefore, the Passive Avoidant Style of leadership is not a recommended style of Leadership. It is suggested that it should not be practiced at all. In the long run it will have a detrimental impact on the teaching/ learning environment of the School.

6. Laissez Faire Leadership Style is moderately practiced by the School Principals. By virtue of it being a significant predictor of Motivation it will be a moderately successful Leadership style. However, as it does not have a direct relationship with Job Satisfaction it should not be practiced over an extensive period of time. This style of Leadership may eventually lead to dis-satisfied Teachers which will negatively impact the teaching/learning atmosphere. It is suggested that the Laissez Faire Style of Leadership be practiced by School Principals in certain select situations only.

7. Motivation and Job Satisfaction.

   Motivation and Job Satisfaction are the two wheels that keep the teaching environment productive. Therefore it is suggested that School Principals adopt Leadership styles that fulfill the requirement of motivating Teachers to accomplish the tasks as well allow them to achieve a sense of satisfaction in the accomplishment of the tasks.

Part-III

Scope for Further Study

This study can act as a basis to delve into various factors that are relevant to and influence Performance, Motivation and Job Satisfaction of Teachers. An in depth study can be conducted on the factors influencing each of the above .i.e. Motivation, Job Satisfaction and Performance of Teachers.

Furthermore, the relationship between each of these .i.e. Motivation, Job Satisfaction and Performance of Teachers influencing the learning out comes of the students can be investigated. An investigation into the personality traits relevant to the unique leadership styles can also be used to prepare a model for recruitment of School Principals. This study should also be conducted in other cities in Maharashtra State. Further research into the specific Government policies that impact the leadership styles of School Principals can also be investigated. As this study has restricted itself to Private, Unaided school, a similar research can be conducted for Government Schools as well as Private Aided Schools.

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Name of the School: **Year of establishment of school:**

Name of the Principal/ Head: **Age of the Principal/Head :**

Gender of the Principal/Head:

Gender of the Respondent /Teacher:

(Each Statement is followed by five alternative responses viz: Always (5) Often (4) occasionally (3) Seldom (2) and Never (1))

Sr. No.	Questions	Opinion				
		5	4	3	2	1
1	Principal always acts as the spokesperson of the group					
2	The Principal encourages initiative in the group members					
3	Head of the school lets the group members know what is expected of them					
4	Principal permits the teachers to use their discretion in solving problems					
5	The Principal keeps to himself/herself					
6	The Principal seems unable to predict what is coming next					
7	The Principal argues persuasively from his/her point of view					
8	The Principal puts suggestions of the group into operation					
9	The Principal keeps the work moving at a rapid pace					
10	The Principal gets his superiors to act for the welfare of the teachers					
11	The Principal relinquishes authority that he /she should keep					
12	The Principal is able to tolerate postponement and uncertainty					
13	The Principal is reluctant to allow the members any freedom of action					
14	The Principal lets the teachers do their work according to their own plan					
15	The Principal settles the conflict when they occur between teachers					
16	The head of the school speaks with strong inner conviction					

Sr. No.	Questions	Opinion				
		5	4	3	2	1
17	Principal fails to take necessary action whenever the situation arises					
18	The Principal allows teachers a high degree of initiative					
19	The Principal assigns teachers specific tasks and duties					
20	The Principal treats all members as his/her equal					
21	The Principal decides the plan and its course for implementation					
22	The Principal looks out for the personal welfare of the teachers					
23	The Principal becomes overwhelmed when too many demands are made of him/her					
24	The Principal allows teachers complete freedom in their work					
25	The Principal refuses to explain his/her actions					
26	The Principal assigns the task, then the teachers handle it					
27	The Principal can bring order to a chaotic school.					
28	The Principal is an inspiring talker					
29	The Principal is hesitant about taking initiative in the group					
30	The Principal permits the teachers to work at their own pace					

Orientation (Ideal Scale for this): 5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree)

Sr. No.	Questions	Opinion				
		5	4	3	2	1
1	I feel I am learning and growing in this environment					
2	My Superior does not praise me for my effort in school					
3	I feel secure and confident in the present work environment.					
4	The Principal does not solve my problems if I take them to him/her					
5	Teaching in this organization provides ample opportunity to improve my skills					
6	My opinion is not valued by the Principal					
7	I have complete freedom to adopt new teaching methods in my school					
8	I am given too many extra responsibilities by my Principal					
9	I feel that I am an important member of the team					
10	I need more teaching learning material but it is unavailable in my school					
11	The Principal solves my problems if I take them to him/her					
12	My Superior does not recognize my efforts in school					
13	I am not given too many extra responsibilities by my Principal					
14	Teaching does not provide enough opportunities to improve my skills					
15	My Principal is quick to reward my efforts					
16	I don't have freedom to adopt new teaching methods in my school					
17	The Principal always listens to my opinion					
18	I do not feel that I am learning and growing in this environment					
19	I am satisfied with the quality of teaching learning material provided in this school					
20	I feel insecure about my job					

Sr. No.	Name of School	Year of Establishment
1	Wisdom World	2013
2	Amanora School	2010
3	Hutchings High	1879
4	Hume McHenry	1978
5	Bishop's Co-Ed	2006
6	Trinity International	2014
7	Kroot Memorial	2000
8	Hill Green	1995
9	Vidya Bhavan	1969
10	Erin N. Nagarvala- Boarding	1990
11	Erin N. Nagarvala- Primary School	1947
12	Erin N. Nagarvala - High School	1990
13	City International	2003
14	Rosary, Bibewadi	2007
15	Rosary, Warje	2003
16	Rosary, Viman Nagar	2007
17	Rosary, Salunke Vihar	2003
18	Rosary, Camp	1957
19	RBA Junior College	2011
20	St Patrik's Pre-Primary School	1952
21	Amansetu My School	2008
22	Lexicon School	2001
23	Sanskriti School	2017
24	Mahavir English School	2002
25	Kline Memorial School	2005
26	St. Paul's School	1960
27	YCMC'S Maharashtra English School	1960
28	Bharti VidhyapeethEnglishMedium School	1992
29	Crescent High School	1975

Sr. No.	Name of School	
30	Pawar Public School	2012
31	Vatsalya Public School	1999
32	Vatsalya Public School, Pisoli	2009
33	M.S.B. Educational Institute	2004
34	Prakash English Med. School	1981
35	Jnana Probodhini, Nigdi	1981
36	Pratibha International School	2007
37	D.B. Nimbarkar School	2008
38	Jnana Probodhini, Sadashiv Peth	1969
39	Gurunanak Public School	1998
40	Mentor International School	2018
41	The Stepping Stone School	2005
42	Dr. Kalmadi Shamrao High School, Aundh	1973
43	Kaveri International School	2015
44	Dr. Kalmadi Shamrao High School, Kothrud	1973
45	Kalmadi High Sschool, Erandwane	1973
46	Phoenix World School	2014
47	S.N.B.P International School	2014
48	Vishwakarma Vidyalaya- Pre- Primary School	1983
49	Vishwakarma Vidyalaya- Primary School	1983
50	Vishwakarma Vidhyala English High School	2009
51	Lokseva E School	2011
52	Rewachand Bhojawani Academy	1995
53	Spicer Memorial Higher Secondary School	1915

Annexure III

```
GET
  FILE='C:\Users\Administrator\Documents\data\sheena Pereira sem.sav'.
DATASET NAME DataSet3 WINDOW=FRONT.
RELIABILITY
  /VARIABLES=AutoL1 AutoL2 AutoL3 AutoL4 AutoL5
  /SCALE('Autocratic') ALL
  /MODEL=ALPHA.
```

Reliability

Notes

Output Created		04-AUG-2019 12:52:35
Comments		
Input	Data	C:\Users\Administrator\Documents\data\sheena Pereira sem.sav
	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	851
	Matrix Input	C:\Users\Administrator\Documents\data\sheena Pereira sem.sav
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=AutoL1 AutoL2 AutoL3 AutoL4 AutoL5 /SCALE('Autocratic') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

[DataSet3] C:\Users\Administrator\Documents\data\sheena Pereira sem.sav
Scale: Autocratic

Case Processing Summary

		N	%
Cases	Valid	851	100.0
	Excluded[a]	0	.0
	Total	851	100.0

a. Listwise deletion based on all
variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.852	5

RELIABILITY
  /VARIABLES=DemoL1 DemoL2 DemoL3 DemoL4 DemoL5
  /SCALE('Democratic') ALL
  /MODEL=ALPHA.

Reliability

Notes

Output Created		04-AUG-2019 12:53:04
Comments		
Input	Data	C:\Users\Administrator\Documents\data\sheena Pereira sem.sav
	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	851
	Matrix Input	

Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=DemoL1 DemoL2 DemoL3 DemoL4 DemoL5 /SCALE('Democratic') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: Democratic

Case Processing Summary

		N	%
Cases	Valid	851	100.0
	Excluded[a]	0	.0
	Total	851	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.907	5

RELIABILITY
  /VARIABLES=TransL1 TransL2 TransL3 TransL4 TransL5
  /SCALE('Transactional') ALL
  /MODEL=ALPHA.

Reliability

Notes

Output Created		04-AUG-2019 12:53:23
Comments		
Input	Data	C:\Users\Administrator\ Documents\data\sheena Pereira sem.sav
	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	851
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=TransL1 TransL2 TransL3 TransL4 TransL5 /SCALE('Transactional') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: Transactional

Case Processing Summary

		N	%
Cases	Valid	851	100.0
	Excluded[a]	0	.0
	Total	851	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.922	5

```
RELIABILITY
  /VARIABLES=TransfL1 TransfL2 TransfL3 TransfL4 TransfL5
  /SCALE('Transformational') ALL
  /MODEL=ALPHA.
```

Reliability

Notes

Output Created		04-AUG-2019 12:53:44
Comments		
Input	Data	C:\Users\Administrator\Documents\data\sheena Pereira sem.sav
	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	851
	Matrix Input	

Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=TransfL1 TransfL2 TransfL3 TransfL4 TransfL5 /SCALE('Transformational') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

Scale: Transformational

Case Processing Summary

		N	%
Cases	Valid	851	100.0
	Excluded[a]	0	.0
	Total	851	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.875	5

RELIABILITY
  /VARIABLES=PA1 PA2 PA3 PA4 PA5
  /SCALE('Passive Avoidant') ALL
  /MODEL=ALPHA.

Reliability

Notes		
Output Created		04-AUG-2019 12:54:35
Comments		
Input	Data	C:\Users\Administrator\Documents\data\sheena Pereira sem.sav
	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	851
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=PA1 PA2 PA3 PA4 PA5 /SCALE('Passive Avoidant') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: Passive Avoidant

Case Processing Summary			
		N	%
Cases	Valid	851	100.0
	Excluded[a]	0	.0
	Total	851	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.821	5

RELIABILITY
  /VARIABLES=LF1 LF2 LF3 LF4 LF5
  /SCALE('Laisse Faire') ALL
  /MODEL=ALPHA.

Reliability

Notes

Output Created		04-AUG-2019 12:54:54
Comments		
Input	Data	C:\Users\Administrator\Documents\data\sheena Pereira sem.sav
	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	851
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.

Syntax		RELIABILITY /VARIABLES=LF1 LF2 LF3 LF4 LF5 /SCALE('Laisse Faire') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Scale: Laisse Faire

Case Processing Summary

		N	%
Cases	Valid	851	100.0
	Excluded[a]	0	.0
	Total	851	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.896	5

    FILE='C:\Users\Administrator\Documents\data\sheena Pereira sem.sav'.
DATASET NAME DataSet2 WINDOW=FRONT.
DATASET ACTIVATE DataSet2.

SAVE OUTFILE='C:\Users\Administrator\Documents\data\sheena Pereira sem.sav'
    /COMPRESSED.
RELIABILITY
    /VARIABLES=Motiv1 Motiv2 Motiv3 Motiv4 Motiv5
    /SCALE('Motivation') ALL
    /MODEL=ALPHA.

Reliability

Notes

Output Created	04-AUG-2019 13:19:36

Comments			
Input	Data		C:\Users\Administrator\ Documents\data\sheena Pereira sem.sav
	Active Dataset		DataSet2
	Filter		\<none\>
	Weight		\<none\>
	Split File		\<none\>
	N of Rows in Working Data File		851
	Matrix Input		
Missing Value Handling	Definition of Missing		User-defined missing values are treated as missing.
	Cases Used		Statistics are based on all cases with valid data for all variables in the procedure.
Syntax			RELIABILITY /VARIABLES=Motiv1 Motiv2 Motiv3 Motiv4 Motiv5 /SCALE('Motivation') ALL /MODEL=ALPHA.
Resources	Processor Time		00:00:00.00
	Elapsed Time		00:00:00.00

[DataSet2] C:\Users\Administrator\Documents\data\sheena Pereira sem.sav

Scale: Motivation

Case Processing Summary

		N	%
Cases	Valid	851	100.0
	Excluded[a]	0	.0
	Total	851	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.861	5

RELIABILITY
  /VARIABLES=JS1 JS2 JS3 JS4 JS5
  /SCALE('Job Sat') ALL
  /MODEL=ALPHA.

Reliability

	Notes	
Output Created		04-AUG-2019 13:23:38
Comments		
Input	Data	C:\Users\Administrator\ Documents\data\sheena Pereira sem.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	851
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.

Syntax		RELIABILITY /VARIABLES=JS1 JS2 JS3 JS4 JS5 /SCALE('Job Sat') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: Job Sat

Case Processing Summary

		N	%
Cases	Valid	851	100.0
	Excluded[a]	0	.0
	Total	851	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.810	5