CHAPTER-1

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1.1 Introduction

Education plays a crucial role in human resource development as it is considered a pathway to overcome social and economic barriers towards development. The steps taken by the government in form of universalization of education, free school education, mid-day meal scheme, setting minimum qualifications for teachers and launching various schemes such as Samagra Shiksha Abhiyaan, various scholarship schemes etc. promote equity, excellence, and inclusion in the education system. These efforts have promoted the quality of education in terms of rise in enrolment and fall in dropouts at various levels of school education. However, the quality in form of achieving learning outcomes by students is still not widely evident as reported by ASER, 2017. Evidence shows that the learning outcomes of school students are below their grade level. The schools are the primary unit to work towards strengthening the education system and therefore, the performance of the schools rests upon the effective and efficient functioning of schools for the attainment of educational goals. Effectiveness means the accomplishment of the school objectives and efficiency means the achievement of objectives in a timely and well-defined manner. A school is considered effective and efficient if it performs better in certain aspects when the performance is compared with other schools (Malowski, 2001). The academic performance of schools is considered as the key element in education (Rono, 2013) and is the center around which the whole education system revolves. The main stakeholders

of school are students, teachers and administration community, parents, and social community. The role of all these stakeholders is significant in building a sound educational institution. The rate of success or failure of an institution is determined by the student's performance (Abaidoo, 2018). Both parents and schools have higher expectations for the academic performance of students, as it is believed that good results lead to good options for career and future society (Narad & Abdullah, 2016). As academic performance is one of the components of academic success, the factors that influence the academic performance of schools are: socioeconomic status, temperament of students, motivation of students, and parental and peer support (Masud et al., 2019). The socioeconomic status of students, academic performance of students, qualified teachers, motivated teachers, the leadership style of principals, and physical and working conditions of school are some of the determining factors of school performance (Mattar, 2012). However, students' academic performance are affected by different kinds of factors such as leadership in schools, socioeconomic status of students, student and teacher relationship, school environment, methods of teaching, etc (Atchia & Chinapah, 2019). The framework of school performance provides a pathway to look at and measure the performance of school using academic performance, socio-emotional development, and school culture. As per this framework, 60% of weightage is given to academic performance and 40 % of the weightage is given to school culture and climate, and socio-emotional learning. IIEP, UNESCO reports that after classroom instruction, school leadership is the second important factor that influences the students learning.

In successful schools, it was found that the underlying norms, traditions, and values are the factors that are responsible for their performance (Deal & Peterson,

2016, P.10). A study conducted by Bryk, Lee & Holland in 1993 in public and private schools found that school culture is the main factor responsible for the good performance of the private schools (Deal & Peterson, 2016, p.11). The difference in factors affecting school performance of private and public schools is identified by various researchers. A study conducted by Rong'uno shows that the performance of private schools is better as compared to public schools despite spending a lot of money on public schools. These schools are well-staffed having a pupil-teacher ratio of 21:1 in urban areas and 31:1 in rural areas. The performance of private schools attracts the parents to send their wards to these schools for education (Rong'uno, 2017).

It was also observed by Waters, Marzano & McNulty in 2004 that there is a good association between school performance and school culture of the school (Deal& Peterson, 2016, p.12). In order to improve the performance in schools it was observed that professional culture and new structures are needed (Deal & Peterson, 2016, p.12). The intrinsic motivation, extrinsic motivation, and peer support significantly affect the academic achievement of students. It was found that the relation between peer support and academic achievement was mediated and accelerated by extrinsic motivation (Gherasim, Maircan & Butnaru, 2012). School performance is due to the combination of various kinds of factors as many studies have shown the role of various personal factors such as intellectual level, traits of personality, skills of learning, emotional status, and motivation. Some of the social factors that are affecting the school performance are school, family, and peers. Both of these factors are also considered responsible for school performance and its failure (Milovanvic, 2017) along with other factors such as school culture, school leadership, teachers' motivation, and peer support.

School leadership is an essential factor that helps in developing a strong school culture (Tarun and Bektas, 2009). A vital role is played by school leadership in building the relation between the school and the community (Fullan, 2010). School leadership helps both students and teachers to learn continuously in their academic carrier and adapt themselves to the changing circumstances. After classroom instruction, school leadership is the second factor that affects the students learning. The teaching learning process is improved by the school leadership indirectly and most strongly through the motivation of the teachers, ability, and working conditions (Leithwood, Harris & Hopkins, 2019). The leadership in schools works as an agent for improving the learning of the students. The job satisfaction of teachers is also affected by the school leadership (Shah & Khan, 2018).

The leadership in schools is considered significant as it has been addressed by the various policy documents. In the document of NISHTHA, it has been highlighted that the quality of education has been improved by the school leadership. As per the national education policy, 2020 school leadership plays an important role in transforming and improving the education system. The national council of school leadership was formed in the year 2012 at NIEPA for bringing transformation to the schools in the country. For bringing the transformation in the schools NCSL is focusing on the leadership requirements. NCSL- NIEPA is conducting leadership training programs at the national and state level for improving school education in the country. So, it is an important area that needs to be researched and is the need of the hour.

Therefore, it has been found that among the various factors that affect the performance of schools, leadership practices and school culture play an essential role in affecting the performance of the schools.

1.2 Theoretical Background

In the beginning of 20th century, leaders were identified with the help of personality traits. This gave emergence to the trait theory of leadership. According to this theory, traits make people become great leaders. These theories have been called great man theories as they are based on the inborn characters or traits possessed by great leaders. These qualities are inborn and are not manmade (Kaur, Sharan & Naqashbandi, 2015; Madanchian, Hussein, Noordin & Taherdoost, 2016) such as Abraham Lincoln, Mahatma Gandhi, and Napoleon Bona parte. It has been said that only the great men were born with these traits. However, Stogdill in 1948 highlighted that no group of traits can differentiate the leaders from other people (Kaur, Sharan &Naqashbandi, 2015). A leader with these traits may be a leader in one situation where as the same leader with the same traits may not be a leader in another situation. The great man theory was given by Thomas Carlyle (Uslu, 2019).

The trait theory was followed by the skills approach which is based on the abilities and the skills that can be learned rather than the innate fixed qualities on which the trait theory of leadership is based (Markovic, Ljajic, 2016; Northouse, 2016). However various studies on leadership have been published in the early 1990s that showed the effectiveness of leadership depends upon the qualities and abilities of the leader.

The next is the behavioural approach of leadership, which emphasizes on the actions of the leader with his followers. Under this type of approach, leadership is composed of two types of behaviours such as task-oriented and relationship-oriented behaviours. The task-oriented behavior helps in the accomplishment of goals while as

the relationship-oriented behaviour helps the followers to feel comfortable in any situation.

It was Hersey and Blanchard who has given the situation theory of leadership in 1969. This type of theory focuses on the situations of the leadership. According to this theory, in different situations, different kinds of leadership are needed (Aibieyi, 2014). As per this theory, an effective leader is one who will adapt himself to the demands of the situation and the needs of the followers.

One more theory is the path-goal theory developed in the early 1970s. This theory is based on how the followers are motivated by the leaders for achieving the institutional goals (Kaur, Sharan & Naqashbandi, 2015). This helps in making the path clear for the achievement of the goals and also removing the barriers and obstacles which are faced during the accomplishment of the goals.

Figure 1.1

Path goal theory of leadership

Path-Goal Theory of Leadership
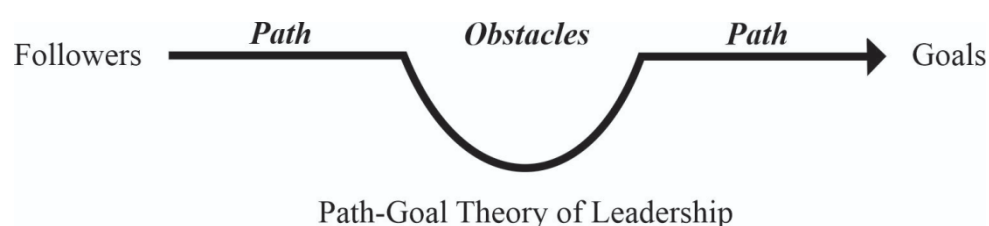
One more theory is the Leader-Member Exchange (LMX) Theory. As per this theory, leadership is a process that depends upon the interactions between the leader and his subordinates (Breukelen, Schyns & Blanc,2006; Kaur, Sharan & Naqashbandi, 2015). In LMX theory the relationship between the leader and the followers is dyadic

and the center of attention is the leadership process (Erdogan & Bauer, 2015; Krishnan, 2005).

Figure 1.2
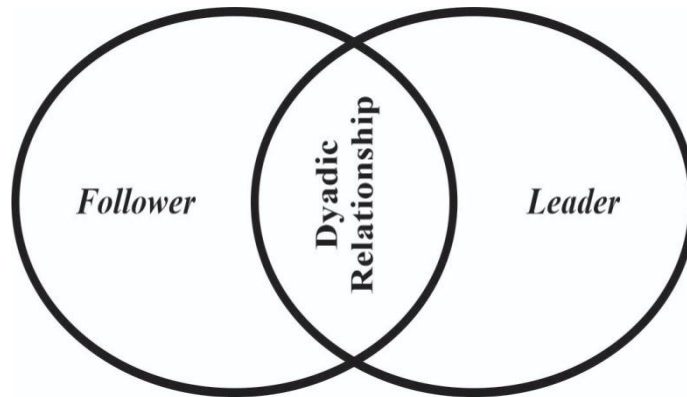
Dimensions of Leadership

Figure 1.3

Vertical Dyad

Another significant theory is transformational leadership theory. It was Downton in 1973 who has given this theory of leadership. This theory states that

leadership is a process that transforms and changes people. It is a process in which there is engagement of an individual with other individuals and built a relation that uplifts the level of morality and motivation among the leader and his followers. Mahatma Gandhi was a classical example of transformational leadership.

A new approach to leadership is authentic leadership. It is based on the authenticity of leaders and their leadership. It stresses upon the reality and the genuineness of the leadership. This approach of leadership is in the starting phase of development.

The servant leadership theory was developed by Greenleaf in his writings of 1970, 1972 and 1977(Northouse, 2016; Spears, 2005). Like the behavioural theory and the skills approach, the foundation of servant leadership theory is on the behavior of the leaders (Kantharia, 2011). The servant leaders give first preference to the followers and empower them and develop their individual capacities to the extent possible (Rachmawatia &Lantu, 2013; Northouse, 2016).

Adaptive leadership is another approach of leadership that was developed by Heifetz and his colleagues (Heifetz & Laurie, 1997; Heifetz & Sinder, 1988; Heifetz, Grashow & Linsky 2009; Heifetz & Linsky, 2002Heifetz, 1994). This type of approach focuses on mobilizing people to solve difficult problems.

One of the new approaches to leadership is the psychodynamic approach which gives emphasis on the dynamics of human behavior that is very difficult to understand. As this theory of leadership is concerned, it refers to the ways people behave in the institutions, and those leaders who fulfill the needs of their followers are effective. The

origin of this approach of leadership can be traced from Freud's psychoanalytic theory of human behavior.

1.3 Leadership

"Leadership is a process in which a person influences a group of persons for achieving a common goal" (Northouse, 2016). This definition of leadership involves four aspects, firstly, it is a process, second, it influences individuals, thirdly it occurs in groups and lastly, it involves working towards a common goal. The term process in the above definition means that it is not a trait possessed by an individual but it is a transactional event in which the leader is affected by the followers and affects the followers. It is a bipolar or two way process (Fullan, 2007; Northouse, 2016). Secondly, it involves the influence of a leader on his/her followers. Leadership does not exist without influence. People were influenced by Thomas Jefferson all over Europe and people all over the world were influenced by Gandhi (Fullan, 2007). Thirdly, it involves a group of individuals where the group may be a community, small task group, or an entire organization. Fourthly, a common goal means that both the leaders as well as followers have a common purpose i.e both work towards the common direction (Northouse, 2016). The people who are concerned with leadership are called 'leaders' while those for whom the leadership is directed are called 'followers'. Leadership is looked as a process in which a person brings the best out of him and in other people (Shah and Khan, 2018). Some define leadership in terms of personality possessing a set of traits or characteristics. Others see leadership as a social process that arises from the group relationship (Bolden, 2004). Different people have tried to define leadership in different ways. It is much like the words love, peace, and democracy (Northouse, 2016; Bolden, 2004). Some restrict their definitions to the attitude towards non-coercive behaviour for

the shared objectives. In this approach, the famous persons such as Hitler and Stalin would not be considered as leaders because they solely work for their interests and not for the people. They would be considered as tyrants because of violence, threat, and intimidation rather than the true leadership of interpersonal influence (Bolden, 2004). Leadership exists in different forms having different types of styles and different types of qualities. Some of the leaders find their strength in eloquence, some find their strength in judgment and some find their strength in courage. Churchill was considered as the old eloquent warrior, Gandhi was considered as the visionary leader of his people and Lenin was considered as the purposeful revolutionary leader, and field Marshal Montgomery was considered a temperamental and gifted leader (Fullan, 2007). These different types of leaders have implications for educational leadership. Most of the people seeking to develop young leaders keeping in mind one of the leaders as their ideal model. We should also inculcate in young people the knowledge of different kinds of leaders and the different types of leadership styles they were using and encourage them to keep any of the leaders as their model that they think is right for them.

Thomas Carlyle and Sidney Hook placed a great emphasis on the great persons of the world. The factors that save the great men in history were inconsistent. Greater emphasis on historical forces was placed by Karl Marx, Herbert Spencer, and George Hegel. According to Marx, history is shaped by economic forces. As per Spencer, society is an evolutionary process and a leader is a product of that process and as per Hegel, leaders are considered as a part of the dialect of history (Fullan, 2007, p.22).

1.3.1 School leadership Practices

Leadership practices refer to the habitual or the customary way of doing things. Different leaders use different kinds of leadership practices. These leadership practices

affect all the aspects of the school in one way or the other. Good or successful leadership practices help in increasing the performance of the schools. The school leadership practices that were given by Kouzes and Posner are "inspiring the shared vision, enabling others to act, challenging the process, encouraging the heart and modeling the way"(Abu-Tineh, Khasawneh & Omary, 2009). All the leadership practices are used continuously in schools showing high performance in comparison to the schools showing low performance. Two leadership practices such as inspiring the challenging the process and shared vision have a strong effect on the academic performance of students (Quin, Deris, Bishop & Johnson, 2015). All the leaders face challenges while working in any institution but the leaders in low performing schools are facing more challenges (Singh, 2016). However, it was observed that all the successful school principals use the same practices of school leadership (Liethwood, Sammons, Day, Harris & Hopkins, 2008). In high performing schools, restrictive behaviour of the principals was observed where as in low performing schools supportive behaviour of the principals was observed (Deliowska, Dernowsksa & Gruenert, 2017). Another set of leadership practices given by Leithwood, Harris and Hopkins were categorized into four broad categories as building vision and setting direction, managing teaching-learning program, understanding and developing people, and redesigning the organization(Cheung, Keung, Kwan, and Cheung, 2018; Crum, Sherman and Myran, 2014). A group of practices of leadership forms the heart of successful leadership practices that are useful in every context of education. The set of practices of leadership are developing people, setting directions, and development of the organization (Liethwood & Riehl, 2003). The best leadership practices in successful elementary schools are honesty and relationships, fostering ownership and collaboration, leadership with data, recognizing and developing leadership, and

instructional awareness and involvement (Crum, Sherman & Myran, 2014). It was observed that principals in schools who are using transformational leadership practices affect the student's academic performance indirectly and help in developing a positive school culture (Quin, Deris, Bishop & Johnson, 2015). Teacher leadership and partnership in education are the two important leadership practices in challenging urban schools (Michalak, 2014). The practices of school leadership connected with transformational leadership are vision, direction setting, developing curriculum and staff, realigning and restructuring the organization, and community involvement (Day and Sammons, 2013). The practices of leadership adopted by the successful middle school principals are leadership sharing, facilitation of professional development, acting with honesty and openly, and leading with instructional orientation (Sanzo, Sherman & Clayton, 2011). The leadership practice in successful schools is building and managing relationship with in and out of the school (Ramatseba, 2012). Another set of leadership practices is setting of goals and building a vision, supporting students and teachers, leadership development among the staff members, creating a positive school culture, resource management and continuous improvement (Singh, 2016). The leadership practices adopted by the principals in successful schools in Indonesia are defining the success of schools, developing values and beliefs, setting strategies and vision, analyzing situations, collaborative culture, and professional development (Raihani, 2006). The leadership practices adopted by the leaders in successful schools of Malaysia are skills of strong interpersonal nature, subordinate centered leadership, communication of goals and vision in a clear manner, academic performance and co-curricular activities of the students, developing a creative environment of work and development of people (Norman, Hashim & Abdullah, 2016). However, the leadership practices used by the principals in public schools in Pakistan are committed to student's

success and wellbeing, task delegation, and teamwork of teachers, monitoring daily activities of the school, event celebrations and holding of co-curricular activities, and SMC's involvement in budget decision making (Riaz & Sultan, 2017). In the present study, the following leadership practices are used, monitoring and instructional support, interpersonal relationship, leadership responsibilities distribution, professional development, modeling the way, and shared vision of the school.

1.3.2 Leadership and Management

Leadership and management have various similarities and differences. Both of them involve influence, accomplishing the goals, and working with people. The term leadership originated during the time of Aristotle while management came into origin in the 20th century with the emergence of industrial society. The purpose of the management is to provide stability and order in the institution while the purpose of the leadership is to create adaptive and constructive change. Bennis and Nanus have distinguished the two terms by quoting the following sentence, managers are people who do things right and leaders are people who do the right things. Rost (1991) asserted that leadership is a relationship with multidirectional influence and management is a relationship with unidirectional authority.

1.4 School Culture

The word Culture has a long history. It has been the topic of discussion in many fields such as sociology, anthropology, history, rhetoric, and English for many years. Culture has been derived from the word colere which means cultivating, tending, and growing. According to Hofstede (1997), "culture is the collective programming of the mind which distinguishes the members of one organization from one another". Grunert and

Whitaker in 2015 have defined culture as, "a social indoctrination of unwritten rules that people learn as they try to fit in a particular group" (Matari & Ali, 2019). One of the anthropologists Clifford Geertz (1973) contributed a lot to understand the term Culture and defined it as the "historically transmitted pattern of meaning embodied in symbols". The symbols may be in the form of explicit (written) and implicit (hidden) messages encoded in the form of language (Stolp & Smith, 1995). Deal & Peterson (1990) has defined, "Culture as the deep pattern of values, beliefs & traditions that have been formed over the course of the (school) history". One of the scholars defined culture as the shared values and beliefs by which the community is bound together. Paul E. Heckman (1993) defined school culture as, "the commonly held beliefs of teachers, students,, and principals that guide their actions". Another defined it "as the way people do things around here" (Deal & Peterson, 2016 p.8). Thomas & Maxwell (1991) defined that culture deals with, "those aspects of life that give it meaning". There is an effect of the context or the conditions on the culture in which it operates (Hargreaves & Fullan, 2012 p.103). Deal and Peterson (1999) have explained: "school culture as the collection of traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and accomplishments". The term organizational culture has been used in the analysis of the organization at the end of the 1970s or the beginning of the 1980s. Culture is the product of social interactions and is carried on to further generations through education or enculturation (Mahardika et al., 2020). A school with positive culture has a positive influence on the school performance (Pervez, Dahar & Maryam, 2017; Selvaraja, 2016). A school with negative culture has a negative influence on the school performance. A positive culture not only helps in improving the school performance but also helps in the professional development of the teachers (Selvaraja, 2016). The

school culture of the high performing schools is different from the school culture of the schools with low performance. In schools showing high performance, the leaders have a positive approach towards their subordinates. Students and community members have developed a culture in the school that is essential for students learning and building the teacher's collegiality and professional growth (Sufean, 2014). The school leaders should have high expectations about their subordinates and should create a positive culture of learning for the students. There is no unique school culture for every type of school but it is shaped according to the vision and mission of that school (Sabanci et al., 2017). It was found that teachers were highly motivated in schools having strong school culture. The schools in which the teachers were highly satisfied show higher rates of success in terms of student outcome and student performance (Macneil, Prater & Bush, 2009). School outcomes are produced by the school culture. The outcomes are the attitudes, aptitudes, and personalities of the students (Pervez, Dahar & Maryam, 2017). School culture deals with the relationship between communication and action. School culture includes the performance of teachers and the school system (Pervez, Dahar & Maryam, 2017). School culture is a dynamic activity. It is developed by the staff members and with the coordination of community members and students. It is shaped by the personnel interactions and personnel actions and is given direction by the culture (Hinde, 2004). School Culture is unique as it is created and recreated by the members of the organization such as parents, students, teachers, and members of the community.

The cultural deficit theory explained that some of the students show poor performance in schools because their environment at home does not make them able to do the work at school. Some of the students lack the development of vocabulary when

they come to school. This theory states that the deficiency in the environment of home results in the deficiency in skills, knowledge, and behaviours that lead to the poor performance of schools (Lynch, 2018).

The expectancy theory states how students are treated by the teachers. Teachers expect less from the students coming from certain cultural, ethnic, and racial backgrounds. In this way, the students tend to perform very low as expected by the teachers (Lynch, 2018).

The cultural difference theory is based on the approach that the students who are raised in different cultural settings may receive education and learn in different ways. The teacher needs to become aware of the differences between the home environment and the school environment of the children (Lynch, 2018).

Rosenholtz has given two kinds of culture in schools such as certain or non-routine and uncertain or routine. In certain or non-routine types, the teachers work for the setting of a goal and work collaboratively and have various avenues for their professional development. In uncertain or routine types, teachers work in isolation and have no role or involvement in the setting of goals and have few avenues for professional development. As a consequence of this, the performance of the students was decreased (Hongboontri & Keawkhong, 2014). School culture has two dimensions one is material and the other is spiritual. The material culture includes all the man-made materials and tools whereas spiritual school culture includes all the meaningful values and rules (Korumaz, Kilic & Kocabas, 2020).

1.4.1 School Culture and School Climate

Gruenert and Whitakar in 2015, differentiated the concept of culture and climate. Culture deals with the why aspect, while as the climate describes the what aspect. Climate is close to us while as the culture is far away from us (Clark, 2019). Schools with the positive culture are showing the positive outcomes while as the schools with negative culture tend to have the negative outcomes (Clark, 2019). Both of them have the far reaching consequences as they impact the whole community of the students as well as the school. School climate deals with the individual feelings and experiences of the community members of the school. School culture is associated with the social and the physical environment and the shared values and beliefs (Kane et al., 2016). Culture is based on shared beliefs and values and climate is based on the perceptions. Climate deals with the mood and attitude of the school and culture deals with the beliefs and values of the school (Kane et al., 2016). The school Climate is seen from the angle of psychology while as school Culture is seen from the angle of anthropology (Macneil, Prayer & Bush, 2019). The school Climate is seen as a behaviour while as the school Culture is viewed as the values and norms of the school (Macneil, Prayer & Bush, 2009).

The dimensions that differentiate the school climate and school culture are:

> **Historical Vs Immediate**

Culture is formed by the combination of the history of relationships in the organization whereas the climate is the way how the relationships are perceived by the people in the organization.

> **Internalized Vs Surface**

Culture deals with the values and assumptions of the underlying behaviour while as climate deals with the perceptions of the people's behaviour (Stolp & Smith, 1995).

Figure 1.4

Difference between school climate and school culture

School Culture

1. Historical

2. Internalized

School Climate

1. Immediate

Surface
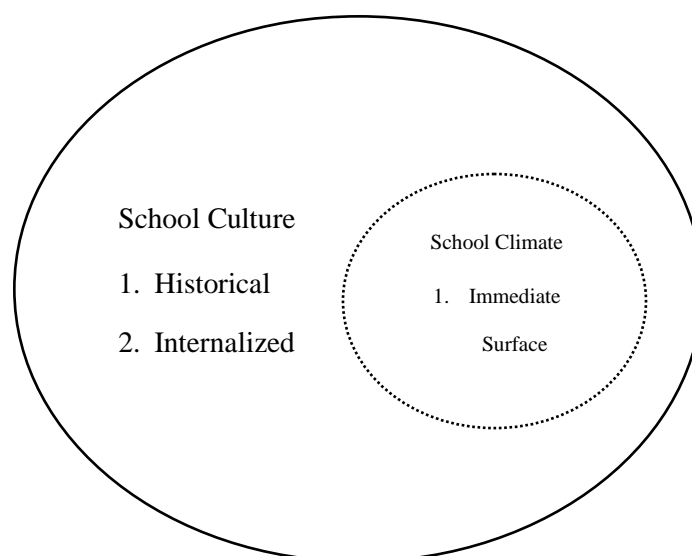
1.4.2 Levels of School Culture

Starratt in 1993 adopted a diagram that a school is composed of different layers as in the case of an onion. Each layer of the diagram represents some experience of the school. In this diagram, we move from the outside to the inner side. The various types of layers shown in this diagram are discussed as under:

The outermost layer denotes the layer of operation of the school. This represents the most tangible part of the culture of school. These are the artifacts and here the culture is most reachable. Next to this is the layer of organization. This layer represents the doings and the behavior of the school. This layer is less tangible as compared to the

first one and can be recognized easily while interacting with the institutional members. Beneath to this layer is the programs layer which is less tangible as compared to the first two layers. This layer represents the academic and extracurricular programs. Next to these are the layer of goals and policies. These layers form the internal core and are intangible. These layers represent myths, values, and beliefs of the school. These represent the heartbeat of the layers of culture at the top.

Figure 1.5

Levels of school culture as explained by Staratt (1993)
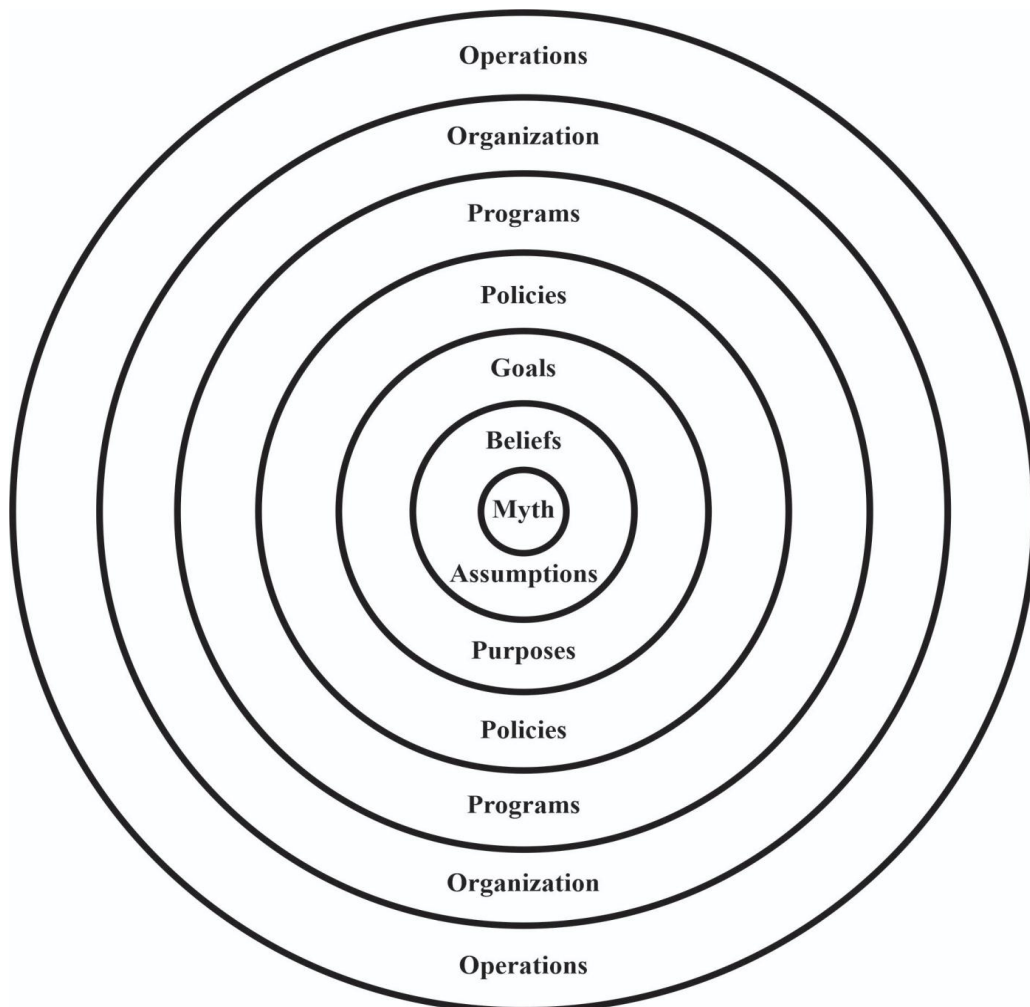
Note. Source: Overseas Trained Teachers organization

1.4.3 Types of school climate

The four types of school climate found in the study of Lipata in 2019 are given as:

Open climate: In this type of climate, the members of the institution live together with mutual cooperation and sincerity. Schools having this type of climate have the highest level of collaboration, trust, espirit de corps, and engagement with every member of the institution. The teachers are highly associated with the teaching process. The leaders are helpful and always work for the wellbeing of every member of the school. They always praise the teachers and listen to their ideas.

Closed climate: It is an antithesis of open climate. In this type of climate leaders and the subordinates work in their way and there is lack of collegiality among the members. The behaviour of the principals is rigid and directive with very low or no input from the teachers. The students lack support from the teachers and principals. There is lack of interest among the principals and teachers to behave like friends and to collaborate with one another.

Engaged climate: In this type of climate the principals are making ineffective attempts of leading the teachers and students. In this type of climate, the leadership behavior of the principals is authoritative and rigid. They keep the teachers busy by giving unnecessary tasks. However, the teachers are highly associated with the learning process and are highly collaborative with each other. Teachers often treat each other like friends and have high intimacy.

Disengaged climate: It is the antithesis of engaged climate. In this type of climate, the leadership behavior of the principals is supportive and strong. They show interest and are concerned with every member of the school. There is lack of collegiality among the

teachers and they prefer to work alone. The teachers ignore the support of the principals and are unresponsive to them. They are disengaged in the process of education.

1.4.4 Types of School Culture

Gruenert and Whitkar have given six types of school culture in their book, "School Culture Rewired: How to Define, Assess, and Transform It" (Lipata, 2019). These types of school culture are given as under:

1. **Toxic school culture**: In this culture of school most of the attention of teachers is on the negative aspects of the school, pointing to these drawbacks as the main reason for low performance.

2. **Fragmented school culture**: Teachers like to work individually in isolation and not in collaboration with other teachers.

3. **Balkanized:** Here the collaboration exists with the people of their own mentality. It means the collaboration exists among the likeminded people.

4. **Contrived collegiality**: This type of culture exists when the leader enforces collaboration and asks teachers to work together and discuss the performance of the students

5. **Comfortable collaboration**: This type of culture does not like to hurt someone's feelings or to have disagreements with one another. It is based on compliance, cooperation, and courtesy.

6. **Collaborative School culture**: Here the teachers work together and share their experiences for improving their work and stress on their professional development.

Another category of school culture is as follows:

1. **Positive school culture**

   School culture is said to be positive if it promotes the teaching and learning process. In this culture, the teachers work in collaboration with each other and the staff members have a shared sense of purpose. According to Jones, a school with positive school culture enhances the performance of teachers which in turn increases the student's performance.

2. **Negative school culture**

   Negative school culture is said to be toxic or unhealthy because it decreases the performance of learning and teaching. The characteristics of schools with negative culture are reverse to that of schools with positive culture. In this type, teachers do not like to work in collaboration and they always like to work in loneliness.

1.5 Professional Capital

Professional capital is formed by the combination of three types of capitals i.e human, social and decisional capital. It is important for teaching effectively and mostly in the challenging situations of education (Hargreaves & Fullan, 2012, p.88). It can be denoted by the formula as:

PC = f (HC, SC, DC)

PC means Professional Capital

HC means Human Capital

SC means Social Capital

DC means Decisional capital.

1.5.1 Human Capital

Human capital can be defined as the talent in the individuals with required knowledge and skills. It is about knowing the subject you are teaching, knowing the ways of teaching your subject, having the knowledge of the students and ways of their learning, knowing the diverse cultural backgrounds and the circumstances of the families where the students come from and having the emotional capabilities to empathize with different group of children and community members within the vicinity of the school (Hargreaves & Fullan, 2012, p.89). It is a type of capital provided by the individuals or employees. Coleman (1998) defined that, "Human Capital is created by changes in person that bring about skills and capabilities that enable them to act in new ways". The human capital, comprises all the knowledge assets(tacit and explicit) placed in individuals (Simon, Carrusi & Cruz, 2018). Human Capital means the information, skills, knowledge, ideas and health of the individuals. The success of individuals and of the economies depend on how much an individual or an economy invest. The economy of the United States is called a capitalist economy but the more authentic or accurate term is knowledge capital or human capital economy (Becker, 2013). If a person becomes efficient in the production of the community by education, then this shows that there is an enhancement of human capital (Sen, 1997). In the analysis of production possibilities, Smith highlighted the role of education, learning by doing, division of labour, and skill development. He highlighted that power of learning and education has the strongest influence on the production possibility (Sen,1997). The debate is still going on the role of 'nature' and 'nurture'. But Smith was in the favour of nurture as the strongest factor for improving the human capability. The capability not only leads to economic production but also to social development. e.g Various studies have shown

that women's education may reduce gender inequality within the family distribution (Sen, 1997).

This type of capital cannot be increased by working in isolation but by the use of teamwork by which the teachers learn from one another. This is possible only by building an environment and network of communication, trust learning and collaboration. So, there is a need of another kind of capital i.e social capital.

1.5.2 Social Capital

The social capital was first brought into the modern limelight by the economist James Loury in the 1970s (Hargreaves& Fullan, 2012, p.89). It was brought into the front by sociologist James Coleman in the late 1980s and its influence on the high school dropouts and the variation between the outcomes of regular public schools and catholic schools. It means the quality and quantity of associations and interactions among people (Hargreaves & Fullan, 2012, p.90). Learning is assumed to be the work and social capital is assumed to be the fuel or food. If the social capital is not strong, there is a failure of everything (Hargreaves & Fullan, 2012, p.92). Bourdieu (1983(1986:248) defined, "Social Capital is the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition". As per Coleman (1998, p. 98), Social Capital is defined by its function, It is not a single entity but a variety of different entities, having two characteristics in common, They all consist of some aspect of social structure, they facilitate certain actions of individuals who are within the structure.

As per Putnam(2000:19), "physical capital refers to the physical objects and human capital refers to the properties of individuals- social networks and the norms of

reciprocity and trustworthiness that arise from them". In this way, social capital is very much associated which someone has called as "civic virtue".

Woolcock (1998) recognized four types of social capital at both the macro and micro levels. There is integration and linkage at the micro level, integration refers to the relation at the intra-community level while as linkage refers to the relation at the extra community level. There is integrity and synergy at the macro level, integrity refers to the capacity, Coherence and competence at the institutional level while as synergy refers to the relation at the state - society level. The different combination of these four kinds of social capital lead to different levels of development (Townsend, 2012).

Bourdieu and Putnam concept of social capital carry on two opposite sociological traditions. The work of Putnam mainly gives emphasis on the concept of social integration. However, Bourdieu gives emphasis to social conflicts in the different fields of life, it may be in the form of domination or it may be in the form of power/ volume or deprivation (Susiainen, 2000).

The dimensions of social capital are:

1. **Bonding:** It includes the strongest ties in the family in which the relationships are based on trust and reciprocity.

2. **Bridging**: It includes the network of neighbours, friends, and acquaintances.

3. **Linking:** It includes the connection of the individual or group of people to the people or group who are at the highest position of political or financial position.

1.5.3 Decisional Capital

This type of capital refers to the ability of the individual to make wise judgment. This type of capital enables an individual to make judgment under the circumstances when there is no evidence or rule for guidance (Hargreaves & Fullan, 2012, p.94).

This type of capital has been adopted by the world's highest performing educational systems and economies. Countries that have used Professional Capital realized that spending on education is such an investment of building the human capital from infancy to adult stage, the fruits of social cohesion and economic productivity can be reaped till the next generation. One component of this capital is the quality of good teachers and their teaching.

The book of Alan Oddens, the strategic management of human capital explains the human capital, "as talent and explains how to develop, sustain and get more of it" (Hargreaves & Fullan, 2012, p.3).

Human capital can be developed by concentrating on the individual capital but teams, groups and communities are stronger than individuals when we talk of developing human capital. Therefore, the human capital must be organized and complemented by means of social capital (Hargreaves & Fullan, 2012, p.3). Professor Carrie Leana in the University of Pittsburg explains that the ways of interaction between administrators and teachers among teachers based on the learning of the students makes a huge difference in sustained improvement and achievement of the students. She called it as social capital which she distinguishes from individual capital. Leana showed that the individual is weaker than the group. No doubt individuals are important but there is no change in the system if the individuals do not change into groups. Leans has been studying the relation between social and human capital. She

and her group have taken 1000 teachers of 4th and 5th grade as a representative sample of schools at elementary level in New York city. The measures of human capital includes qualification of teachers, teaching ability, and their experience. The measures of social capital are focus and frequency of interaction and conversation with the peers that are based on the instruction and on closeness and trust between the teachers.

Leana also compared the mathematical scores of children at the starting and end of the year. She observed that mathematical scores of those teachers increased by 5.7 % who were having high social capital than those who were having low social capital. Teachers who were having great ties with their peers (higher social capital) and were more able (higher human capital) were showing highest gains in achievement of mathematics. She also depicted that average ability teachers and teachers having low ability can perform well if they are having good social capital. In nutshell, there should be a combination of higher human capital and higher social capital.

1.6 Significance of the Study

Development of a nation depends upon the availability of its resources. These resources include both human as well as natural resources. Human resources include population having skills and knowledge that can only be developed through a well-developed system of education. The foundation of this education begins from the school level. Looking for the performance of these schools in our country it is far from better. No doubt few States have done better but the majority lies in the bottom end as per the report of NCERT (NCERT, 2017). Though the share of GDP on the education sector since the last decade has increased and in the financial year, 2021-22 its share was 3.1% which is not bad (Economic Survey,2021) but looking towards the learning outcome of the school's they are in a dismal state. As per the report of NAS (National

achievement Survey) Jammu and Kashmir occupied almost the bottom position in the list of 34 states and union territories of India in terms of their performance. Its rank lies in 32 among 34 States and UTs (NCERT, 2017).

The importance of school leadership has been addressed by the various policy documents. The NCSL document of NIEPA is talking about the capacity building programs for improving the school leadership and various training programs are conducted at the national, state, and district levels for the school principals. The main focus of National Council for School Leadership is to bring the transformation of the schools in the whole country. NISHTHA is the largest programme of training for teachers and its aim is to build the competencies of the school leaders by giving training to all school leaders and teachers and to organize integrated training programmes. The national education policy 2020 is talking about providing online opportunities of development and organizing workshops for school leaders for improving the skills of leadership continuously. So, the school leadership is such an area that has national level importance for improving the school education and bringing transformation in the school education system.

The success or performance of the school depends upon a large number of factors. The leadership practices, school culture, and professional capital are the main factors that affect the performance of a school so it is here essential to study the association between practices of leadership, professional capital, and school culture in the schools showing high and low performance in order to see what kind of practices are adopted in schools showing high and low performance i.e, can the practices adopted in the high performance should be adopted in the schools of low performance for their betterment because the overall effect of leadership on the students learning accounts for

about one-fourth of the total effects of the school(Leithwood, Louis, Anderson and Wahlstrom, 2004). All the practices of leadership are used more frequently by the heads of schools showing high performance as compared to the heads of schools showing low performance. It was also found that two practices of leadership such as inspiring the shared vision and challenging the process were used by the leaders in high performing schools that have the highest impact on academic achievement (Quin, Deris, Bishop & Johnson, 2015). The leader of the school plays a very crucial role in shaping the culture of the school. The school culture in turn is also significant in determining the performance of a school. The culture of the schools is based on the values and history of the school, ability of the leader to make changes and renovate the school culture (Turan & Bektas, 2013). It has been found that the association between school culture and job satisfaction of teachers is significant (Abdullah & Arokaisamy, 2016). However, it has also been found that with the strengthening of school culture, the rate of alienation among teachers goes on decreasing (Korumaz, Kilic & Kocabas, 2020). Moreover, it has been observed that the relationship between practices of leadership and school culture is significant (Turan & Bektas, 2013; Quin, Deris, Bishop & Johnson, 2015). It was also depicted that a significant relation was observed between academic performance of students and school culture (Quin, Deris, Bishop & Johnson, 2015). It was also found that the relation between transformational leadership and culture of schools is significant. (Martin, 2009; Quin, Deris, Bishop & Johnson, 2015). So, going through these studies it has been found that school leadership affects all the aspects of school being the school culture and professional capital which in turn affects the different school aspects such as school performance in terms of academic performance. Therefore, it has been found necessary to see the relation between school

culture, leadership practices, and professional capital and to see how these factors are affecting the school performance.

Significant research has been done on various aspects of schools but not much is known about the leadership practices adopted by the low and high performing schools and their relation with school culture and professional capital. Therefore, the study is undertaken to address the research problem stated as "A study of leadership practices of high and low performing schools in relation to professional capital and school culture".

1.7 Statement of the problem

Efforts are being made for creating a school culture that helps in bringing the changes conducive to school improvement. The school culture is such an area that affects the process of teaching and learning, job satisfaction of teachers, teachers and students wellbeing, and other related aspects. In this connection, the role of a leader is very important for shaping appropriate school culture. It is evident that school leadership practices play a crucial role in developing a strong culture in schools. It has been found that school culture is such an area that is essential in bringing the success to the school, so here it is essential to have a complete understanding of the practices of leadership of school heads and their role in developing a positive culture in schools. The leadership practices also affect the professional capital in the schools and further, the good professional capital leads to increasing the performance of the schools.

On the basis of above discussion and the importance of the study, the problem is stated as:

"A study of leadership practices of the high and low performing schools in relation to professional capital and school culture".

1.8 Operational definitions of the key terms

1.8.1 Leadership practices

Leadership Practices are the combination of various techniques which the leader uses for achieving the expected outcomes. It may also be defined as the way of pursuing some work or the course of action adopted by the leader. The leadership practices considered in the present study are as depicted in the figure below:

Figure 1.6

Dimensions of Leadership Practices
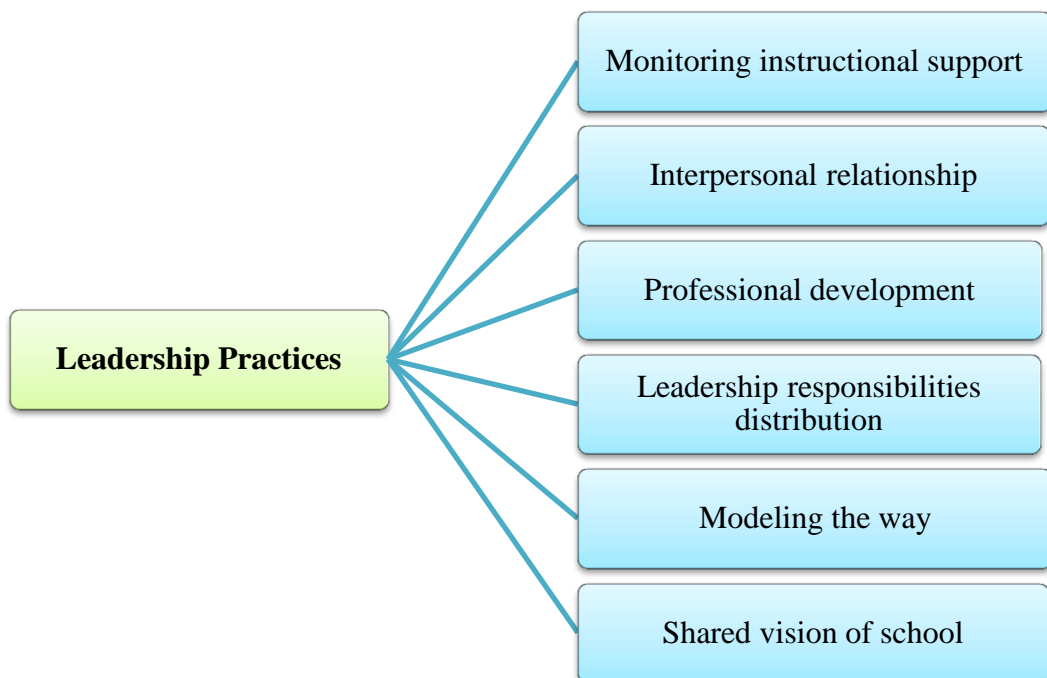
## 1.8.2 High performing schools

The schools showing consistent high academic performance in the previous three years were considered as high performing schools. In this study, the results of 11th and 12th classes were used to identify high performing schools. The schools showing consistent high academic performance three or more times from the year 2018 to 2020 were considered as high performing schools.

1.8.3 Low performing schools

The schools showing consistent low academic performance in the previous three years were considered as low performing schools. In the present study, the results of 11th and 12th classes were used to identify low performing schools. The schools showing consistent low academic performance three or more times from the year 2018 to 2020 were considered as low performing schools.

1.8.4 Professional Capital

The present study adopts the definition of professional capital given by Hargreaves & Fullan (2012 in their book, "Professional Capital: Transforming Teaching in every school". In accordance with the study of Hargreaves & Fullan (2012), professional capital constitutes three types of capital-social, human, and decisional capital. Human capital includes the capacity or the talent within the individual. Social capital includes the interaction power within the groups. Decisional capital includes the power or capability of taking the decisions. Therefore, professional capital is said to be a talent that is invested, accumulated, and distributed to yield continuous growth and strong returns.

Figure 1.7

Dimensions of Professional Capital
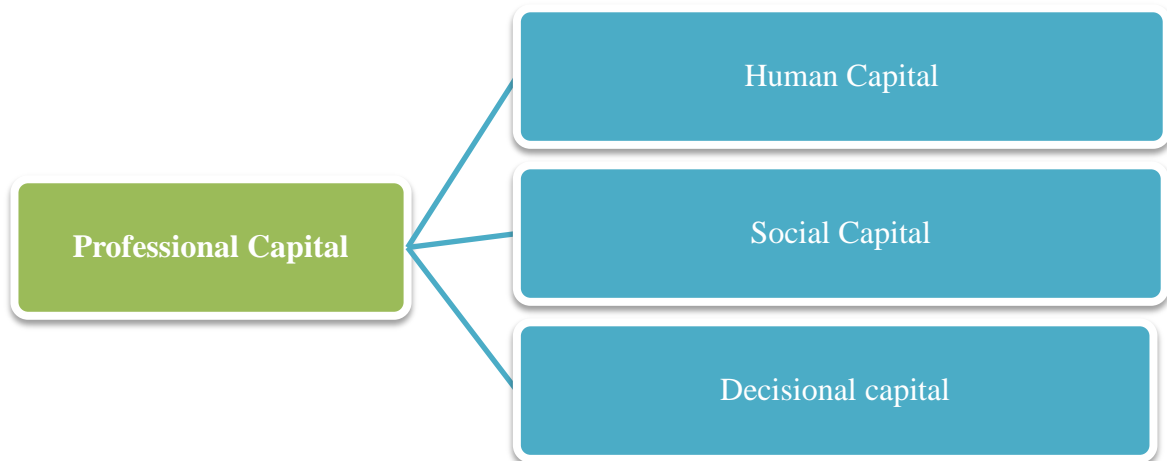
Source: Professional Capital Survey Questionnaire by Hargreaves and Fullan (2102)

1.8.5 School Culture

School Culture is a type of environment created in an educational institution. The stream of values, norms, beliefs, rituals, and traditions built up in a school over time are identified as its school culture. It is defined as the shared ideas, values, beliefs, and assumptions that give an institution its identity and standard for acceptable behaviour. In the present study, the dimensions of school culture given by Grunert and Valentine (1998) are being used to study school culture. The dimensions are as follows:

Figure1.8

Dimensions of School Culture
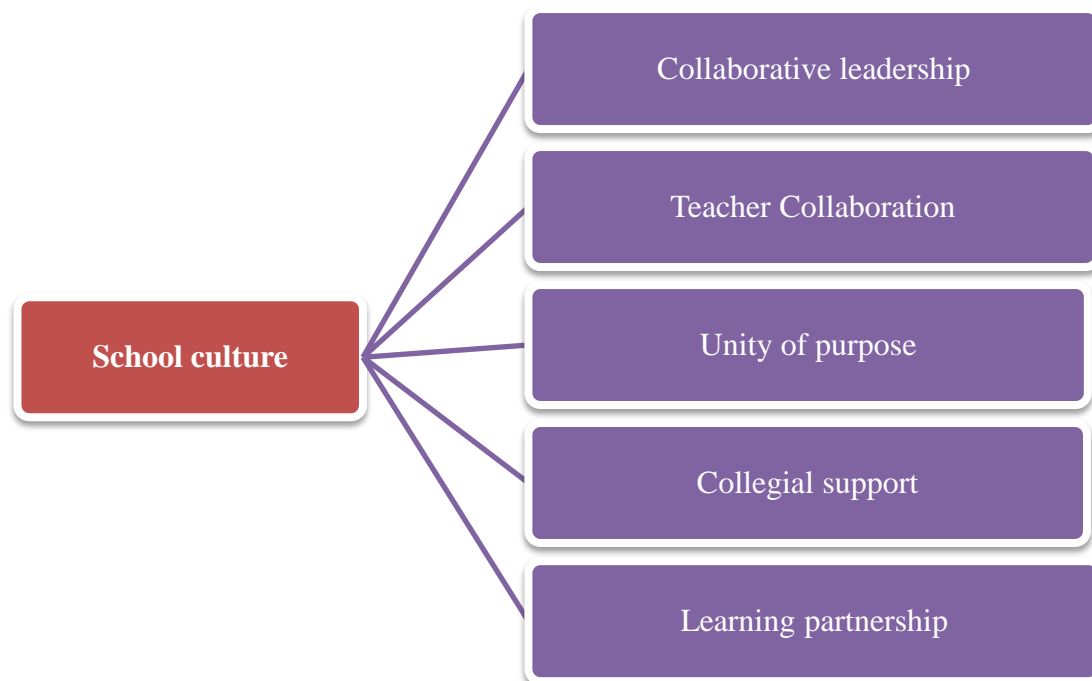
Source: School Culture Survey by Grunert and Valentine (1998)

1.9 Objectives of the Study

1. To identify the leadership practices prevailing in the high and low performing schools.

2. To identify the school culture of the high and low performing schools.

3. To identify the professional capital of the high and low performing schools.

4. To find out the relationship between leadership practices and school culture of high and low performing schools.

5. To find out the relationship between leadership practices and professional capital of high and low performing schools.

6. To find out the relationship between school culture and professional capital of high and low performing schools.

7. To study the difference between the leadership practices of high and low performing schools.

8. To study the difference between the school culture of high and low performing schools.

9. To study the difference between the professional capital of high and low performing schools.

10. To study the effect of leadership practices on the school culture and professional capital of high performing schools.

11. To study the effect of leadership practices on the school culture and professional capital of low performing schools.

1.10 Hypotheses of the Study

$H_{1.1}$ Leadership Practices and the School Culture of high performing schools are not related to each other.

$H_{1.2}$ Leadership Practices and the School Culture of low performing schools are not related to each other.

$H_{2.1}$ Leadership Practices and the Professional Capital of the high performing schools are not related to each other.

$H_{2.2}$ Leadership Practices and the Professional Capital of the low performing schools are not related to each other.

$H_{3.1}$ School Culture and the Professional Capital of the high performing schools are not related to each other.

$H_{3.2}$ School Culture and the Professional Capital of the low performing schools are not related to each other.

H_4 High and low performing schools adopt same Leadership Practices.

H_5 School Culture of high and low performing schools doesn't differ from each other.

H_6 Professional Capital of high and low performing schools doesn't differ from each other.

H_7 There is no significant effect of Leadership Practices on the School Culture and Professional Capital of high performing schools.

H_8 There is no significant effect of Leadership Practices on the School Culture and Professional Capital of low performing schools

1.11 Delimitations of the Study

1. The study is geographically delimited to only government secondary schools of two districts i.e. Kulgam and Anantnag of the Kashmir division of Jammu and Kashmir.

2. The schools were further delimited to high and low performing schools only based on their performance of last three years (2018-2020) measured using data provided by Jammu and Kashmir Board of School Education.

3. The participants or respondents of the study are delimited to only 300 teachers and principals of high and low performing schools in Kulgam and Anantnag districts in Jammu and Kashmir.