CHAPTER I

INTRODUCTION

The educationists everywhere feel a strong need to press educational reforms to improve the standards of education and to devise methods of imparting education to the students in a more competitive and effective manner. The pressure is not only on the teachers of creating a conducive atmosphere to work effectively and in a result oriented manner, but also the pressure is on the students also to keep pace with the rapidly growing world and to prove their mettle in the present day challenging scenario. The lower achievements of the students and the decline of the performance level have made the task for the educational professionals more cumbersome. To improve the standard and efficacy of the education system, more and more programmes are being initiated but the desired results are still elusive. In a bid to locate the problem, the experts have centred their discussion to make an intensified search for the solution of the problem. (Rubenstein, Miles and Bassi, 2009).

Debate continues about how to improve the education level at the schools and how much investment must be pumped in more for the purpose, but the fact remains that significant changes are required. These changes or improvements cannot be brought about without a strong leadership at all levels. Principal or the head of an institution is the centre of all activities in the school on all the platforms, whether administrative, financial or academic. He is the major fountain head of all the important decisions which are taken in the school. All innovative changes, policy decisions or implementations of new programmes spring from the principal. He needs to be a man who is capable of taking crucial decisions showing his perfect acumen and meticulous planning. He must be a man perfectly equipped with a faculty of foresightedness so that his policy decisions may not need to be backtracked. He must be a sensitive man possessed with a faculty of leadership. It cannot be denied that to implement reforms in education and to enhance the efficacy of the school system a good leader is required to be at the helm. (Lunenburg, 2010).

To understand the relationship among leader, school environment and education it is necessary to understand various dimensions of leadership.

Leadership

Leader is a person who inspires, motivates and influences others to accomplish an objective set forward by an organisation, and the one who directs it in a way that makes it work in a cohesive and coherent manner. He influences a group of individuals to work towards achieving a common goal. The knowledge, he has learned and the skills thathe has acquired are applied to achieve his objective.

The unique attributes of leadership are not acquired by birth but are the ones which the individual acquires after perseverance, desire and will. Nevertheless, there may be certain individual traits like beliefs, values, ethics and character which might contribute to the process of becoming a leader, yet continual study, experience, training and observation help in the building of an effective leader. The inherent traits may help in making the individual unique but the skills and knowledge received after continual observation and experience help in the making of an effective leader.

Leadership is defined as a process in which an individual influences a group of individuals to achieve a common goal. One individual inspires or motivates others to work collectively towards the achievement of a common goal. The various components of leadership then must be that it is a process of inspiring and also that it involves a leader and his followers and that the individuals work together to the attainment of a common goal.

Factors of Leadership

A leader has to communicate, guide, influence from the front and mould his followers to work towards the achievement of a common goal. He has to work in tandem with his followers to deal with different situations on different occasions. There are a few factors that go into the manifestation of the leadership in an individual. These are:

Leader

A leader has to have an appreciation of his role as a leader. He has to be aware of his leadership potential. It is essential for him to know who he is, what he knows and what he can do as a leader. It is his leadership potential which makes him successful in his enterprise. His followers look to him for his guidance. If they do not trust him, then his potential as a leader is in question. If he fails to inspire his

followers, his success will be in peril. Thus the leadership factor depends much on how much a leader can inspire his followers.

Followers

It is the followers who make an individual a leader. A set of followers in a particular situation needs a particular leader at a certain point of time. Different styles of leadership suit to different followers in various situations. An individual may require one style of leadership which the others may not need at that point of time. An inexperienced employee will be guided with a different leadership style than that an experienced employee will do. The onus of understanding the needs of the employees in accordance with their individual nature, needs and motivation etc. lies on the leader himself. He has to know the people he is going to lead or inspire.

Communication

A leader leads his followers through different ways of communication. What he requires his followers to do, either he communicates verbally or non-verbally. Verbal directions may even harm the relations between the leader and his followers. To avoid this risk, he sets before them a living example of his own actions. Through his own actions, he can make his followers to do something or not to do.

Situation

A leader has to confront with different situations. No two situations are identical. In fact, all situations are different and a leader has to react differently as per the demands of the situation. The way, a leader handles one situation, may not be appropriate and useful in another. Therefore, the leader has to perceive the situation and then modify his actions accordingly. (Sharma and Jain, 2013).

Approaches to Leadership

The accomplishments and potential of a leader are very important in steering an organisation towards the achievement of its goals. But before a leader takes over the reins of an organisation no one can make an assessment of his accomplishments. It is the prerogative of the leader and his/ her own acumen in deciding a particular approach. The scholars have tried to ascertain different approaches that the leaders might adopt in running an organisation. Michael Hackman and Craing Johnson said, "Over the last 1100 years, five approaches for understanding and explaining leadership have evolved: the trait approach, the situational approach, the functional

approach, the relational approach, and the transformational approach. Now we will discuss the main approaches:

Trait approach

The Trait Approach arose from the "Great Man" theory based on the inherent characteristics of successful leaders. The individual traits of a leader determine how effective a leader is in running an organisation. The physical, mental or even personality traits determine the potential of the leader. These unique individual traits make him or her stand apart from non-leaders or non-performing leaders. Ralph Stogdill made a study of traits literature in 1948 and then in 1970 made a re-analysis to find six basic characteristics of leadership. These are: Physical, social background, intelligence and ability, personality, task related and social. From this study, a list of individual traits can be drawn. The characteristics which the Trait Approach enlists are exclusive of a personality, like the leader's adaptability, alertness, adjustment, creativity, diplomacy, dominance, emotional balance, enthusiasm, independence, resourcefulness etc. This is a never ending list which entails the personality traits of an individual leader.

Behavioural approach

Trait approach was not reliable in all conditions because humans have some other type of traits which cannot be measured for example-honesty, integrity, loyalty etc. So the need of another type of approach was felt and then behavioural approach came to us. Dougles McGregor wrote a book 'The Human side of Enterprise' in 1960 and because of the work which had done in this book the attention of whole world was shifted to behavioural theories. McGregor gave a theory in which he summarised two contrasting sets of assumptions made by managers in industry theory X and theory Y.

Situational approach or contingency approach

The trait approach of leadership paved a way for many other approaches. The situational approach emerged which depends mainly on situational factors like the task to be completed or the leader, follower Fred Fiedler's theory of leadership talks about the situational approach in 1950's and 60's. In his opinion the individual traits of a leader are constant and can't be altered. The situations, a leader faces, vary. The leader has to adapt as per the demands of the situation. He says that leaders may be

either task oriented or relationship oriented. Leader's focus remains either on the task or his goal. His/her focus may be fixed on creating positive relationship, bonhomie and camaraderie. A leader determines situation favourableness by examining leader-member relations, task- structure and position power. In this approach Fiedler Model is very popular.

Fiedler's contingency model: Fiedler's contingency theory postulates that there is no single best way for managers to lead. Styles are based on the situations. Fiedler postulated three type of leadership approach-

- Leader member relations: This approach depends on the degree of confidence, trust, and respect between leaders and subordinates.

- Task structure: In this approach leader focus on task not on the relationship. But this approach is not applicable on all situations.

- Position power: The degree of influence a leader has over power variables, such as hiring, firing, discipline, promotions, and salary increment.

  The assessment of the leadership potential is done on the basis of his or her preference also, as to whether he or she is task oriented or relationship oriented. The task oriented leaders perform better at the extremes, either at the favourable end when the task is structured, the position power is good and there is better relationship with the team members, and also at the other end when all these factors are not favouring and leader finds himself or herself at the unfavourable end. But the relationship oriented leader performs better at the moderate position and not when the conditions are extremes. The leaders can adjust these environment variables to suit to their needs.

  The leader's potential depends on the variables like leader-member relations, task structure and power position. If the leader gets support from his team members, he or she enjoys a support even to manage an unstructured task. Similarly in a situation when the task is structured, the leader can perform without the support of the other two variables. When he/she enjoys power position, he/she has the authority to reward his/her employees and work in a better way.

  The relationship with the followers determines how favourable the situation is. Positive relationship builds an atmosphere of mutual trust and confidence and makes the situation favourable. On the other hand, negative relationship builds and environment of reduced confidence and mutual trust and thus makes the situation

less favourable. Similarly, the degree of complexity in a task determines the favourableness of a situation. If the task is clear and unambiguous, the favourableness increases and vice-versa. The leaders who wield power will be able to mould the situation in his/her favour. The position power also determines the favourableness of a situation. (Bolden, R., Gosling, J., Marturano, & Dennison, P., 2003).

Functional approach

In functional approach of leadership, a leader earmarks his tasks he has to perform. He knows well about his organisation, his goals, the team of his followers and the way he has to achieve his goal. The functions he has to perform are important not his personality trait or the situations that fall on his way. Chester Barnard's "The functions of the Executive (1938) present an understanding of the Functional Approach of Leadership. Chester Barnard argues that a leader has three basic functions. These are:

(a) Formulating organizational purpose and objectives:-A leader has to understand the objectives of his organisation and the tasks he has to perform. He has to create his tasks to achieve his objectives.

(b) Securing Essential Services from his Followers:-A leader performs the essential function of securing services from his followers. It is he who inspires, explains them the goals, assigns them tasks and secures the maximum output from them.

(c) Establishing a system of communication:-It is the leader who creates an effective system of communication within the organisation. He has to ensure that communication is definite, specific and adequate.

Relational approach

In this approach the traits functions, or situations are relegated to the background and the relations with the followers of a leader are held important. Researchers like Robert Blake and Jane Mounton tried to specify the tools of relationship approach. In their management grid, they specify whether the leader just assigns the task and gets the result or he just exercises his authority and gets the task performed or he endeavors to create a team spirit among the followers and so on.

Transformational approach

The final approach to leadership is one that clearly is popular among organizational theorists. Although the term "transformational leadership" was first coined by James Downtown in 1973, the term was truly popularized by political sociologist James MacGregor Burns in 1978. Transformational leadership can be defined as the "process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. In essence, transformational leadership is more than just getting followers to meet or exceed goals because the leader provides the followers rewards. (http://2012books.lardbucket.org/books/an-introduction-trganizationalcommunicat ion/s09-01-approaches-to-leadership.html).

The Postulates of Leadership

The leadership capabilities of principals have a strong impact on the education standard of a school. Three postulates of leadership can be outlined:

Leadership skills can be learned and developed

Leaders are not born, they are made. The organisations invest huge funds to created leaders with having a premise that the leadership is a faculty which can be learnt and acquired through experience and training. Everyone may not want to become a leader but it is also true that everyone has a leadership potential. Experience has shown and empirical studies have proved that much of leadership can be taught.

Leaders act at an appropriate time

Leaders are the torch bearers. They set the trends in an organisation. They give directions to their followers at an appropriate time. They understand when they have to act, how they have to act or intervene and in what way they have to lead. The way a leader leaves his impress on the course of actions in an organisation is also very important. He may act directly now, or he may indirectly affect the course of the actions to be taken by his own actions or his own behaviour. This postulate is based on the premise that sometimes words do not bring the desired results that the action or the behaviour of the leader can do. An act of the leader performed at a crucial moment may inspire others and generate a coordinated move.

Leader has to generate leaders at all levels

It is true that an organisation cannot become strong without a strong leader. A strong

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leader has to be there to lead and guide the organisation. But a leader cannot work without the support and help of a combined leadership. The different levels of administration are run by different leaders in an organisation. A strong leader has to generate a strong team of leaders to act in tandem with each other, according to their potential and work in coordination to enhance the learning levels of the students. A leader has to act not only to his potential but also he has to work towards capacity building. Teaching, examination, sports, administration and infrastructure are the areas which are governed and looked after by different leaders in the organisation. The onus of a great leader is to create good leaders at all levels. (Herb Rubenstein, F.Mike Miles and Laurie Bassi 2009).

Key Roles of a Leader are

- Expert role model – He demonstrates knowledge, confidence and expertise for others to follow him.

- Facilitator –A leader facilitates the tasks which the others are performing.

- Performance manager and developer –He provides essential feedback and training when needed.

- Networker – He creates a network between middle leaders and others within the school and in other schools.

- Representative – He represents the organisation while dealing with parents and external agencies.

- Parent figure – He plays the role of a caretaker and supporter.

- Quality assurance manager – A leader monitors, analyses and manages the tasks.

- Scapegoat – He takes the blame when things go wrong.

- Strategist and policy maker – He is at the helm at the time of planning and decision making.

- Visionary – He demonstrates creativity in setting long-term goals.

- Servant leader – He does more for the team.

- Moral educator – He is committed to high educational values.

- Social architect – He is sensitive to the needs of pupils and staff. He understands well the needs of others and acts accordingly.

- Manager of the learning environment – It is the role of a leader to create an environment conducive to the process of teaching and learning.(Marilyn Nathan ,2011)

  Principles of Leadership

  A leader has to mould himself to be a role model for others. He has to follow certain principles which place him at the forefront of the group, so that others look towards for guidance and knowledge. These principles are:

- A leader has to know himself. He has to know his own strength and weaknesses, his attributes. He has to make consistent endeavours to improve his attributes through self- study, introspection and interaction with others.

- A leader has to be technically sound. He must his own task and the task of others whom he has to lead.

- A leader has to have a capability of accepting his own failures and the failure of his decisions, if there are any. Without putting the blame on others, he takes the corrective measures and forges ahead with a new zeal and determination.

- A leader is meticulous in his planning and action. He takes a decision at the right time and uses the resources and tools available to him, at the right time and solves his problems at the right time.

- A good leader emerges himself as the one that he expects others to be. He has to become a role model for others. The qualities he wants others to have, he must inculcate in himself first.

- He has to caring and understating. He must understand the problems of others. It is the duty of a leader to take care of his group and be sensitive of their problems. He has to have a fair idea of the human nature.

- He has to be a good communicator. He must have a knack of communicating not only to his followers but to his seniors also.

- A leader has to create a sense of responsibility in his workers to the extent that they perform their professional duty with dedication and commitment.

- A leader has to be a good supervisor also. He has to monitor from time to time the tasks his workers are performing and supervise them.

- He has to be a good guide also. Whenever an individual approaches to him for guidance, the leader is available to him with a ready solution to his problem.(Sharma and Jain)

Leadership Styles on the Basis of Leadership Approach

Leadership styles are used according to leadership approach. A Single leadership style is not best in all situations. Different leadership styles were identified by a group of researchers led by the psychologist Kurt Lewin. This study was very informative and set the way for further studies in this field and led to the identification of many more specific leadership styles. The different leadership styles were observed by the researchers as influencing the school environment differently. The styles which were established on the basis of these studies were mainly authoritative leadership, also known as autocratic or dictatorial leadership, democratic leadership or participative leadership and the third delegative or Laissez-Fair leadership.

Authoritative or autocratic leadership

According to the Fiedler's Model the autocratic style comes under task oriented approach. The authoritative leadership does not provide any scope for the teachers or any other to influence the decisions of the leader. The independent decisions are taken by the leader and imposed on his followers. The others have to look to the leader for directions. They take the directions from the leader and act accordingly, with no scope for them to influence that decision. All powers are retained by the leader himself. Even the useful suggestions of the subordinates are suppressed. No inputs from others are ever accepted by the leader. This is a coercive and dictatorial style and does not leave scope for creativity. In this kind of style, there is no group discussion and the group is merely an implementing body which receives the directions and implements as such even though the group people maysense a place for improvement. The decision of the leader is binding on them and their say in all matters is null and void.

Merits of authoritative style: This style of leadership can be very helpful in a situation of emergency when an instant decision is to be taken. In such a situation, there is not much time to consult the group and take their suggestions in the matter. Without wasting time in discussions, an authoritative leader takes an immediate decision and implements it. This kind of leadership is again very effective where a strong leadership is required and a singular decision is required to be taken. In cases of poor leadership and poor management, many projects fail and the desired results

remain elusive. In such cases, a strong and efficient leadership is required. A strong and authoritative leader takes charge of the situation and puts the deadline; he assigns different tasks to different group members as suited to their skill, talent and capability. He takes a singular decision and does not leave any scope for dissentions in the group. A strong leader gets successful in taking out the best results from an organisation by his acumen and meticulous planning. He handles the complex situation singularly and provides security to his team members.

Authoritative style is a straight forward style and is time saving also. It is useful in situations when the team is inexperienced and needs a clear direction. It avoids confusion as the decision making is in the hands of a single authority. It helps the team to remain focussed and unidirectional without leaving any scope for a multiplicity of opinion. This style of leadership works on a single vision and is usually productive. Not only the team members get guidance and direction from the leader but also learn the lessons of leadership from a strong leader.

Demerits of authoritative style: The authoritative style is autocratic and dictatorial and hence being helpful at times, it can be problematic at some other instances. The team members may start feeling resentment over a period of time for having experienced prolonged duration of dictatorship. This style of leadership does leave any scope for any contribution from the other members of the team because the leader does not have any space for the consultations. They have just to follow the directions of their leader like a mechanical tool and have to suppress their own creative ideas, if there are any. It affects the performance of the group and in turn the productivity also. They have to accept the pitfalls of the leader and have to follow the directions silently. (Murray Johannsen, 2014).

Participative or democratic leadership

Participative or democratic leadership style comes under person relation approach because it gives an opportunity to the team members in making contributions in decision making. They participate in the discussion and provide necessary inputs. A democratic leader offers guidance to the members of his team, consults them and incorporates their opinions also. In this type of leadership the leader may have the final say but he provides encouragement to the team members. The group works like a team and is well apprised of its vision and goal. The democratic leadership leads to an effective learning style, more participation of the group members, better

outcome of creative ideas and a more energised and active members of the team. The group members make contributions of a higher quality

Merits of democratic leadership: Democratic leadership style provides a much scope for creativity. The members of the group provide inputs which plugs in any chance of the shortcomings in the final decision. The group members feel free to contribute and find a creative and collective solution to the problem. The members are involved in all the activities; they are not the only medium to implement the decisions but take the decision also. Many heads are put together and they make the strategy. The leader himself might miss something but the active support from the group members leaves no scope for lapses. All this leads to a higher productivity.

Demerits of democratic leadership: Democratic leadership style is the most effective leadership style, yet there are certain downsides of this style also. It is more effective in situation where time is enough at the disposal of the team and its leader to make the consultations and receive inputs from all the members. This style is time consuming as the suggestions from the team members need a proper discussion about their pros and cons. If an emergency situation occurs to be handled, this style of leadership may not prove itself much fruitful. Another drawback of this style is that sometimes a lack of coordination may mess up the situation when the roles assigned to the group members are not clear. This might lead to a communication failure and lead to a confusion among the team members and thus affect the final outcome of the result.

Bureaucratic leadership style

This style comes under functional approach. In this kind of leadership style, a rule book is provided which makes it mandatory for the team members to follow the rules in letter and spirit. The leader is bound to follow the rules and he expects the same from his team members also. This style is, more or less, like the authoritative style as it suppresses the creative ideas of the team members.

Merits of bureaucratic leadership style: This style is useful in the situations where the team members are handling sophisticated situations and the strict guidance of the experts sitting at the helm is required. In situations where a large group is working at different places, the uniformity of the group's working can be ensured by the implementation of the rules from the rule book. The rules are devised and churned by a long and sustained exercise done by a team of experts by incorporating

the pros and cons of all the possible situations. This style is time saving also as it does not leave any scope for the wastage of time in discussions at critical moments. In situations of emergency, the rule book gives the guidance and the decisions are implemented as such.

Demerits of bureaucratic leadership style: This style does not leave any scope for the team members to make any kind of contributions. They are just an implementing body. They take the guidance from the rules provided by the bureaucratic dispensation sitting at the helm and follow. The members cannot give any king of suggestions and their presence in the organisation is like that of a tool which takes directions from the master and implements them without deviating even to the slightest bit. In situations which the member himself is witnessing, he may want some change but he is helpless as he does not have the liberty to do so. This kind of strict implementation of the rules curtails the freedom of the team members and affects the outcome and functioning of the organisation.

Delegative or laissez-faire leadership style

As the name Laissez-faire implies, "leave alone to act freely", in this style of leadership, the leader delegates all the decision making powers to the team members. He provides no direction or guidance to the team members. The solutions of the problems are found by the team members themselves and it is expected from them that they are capable of handling all the situations themselves. They enjoy maximum freedom without intervention on the part of the leader. This leadership style works in situations where group members are supposed to be highly qualified and experienced people.

Merits of delegative leadership style: There is complete autonomy to the team members and they can take their decisions freely. They are not mere tools and take a particular decision as per the demands of the situation. There is much scope of creativity and different members can make their contributions accordingly. Moreover, they know better what they have to do in a particular situation. No decision is imposed on them. This is a very productive style in the situations where much creative isrequired.

Demerits of delegative leadership style: The delegative leadership does not put the onus on the shoulders of a single leader. There are chances of a variety of opinions and thus a deficit of unanimity. No impetus is provided by the leader. He only delegates the responsibility which the individual members of the team have to

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carry. The inexperienced people cannot provide good output in this kind of leadership style. When there is no deadline or output limit is fixed for the individual, the results may be less productive. Thus this leadership style cannot work in situations where members are less experienced or have lack of knowledge. Without feedback and guidance from the leader, the organisation may not be able to prove itself to be much effective. (Rose Johnson).

Charismatic leadership style

A leader makes his followers follow his line of action not by giving orders or by asserting his authority on them, but through the charisma of his personality. The impression of the personality is such that the followers perform the action as per the desires of the leader. It is the personal charm and grandeur authority of a personality that the followers know what the leader wants from them to do. The mere presence of the leader and his working style creates an impression which creates an aura that results in better outcome of the project.

Merits of charismatic leadership style: It is a time saving style which saves official formalities and makes the work hassle free. The followers know what they have to do so the time is not wasted in discussions and other consultations. Everyone knows his duty and operates in a set pattern without deviation.

Demerits of charismatic leadership style: The followers do not get a proper direction which might result in confusion at the final stage of the implementation of the policies of the organisation. The followers do not make use of their own creativity but they just act as per the wishes of the leader. There is little chance of innovation as the followers take action on the basis of the past experience of working style of the leader.

Transformational leadership style

This style is comes under transformational approach where leader is person oriented. Transformation style of leadership is similar to the charismatic leadership style with only one change. This change in transformational leadership style is that the leader makes his endeavour to change his organisation whereas in charismatic style of leadership the leader does not want to bring changes. The transformational style leaves a scope for innovation. The leader gauges the weaknesses and strength of the team members and assigns them tasks accordingly. He instils positive energy in them and makes an optimum use of the potential of his team members.

Merits of transformational leadership style: Transformational style is innovative as the leader aims to bring a transformation to a better model from the previous one. The followers receive an impetus and positive energy from the leader and work towards improvement.

Demerits of transformational leadership style: In this style of leadership, the team members have to look towards the leader for the changes the leader wishes to make. Frequent efforts for change might add to the confusion among the team members.

Transactional leadership style

This style comes under functional approach and according to Fiedler model it comes under task oriented approach. The transactional leadership style implies that the followers are supposed to follow the activities of the leader. The leader follows the policy for punishing the team members if they do not succeed in bringing the desired output by implementing the policies earmarked by the leadership. If they succeed, they are rewarded. Reward for better work and punishment for the unsatisfactory work is the policy adopted by the transactional leader.

Merits of the transactional leadership style: This type of leadership style earmarks targets for the members. They get the motivation in terms of reward and the fear of punishment also makes the members vigilant towards their goal.

Demerits of the transactional leadership style: This style of leadership is useful for the short term tasks only. The fear of punishment may function as a negative factor of motivation. The members work because of the fear instead of being inspired towards their goal.

Servant leadership style

In this style of leadership, the leader makes his endeavour to serve the needs of his superiors and his peers. They solve the problems of the people and serve their own purpose also.

Merits of servant leadership style: The leader has to work according to the needs of his superiors. His goals are fixed in terms of the needs of his bosses and of his peers.

Demerits of servant leadership style: There is no scope for creativity and also the achievement of goals is not taken care of. Only the focus remains on the needs of the people. (Emerson Liang Rei, 2013).

A leader can opt for a particular style which suits to his situation and his goal. He has a choice of his own to opt for a particular style at a particular time but, as the situation changes he may change to a different style of leadership to achieve his goal. It is the communication skill of a leader and his style of functioning which affects largely to the outcome of the results. The leader has the potential to affect the pace of an activity and he can give momentum to the activities of the team members by planning and acumen.

Leadership Approach and School Environment

There are many factors which go into the making and developing environment of a school. The school environment is an important factor which directly affects the teaching learning process. The school environment includes discipline, the policies, h e a l t h environment, curriculum, the infrastructure, the communication, the teacher-learner relationship and so on. A well-managed school, good infra structure, the academic targets, good health conditions, disciplinary policies determine the school environment and the academic outcome of the learners.

The school environment has a direct bearing on the academic output of a school. The higher grades of students and their achievements are directly linked to the school environment. The student attendance, the peer group participation and the teaching conditions are the outcome of the school environment. Strong academic conditions are produced by good disciplinary conditions, health conditions and teacher learner relationship.

The school environment is directly measured by the student attendance and his initiative tendency in school activities. If a student shuns school activities and develops a tendency of truancy, it means that the school environment is not giving him proper impetus. The punitive and justice related habits of the school administration have a tendency to provide a boost to the negative school environment. The relational approach by the teacher and the school administration help in creating a positive school environment and in turn ensures a higher attendance ratio. The positive relationship of the teacher and the learner helps in creating the positive environment of the school.

The school activities centred round an all-round development of the individual help in providing to the learner a positive emotional environment. The learner gets

emotionally involved with the school environment and gets a positive impetus for learning. The types of activities designed by the teacher, the reward and praise received by the participant learners and the support given by the school administration help in providing a healthy emotional environment to the learners.

In addition to the healthy emotional environment, a healthy physical environment is essential to create a good academic ambience. The infrastructure, the ventilated and well lighted class rooms, the noise less academic process are some of the key factors which provide an impetus to the school environment. Such clean and properly managed school provides an environment to the learners where they can learn better.

The instructional habits of the teachers also affect the school environment. The learners if involved with the subject matter with due importance to the learner's activities makes the instructional process more interesting.

All these aspects of school environment revolve round the potential and the qualities of the leader. A leader plays pivotal role in making the school environment conducive for learners. (Eissa, Brown, Wiseman, 2014),

In past, the principal was a man at the helm of all the affairs of the school, looking after all the aspects of the school – ranging from the financial matters and development work of the infrastructure to the implementation of the policies related to the classroom teaching. He managed the affairs related to both the facility utilisation and the teaching learning. The traditional educational establishment created the concept of a leader who would manage all the affairs of the school and shield the teacher from all kinds of outside disturbances. This kind of leadership concept was that of a man who was overloaded and would detest the introduction of any major changes in his policies.

In the next trend which is that of a transformative leadership the principal is the leader who delegates most of his powers to the others and himself remains at the helm for most of the things. He chooses people who have knowledge of the issues, trains them and gives them the required expertise, thus creating leaders of various fields related to the school management. The onus now lies on the principal to create a team which has a balanced coordination between them and communicate with each other to the achievement of a common goal.

As of now, in the current scenario the deeper role has been earmarked to the principal as a leader: he has a deeper role now, that of a guide and of a facilitator of improvement. It is he who has to instruct and to this, management part is also added which is supportive of the better outcome of the student performance. A successful leader integrates his instructional and management components which support each other to bring about a cumulative improvement.

In the course of his duties a leader undertakes a variety of leadership roles in order to motivate his team and to get them to perform well. He may well be undertaking several of these roles at the same time and needs to use different roles with different people. It could be useful to compare the list of roles, which follows, with his own job/role description as a middle leader and to think about which are the most significant roles for him. (Sharma and Jain, 2013).

The access of the learners to the leader and an appraisal of their needs by the leader create a learner friendly environment. The emotional and physical environments are the direct outcome of a leader's approach to the school environment. The infrastructure is an area which is to be looked after by the leader himself. It is he who has to fix the parameters for maintaining the discipline in the school. Thus his approach is decisive in creating a good academic school environment. (https://safesupportivelearning.ed.gov/topic-research/environment/physicalhealth).

Need of the Study

Technologically advanced 21st century education system is struggling with lowlearning outcome of students. The reading trend is declining from 2010 to 2012 (ASER, 2014). There is an emergence that school environment must be improved for better learning outcome. Pedagogies must be renovated to get holistic development of student. Teachers no doubt are integral part of his process, but leadership approach of principals also impacts the student's outcome. When the principal have full effect of their leadership then it impact school environment. Sometimes principal leadership impact more for one subject like English rather the whole school environment. As principal can direct the teacher how to teach that particular subject (Michael Coellia, David A. Greenb, C., 2012)

The alertness of the school principals affects the learning outcome of students. Structural equation models (SEM) can be helpful for the observation of students by

school principals. The SEM models reveal both direct and indirect effects of leadership on a range of school and classroom processes that in turn predicted changes (improvements) in schools' academic performance. The SEM models also suggest certain instructional strategies for school principals which can help in enhancing students learning outcome (Sammons, Gu, Day, Ko, 2011). Shared and instructionally focused leadership are complementary approaches for improving schools. Various leadership variables are positively associated with positive outcome of students. (Louisa, Dretzkea & Wahlstrom, 2010).

Thus the need arises to investigate the effect of leadership approach on school environment.

Statement of the Problem

Leadership effect the school environment and learning outcome of students (Coellia, 2012; Pam Sammons, 2011). So leadership approaches must be studied to observe the prevalent leadership approaches in Mahendragarh district as well. According to education department of Haryana there are 22562 schools in Haryana including Balwaries, Primary Schools, middle Schools, high Schools, Sr. Sec. Schools, central schools and Navodya Schools. To see the impact of leadership approach on school environment and learning outcome of students the present study conducted to investigate the leadership approach in government and private schools of Mahendragarh district. In this context present study is chosen "Effect of principal leadership approach on school environment: a mixed perspective".

Rationale of the Study

Mahendragarh is a southernmost district of Haryana situated at the borders of Rajasthan. Approximately 20% part of this district is either urban or semi urban, whereas the rest of the district is mainly rural. In the rural areas, cultivation is the main profession of the people, whereas in urban areas the economy is based on small businesses. The people are much inclined towards providing good education to their children and the result is that the district is now taking lead as good education hub. The literacy rate was 70.4% in 2001 and 78.9% in 2011. Earlier, the students had to travel to other higher places of learning to pursue their studies but now many institutions of great repute, both government owned and private have come up to provide the education to the students at their door steps. The mushrooming of schools has taken place. The number of schools in the area has increased rapidly.

The government has tried to provide schools even in the remotest parts of the district so that the students may not have to travel or remain unprivileged from getting the modern education. Private run schools, in urban and rural areas both, have come up in the remotest areas of the district. There is a competition going on between the institutions themselves to excel so that they might be able to get the maximum expansion. People have an inclination to choose the best of the institution so that the best education is provided to the children. The performance of the institutions mainly depends on the functioning of the principal whose leadership qualities make all the difference in deciding the status of the school. In view of increasing significance of Mahendragarh as educational hub, leadership approaches of principals must be ascertained to develop skill modules and training for principals. In this context the present study "Effect of leadership approach on school environment" will help frame the guidelines for these training modules.

Operational Definitions of the Study

Leadership

Here leadership means the leadership of school principal. In this study the researcher follows Fiedler Model to watch leadership effectiveness. According to this model there are three factors which determine leadership effectiveness in different situation.

(A) Leader-member relation: This check the degree of confidence, trust, and respect subordinates has in their leaders.

(B) Task structure: The degree to which the job assignments are proceeds.

(C) Position power: The degree of influence a leader has over power variables, such as hiring, firing, discipline, promotions, and salary increment.

There is a tool to assess the leadership style known as Least Preferred Co-Worker scale.

School environment

Here school environment see the psycho-social environment of schools as perceived by the students. It measures Creative stimulation-it refers to teacher's activities to provide conditions and opportunities to simulate creative thinking, Cognitive encouragement – it implies teacher's behaviour to stimulate cognitive development of student by encouraging his actions or behaviours, Permissiveness-

It indicates a school climate in which students are provided opportunities to explore their views freelyand act according to their desires with no interruption from teachers, Acceptance -it implies a measure of teachers unconditional love recognising that students have the right to express feelings to uniqueness and to be autonomous individuals. Teachers accept the feelings of students in a non-threatening manner, Rejection-It refers to a school climate in which teachers do not accord recognition to student's rights to deviate, act freely and be autonomous persons, Control- it indicates autocratic atmosphere of the school in which several restrictions are imposed on students to discipline them.

Principal

The present study includes all school principals (government and private) of Mahendragarh district.

Objectives of the Study

- To study the effect of principal leadership approach on school environment.
- To compare the principal leadership approach between government and private schools.
- To compare the school environment between government and private schools.
- To compare the school environment between male and female students.
- To compare the school environment among government schools.
- To compare the school environment among private schools.

Hypotheses of the Study

Following hypotheses were framed to achieve the objectives.

- There is no significance relationship between principal leadership approach and school environment.
- There is no significance difference between government and private schools for principal leadership approach.
- There is no significant difference in school environment between government and private schools.
- There is no significant difference between male and female students for school

environment.

- There is no significant difference of school environment in government schools.

- There is no significant difference of school environment in private schools.

Research Questions

- In what ways do the principal's perception of their leadership approach affect school environment?

- What is the dominant leadership approach which can be identified with principal as perceived by teachers?

Delimitations of the Study

The study will be delimited in the following respects:

- The study is delimited to Mahendragarh district only.

- The study is confined to a sample of 100 teachers, 100 students for quantitative study and10 leaders (principals) for the qualitative study.

- The study is conducted on the principals of senior secondary schools of C.B.S.E.,and Haryana boards in Mahendragarh district.