5.0 Introduction

This chapter is devoted to major findings, educational implications and suggestions for further studies. Every research has its findings and implication which are valuable and relevant for the different fields of education and society. On the basis of analysis and interpretation of data and discussion of results given in the previous chapter the important findings have emerged out of the present study. The findings of this study are useful for principals of schools and colleges, teachers and students. The major findings of this study are categorised into three parts which are described here:

5.1 Major findings regarding effect of Leadership Behaviour on School Climate

- There is found significant positive relationship between Principals’ Leadership Behaviour and School Climate. Leadership Behaviour is significant predictor of School Climate. When the Leadership Behaviour of school Principals is good than it has significant effect on School Climate. There are two types of Leadership Behaviour as entitled Transformational and Transactional Leadership Behaviour which constitute overall leadership behaviour. Positive relationship between leadership behaviour and School Climate shows that principals are very much aware about their duties regarding school surroundings because they want to improve climate of the school where teaching learning process occurs.

- Results revealed that significant relationship is found between Transactional Leadership Behaviour and School Climate. Transactional Leadership is significant predictor of School Climate. Results revealed that there is moderate degree of relationship in Transactional Leadership Behaviour and School Climate. This positive relationship occurs because principals accept the goals and culture of the school where they are working. Principals motivate their staff by giving simple rewards to get the work done efficiently from them.
Principals take care of all the existing aspects of school climate to achieve the aims of the school.

- There is found significant positive relationship between Transactional Leadership and Teachers’ Supportive Environment. Transactional Leadership is significant predictor of Teachers’ Supportive Environment. Results revealed that there is moderate relationship in Transactional Leadership Behaviour and Teachers’ Supportive Environment. Principals Transactional Leadership Behaviour is task oriented and one of the major task in the school is to develop healthy relationship among staff, students and principal. This task is done only through teacher’s support and their harmonious relationship with colleagues and principal. So that’s why there is significant relationship between Transactional Leadership and Teachers’ Supportive Environment.

- Results exhibited that there is found significant positive relationship between Transactional Leadership and Academic and Professional Relationship (APR). Transactional Leadership is significant predictor of Academic and Professional Relationship (APR). It is reported that Transactional Leadership Behaviour was related to Academic and Professional Relationship (APR) and as the Principals adopt the Transactional Leadership, it is beneficial for school. Transactional principals’ relationship with staff is to be transitory and not based on emotional aspects. So the healthy relationship among teachers and principal creates professionalism among staff that is the key to improve academic achievement of the students.

- Results revealed that there is no significant relationship between Transactional Leadership and Social Support for Students (SSS). Transactional Leadership is not a significant predictor of Social Support for Students (SSS). When the principals used Transactional Leadership at lower extent then it has no influence on social support for students. Transactional Principals are not given preference to the social support for students because they are aiming at the other aspects of the organisation and they use their authority and negotiation to attain the goals of the school. It is reported that Transactional Leadership Behaviour was not related to Social Support for Students (SSS). It is concluded that if there is no social support for students in the school it will decrease the academic performance of the students.
• Results revealed that no significant relationship is found between Transactional Leadership and Teaching and Learning (TL). Transactional Leadership is not a significant predictor of Teaching and Learning (TL). When the Transactional Leadership of school principals is less, then it has no significant effect on Teaching and Learning (TL) process. It is reported that Transactional Leadership Behaviour was not related to Teaching and Learning (TL). It is because sometimes Transactional principals avoids giving directions not to disturb the present working of the school. So it is concluded that if there is no helpful environment for teaching and learning for students in the school it will decrease the academic achievement of the students.

• Results indicated a significant relationship between the Transactional Leadership and Safety & Comfort (SC). Transactional Leadership is significant predictor of Safety and Comfort (SC). When the principals used Transactional Leadership at higher extent, it has significant influence on Safety and Comfort aspects of school climate. It is because the principals given preference to the security and comfortable measures in the school. Security and other infrastructure facilities are closely monitored and controlled by the principals. It is concluded that if there is safe and comfortable environment for students in the school, it is helpful for their all types of development because secure environment leads to success and happiness in student’s life. So it is clear from the above findings that Transactional Leadership is the significant predictor of Teachers’ Supportive Environment, Academic and Professional Relationship and Safety and Comfort and Transactional Leadership Behaviour is not significant predictor for Social Support for Students and Teaching and Learning.

• The results revealed a significant positive relationship between the Transformational Leadership Behaviour and School Climate. Transformational Leadership Behaviour is significant predictor of School Climate. Sometimes Principals hesitate to adopt leadership behaviour because they think that teacher may not approve it. But in the present study it has shown that Transformational Leadership Behaviour brings fruitful results. It is reported that Transformational Leadership Behaviour has significant effect on School Climate. Because Principal’s Transformational Leadership Behaviour
has a deep sense of vision for the future of the organisation. They maintain overall control of the educational environment in the school. Transformational principals are aware of all aspects of school like infrastructure, safety, teaching learning and relationship among teachers. They always use a balanced approach to make the harmonious environment in the school.

- The results exhibited that there is found significant positive relationship between the Transformational Leadership Behaviour and Teachers’ Supportive Environment. Transformational Leadership Behaviour is significant predictor of Teacher Supportive Environment. Principals Transformational Leadership Behaviour conducive to create teacher supportive environment and this supportive environment gives motivation to teachers to work with efficiency. It has shown that Transformational Leadership Behaviour brings fruitful results. It is reported that Transformational Leadership Behaviour has significant effect on Teachers’ Supportive Environment. Because Transformational principal excites, and inspires his team of teaching and non-teaching members of the school.

- It is explored that a significant positive relationship between Transformational Leadership Behaviour and Academic & Professional Relationship is found. Transformational Leadership Behaviour is significant predictor of Academic and Professional Relationship. Principals Transformational Leadership Behaviour contributes significantly to create Academic and Professional Relationship and these relationships create academically and professionally good environment in school. It is concluded that Transformational Leadership Behaviour has significant effect on Academic and Professional Relationship dimension of School climate. Because Transformational Principals believe in collaboration of the staff with the principal and students. Professional collaboration is related to staff and academic collaboration is related to students.

- There is found significant positive relationship between Transformational Leadership Behaviour and Social Support for Students. Transformational Leadership Behaviour is significant predictor of Social Support for Students. It is concluded that Transformational Leadership Behaviour has significant effect on Social Support for Students dimension of School climate. The results
revealed that Transformational Leadership Behaviour create social
environment for students that is helpful to develop the feeling of cooperation,
sympathy and sharing among students that is the main aim of educational
process. Principal’s Transformational Leadership Behaviour always try to
make the environment of the school better with the help of his fellow teachers.
Transformational Principal has a vision to change the less supportive
environment into more supportive environment by implementing his
innovative ideas.

- It is explored that significant positive relationship is found between
  Transformational Leadership Behaviour and Teaching and Learning (TL).
  Transformational Leadership Behaviour is significant predictor of Teaching
  and Learning (TL). It is concluded that Transformational Leadership
  Behaviour has significant effect on Teaching and Learning (TL) dimension of
  School climate. The results revealed that Transformational Leadership
  Behaviour create Teaching and Learning and academic environment for
  students that is helpful to develop the study habits among students. Good
  study habits improve the academic performance of the students.
  Transformational Leadership Behaviour impacts Teaching and Learning (TL)
  and in turn School Climate is significantly impacted. Principals may target
  their Transformational Leadership Behaviour have maximum effect on
  teaching learning aspect of the school. The findings conclude that
  Transformational Leadership Behaviour is better than Transactional
  Leadership Behaviour with reference to teaching and learning because the
  Transformational principal aims to achieve positive school climate in all
  respects.

- It is reported that a significant positive relationship between Transformational
  Leadership Behaviour and Safety and Comfort is found. Transformational
  Leadership Behaviour is significant predictor of Safety and Comfort. It is
  concluded that Transformational Leadership Behaviour has significant effect
  on Safety and Comfort dimension of School climate. The results revealed that
  Transformational Leadership Behaviour create secure environment that is very
  important for the students. If there is no Safety and Comfort in all aspects of
  school, the Transformational Leadership Behaviour of principals will not be
able to build good School Climate. The Safety and Comfort goes hand in hand with Transformational Leadership Behaviour. Transformational Behaviour of principals influence security and infrastructure of the school because principals vision is to provide fear free environment to the students where they develop their skills without any stress.

5.2 Major findings regarding Decision Making Styles of Principals and School Climate.

- Results reported that a significant positive relationship between Directive Decision Making Style and School Climate is found. Directive Decision Making Style is significant predictor of School Climate. Results revealed that there is higher degree of relationship between Directive Decision Making Style and School Climate. Because principals use efficiency and logical thinking while taking decisions in the school surroundings to develop better school climate for students and staff. They also remove ambiguity errors carefully while taking decisions.

- It is found significant relationship between Directive Decision Making Style and Teachers’ Supportive Environment (TSE). Directive Decision Making Style is significant predictor of Teachers Supportive Environment (TSE). Results revealed that there is higher degree of relationship in Directive Decision Making Style and Teachers’ Supportive Environment (TSE). It is reported that Directive Decision Making Style was related to Teachers’ Supportive Environment (TSE) and as the Principals supports the staff for their work and motivate them, as a result their working ability is increased and they feel satisfaction with their teaching and perform their duties with enthusiasm. Principals use their authority to take directive decisions to develop supportive climate and to accomplish the positive results.

- Results reported that there is found significant positive relationship between Directive Decision Making Style and Academic & Professional Relationship (APR). Directive Decision Making Style is significant predictor of Academic and Professional Relationship (APR). It is concluded that Directive Decision Making Style has significant effect on Academic and Professional Relationship (APR) dimension of School climate. The results revealed that
Directive Decision Making Style create good academic and professional environment for students and staff that is very important for the progress of school. If there is no Academic and Professional Relationship (APR) in school, the Directive Decisions taken by the principals would not be able to build good School Climate. The Academic and Professional Relationship (APR) goes hand in hand with Directive Decision Making Style. Directive Decision Making Style impacts Academic and Professional Relationship (APR) and in turn School Climate is significantly impacted. Because Directive Decision Making principals are very quick and focused on the solution of the relationship problems among teachers and students.

It is found significant positive relationship between Directive Decision Making Style and Social Support for Students (SSS). Directive Decision Making Style is significant predictor of Social Support for Students (SSS). It is concluded that Directive Decision Making Style has significant effect on Social Support for Students (SSS) dimension of School climate. The results revealed that Directive Decision Making Style is helpful to create good social environment for students that plays a significant role for advancement of the school. Directive Decision Making Style impacts Social Support for Students (SSS) and in turn School Climate is significantly impacted. Because principals want to put up good climate in the school and it is possible when they take decisions on the bases of rules and specific information.

Results reported that a significant positive relationship is found between Directive Decision Making Style and Teaching & Learning (TL). Directive Decision Making Style is significant predictor of Teaching and Learning(TL). It is concluded that Directive Decision Making Style has significant effect on Teaching and Learning(TL) dimension of School climate. The results revealed that Directive Decision Making Style is helpful to develop good Teaching and Learning environment for students that plays a significant role for the improvement of the school. Principals’ personal experience, values and beliefs are useful to take directive decisions with reference to teaching learning process of school settings. Principals are confident while taking decisions and it influence teaching learning outcomes positively. If there is no proper
teaching and learning facilities for students in the school, the Directive Decision Making Style will not be able to develop appropriate School Climate.

- Results exhibited that there is found significant positive relationship between Directive Decision Making Style and Safety & Comfort (SC). Directive Decision Making Style is significant predictor of Safety and Comfort (SC). It is concluded that Directive Decision Making Style has significant effect on Safety and Comfort (SC) dimension of School climate. The results revealed that Directive Decision Making Style is helpful to develop good, safe and comfortable environment for students that plays a significant role for the improvement in the school. If there is no safety in the school, the Directive Decision Making Style will not be able to make good School Climate. Principals are very much aware about the security of the institution. Therefore, principals’ directive decisions contribute to safety in the school campus and other physical facilities like building, water supply and comfortable sitting arrangements for students in the class.

- Results reported that there is found significant positive relationship between Analytic Decision Making Style and School Climate. Analytic Decision Making Style is significant predictor of School Climate. Results revealed an essential significant effect of Analytic Decision Making Style on School Climate. Because principals take analytical decisions with proper care and after the analysis of various available resources that covers all the aspects of school climate. The results exhibited that Analytic Decision Making Style is helpful to develop good environment for students that plays a significant role for the improvement in the school. Analytic Decision Making Style impacts School Climate significantly.

- There is found significant positive relationship between Analytic Decision Making Style and Teachers’ Supportive Environment (TSE). Analytic Decision Making Style is significant predictor of Teachers’ Supportive Environment (TSE). It is concluded that Analytic Decision Making Style has significant effect on Teachers’ Supportive Environment (TSE) dimension of School climate. The results revealed that Analytic Decision Making Style is helpful to develop supportive environment for students where teachers support them and they support their classmates. Such type of environment is a key to
success for any type of educational institute. Principals Analytic Decision Making Style has significant impact on Teachers’ Supportive Environment because they take decisions after considering many alternatives and with cognitive personality. Their analytic decisions are in full control, that’s why this style of decision making is effective in school surroundings.

- The results exhibited that a significant positive relationship is found between Analytic Decision Making Style and Academic & Professional Relationship (APR). Analytic Decision Making Style is significant predictor of Academic and Professional Relationship (APR). It is concluded that Analytic Decision Making Style has significant effect on Academic and Professional Relationship (APR) dimension of School climate. The results revealed that Analytic Decision Making Style is helpful to develop academic and professional relationship among staff and students where teachers help the students for their academic achievement. Professional relationships also help the teachers by expressing their views in the seminars or workshop to enhance the mental abilities of the students. Analytic Decision Making Style contributes statistically significantly to the School Climate in reference to Academic and Professional Relationship (APR). Analytic Decision Making of principals is very focused in relation to academic and professional aspects of school environment. This type of decision making of principals solves the institutional problems.

- There is found significant positive relationship between Analytic Decision Making Style and Social Support for Students (SSS). Analytic Decision Making Style is a significant predictor of Social Support for Students (SSS). It is concluded that Analytic Decision Making Style has significant effect on Social Support for Students (SSS) dimension of School climate. The results revealed that Analytic Decision Making Style is helpful to develop social support for students in the school where teachers help the students in their socialization. Social environment of the school develops human values, feeling of sharing among students. If a student is socially developed he/she adjust himself/herself in the society easily as well as in their personal life also. Analytic Decision Making provides a variety of decisions to the principals and they analyse their decisions in the context of present situation of
the school environment which create a healthy atmosphere for the students. Analytic Decision Making Style impacts significantly Social Support for Students (SSS) and in turn there are constructive changes in School Climate.

- Results revealed that a significant positive relationship is found between Analytic Decision Making Style and Teaching and Learning (TL). Analytic Decision Making Style is significant predictor of Teaching and Learning (TL). It is concluded that Analytic Decision Making Style has significant effect on Teaching and Learning (TL) dimension of School climate. The results revealed that Analytic Decision Making Style is helpful to develop teaching and learning facilities for students in the school where Principal and teachers help the students in their proper teaching-learning and also provide training to develop different skills e.g. listening, self expression, leadership in them. Principals’ analytic decisions have the ability to cope up with new learning situations. Proper teaching environment of the school develops good reading and learning habits among students. If a student is fully trained in different skills like self expression, leadership, he/she can use the best of his/her mental abilities which plays a crucial role to achieve their aims. Analytic Decision Making Style impacts significantly Teaching and Learning (TL) and in turn there are positive changes in current situation of teaching and learning environment of school.

- Results reported that a significant positive relationship is found between Analytic Decision Making Style and Safety & Comfort (SC). Analytic Decision Making Style is significant predictor of Safety and Comfort (SC). It is concluded that Analytic Decision Making Style has significant effect on Safety and Comfort (SC) dimension of School climate. The results exhibited that the Analytic Decision Making of school principal is helpful to provide safe and comfortable environment for students in the school where students feel secure and comfortable for their learning and adjustment. Principals analytical decisions make the school climate secure that is first and foremost priority for students learning. If a student is feel secure only than he/she can learn new things, develop their abilities scholastic and non scholastic. Analytic Decision Making Style contributes statistically significantly to Safety and
Comfort (SC) and in turn safety and comfort plays significant role to improve the environment of school.

- There is found significant positive relationship between Conceptual Decision Making Style and School Climate. Conceptual Decision Making Style is significant predictor of School Climate. It is concluded that Conceptual Decision Making Style has significant effect on School Climate. The results revealed that Conceptual Decision Making Style is helpful to develop healthy environment for students that plays a significant role for the improvement of the school. Conceptual Decision Making Style of principals have broad approach regarding the school problems. That’s why they have the capability of formulating new and creative solutions to problems of school environment.

- Results reported that there is found significant positive relationship between Conceptual Decision Making Style and Teachers’ Supportive Environment (TSE). Conceptual Decision Making Style is significant predictor of Teachers’ Supportive Environment (TSE). It is concluded that Conceptual Decision Making Style has significant effect on Teachers’ Supportive Environment (TSE). The results revealed that Conceptual Decision Making Style is helpful to develop supportive environment for students and teachers that plays a significant role in the success of the school. Conceptual Decision Making Style contributes statistically significantly to the Teachers’ Supportive Environment (TSE). Principal’s conceptual decision making styles are staff oriented and principals provide support to them as their goals are same. Principals try to consider all alternatives to set up supportive environment in the school. Principal’s help and support increase the working efficiency of staff and increased efficiency is helpful to bring good results in the school.

- It is explored that a significant positive relationship between Conceptual Decision Making Style and Academic & Professional Relationship (APR) is found. Conceptual Decision Making Style is significant predictor of Academic and Professional Relationship (APR). It is concluded that Conceptual Decision Making Style has significant effect on Academic and Professional Relationship (APR). The results revealed that Conceptual Decision Making Style is helpful to develop good academic and professional relationship among Principal, teachers and students. Conceptual Decision Making Style
contributes statistically significantly to the Academic and Professional Relationship (APR). Principal’s Conceptual Decision Making develops trustworthy relationship with teachers and students, then teachers do their teaching work without any burden and they try to do something creative that is beneficial for the students and academic achievement of the students is increased. This type of decision making of principals have the ability to understand complex relationships among staff that is helpful for smooth functioning of school.

- Results revealed that no significant relationship is found between Conceptual Decision Making Style and Social Support for Students (SSS). Conceptual Decision Making Style is not significant predictor of Social Support for Students (SSS). It is concluded that Conceptual Decision Making Style has not significant effect on Social Support for Students (SSS). The results revealed that Conceptual Decision Making Style is not helpful to develop good social relationship among Principal, teachers and students. Principals’ over thinking rather than doing work cause no effect on social aspect of the school. Due to broad approach some of the school factors remain untouched like social support for students. Conceptual Decision Making Style has no impact on Social Support for Students (SSS). If Principal does not provide social support to the students it would negatively affected their learning.

- There is found significant positive relationship between Conceptual Decision Making Style and Teaching and Learning (TL). Conceptual Decision Making Style is significant predictor of Teaching and Learning (TL). It is concluded that Conceptual Decision Making Style has significant effect on Teaching and Learning (TL). The results revealed that Conceptual Decision Making Style is helpful to develop good teaching and learning environment for students that play an important role in the academic achievement of the students. Conceptual Decision Making of principals is achievement oriented and they emphasise values and ethics. All these traits and abilities of principals help to develop good teaching and learning facilities in the school and it is beneficial for the students and academic achievement of the students is increased.

- Results revealed that no significant relationship is existed between Conceptual Decision Making Style and Safety and Comfort (SC). Conceptual Decision
Making Style is not significant predictor of Safety and Comfort (SC). It is concluded that Conceptual Decision Making Style has not significant effect on Safety and Comfort (SC). The results revealed that Conceptual Decision Making Style is not helpful to develop safe and comfortable environment in the school. Conceptual Decision Making Style has not contributed statistically significantly to the Safety and Comfort (SC). Sometime principals prefer loose control to power and sometimes they feel helpless to provide safety and comfort to the students in the school premises and it would create negative impact on their learning and performance.

- It is found significant positive relationship between Behavioural Decision Making Style and School Climate. Behavioural Decision Making Style is significant predictor of School Climate. It is concluded that Behavioural Decision Making Style has significant effect on School Climate. The results revealed that Behavioural Decision Making Style is helpful to develop good School Climate for teachers and students that is beneficial for all stakeholders of school. Behavioural Decision Making Style contributes statistically significantly to the School Climate. Behavioural Decision Making Style of school principals have the feeling to work well with staff and are concerned about their achievements. They develop healthy, cooperative, supportive and flexible environment in the school, it is favourable for the students, staff, management and government. Such type of environment in the school setting contributes to economic and social development and national integration of the nation.

- Results exhibited that a significant positive relationship is found between Behavioural Decision Making Style and Teachers’ Supportive Environment (TSE). Behavioural Decision Making Style is significant predictor of Teachers’ Supportive Environment (TSE). It is concluded that Behavioural Decision Making Style has significant effect on Teachers’ Supportive Environment (TSE). The results revealed that Behavioural Decision Making Style is helpful to develop sympathetic environment for students. Principal’s Behavioural Decision Making Style has deep concern about the development and well being of the staff. Principals try to develop supportive environment where students achieve their maximum level of learning. Such type of
environment in the school setting develop friendly environment among students where they feel no hesitation and fear of any type.

- Results reported that no significant relationship is found between Behavioural Decision Making Style and Academic and Professional Relationship (APR). Behavioural Decision Making Style is not significant predictor of Academic and Professional Relationship (APR). It is concluded that Behavioural Decision Making Style has not significant effect on Academic and Professional Relationship (APR). Behavioural Decision Making Style is not helpful to develop academic and professional relationship among teachers and students. Behavioural Decision Making Style has not contributed statistically significantly to the Academic and Professional Relationship (APR). Principals try to avoid conflict and sometimes feel insecurity in the professional relationship. This type of avoidance regarding conflict and insecurity cause the downfall in academic and professional relationship in the school premises and it would demoralise the students and teachers and it results in low academic achievement of the students.

- Results exhibited that no significant relationship is found between Behavioural Decision Making Style and Social Support for Students (SSS). Behavioural Decision Making Style is not the significant predictor of Social Support for Students (SSS). It is concluded that Behavioural Decision Making Style has not significant effect on Social Support for Students (SSS). The results revealed that Behavioural Decision Making Style is not helpful to develop social support among teachers and students. Sometime principals feel difficulty to provide supportive environment in the school setting because they are empathic and accept to loose control. Hence it would discourage the students and teachers to work with full efficiency.

- It is explored that a significant positive relationship between Behavioural Decision Making Style and Teaching & Learning (TL) is found. Behavioural Decision Making Style is significant predictor of Teaching and Learning (TL). It is concluded that Behavioural Decision Making Style has significant effect on Teaching and Learning (TL). The results revealed that Behavioural Decision Making Style is helpful to develop good teaching and learning facilities that is beneficial for students. Behavioural Decision Making Style
contributes statistically significantly to the Teaching and Learning (TL). Because Behavioural Decision Making principals have a deep concern for the teaching learning process in the school. Cooperative behaviour of the Principal develop healthy and flexible environment in the school, it is favourable for the students and teachers. This type of teaching, learning and training environment in the school makes students more confident, self dependent and encourages them to participate in the different curricular and co-curricular activities of the school.

- No significant relationship is existed between Behavioural Decision Making Style and Safety & Comfort (SC). Behavioural Decision Making Style is not the significant predictors of Safety and Comfort (SC). It is concluded that Behavioural Decision Making Style has not significant effect on Safety and Comfort (SC). The results revealed that Behavioural Decision Making Style is not helpful to develop safe and comfortable environment for students. Principals are sometimes busy in counselling of the students and sometimes in receiving suggestion from the staff. That’s why in a few situations they fail to provide secure and comfortable environment in the school setting it would have negative impact on the all round development of the students.

5.3 Major finding regarding effect of Principal’s Gender, Location and Type of institution on Leadership Behaviour, Decision Making Styles and School Climate.

- Results revealed that no significant effect of gender on leadership behaviour of school principals is found. Gender has also no significant effect on Transactional and Transformational leadership behaviour of school principals. It is also explored that male and female principals have almost equal level of leadership behaviour regarding school. Furthermore, male and female principals have equal facilities and resources to develop their leadership behaviour. They use Transformational and Transactional leadership at almost same level. There is no significant difference between the mean scores of male and female principals.

- Results revealed that gender has no significant effect on Directive Decision Making Style, Analytic Decision Making Style, Conceptual Decision Making
Style and Behavioural Decision Making Style of school principals. Male and female principals use all decision making style regarding school at equal extent because they have the same cognitive and complexity level of decision making process. No significant difference is found between the mean scores of male and female principals.

- Results indicated that no significant effect of principals’ gender on School Climate, Teachers’ Supportive Environment, Academic and Professional Relationship, Social Support for Students, Teaching and Learning (TL), Safety and Comfort is found. Because male and female principals have same sense of vision regarding all aspects of school climate. They have same values and empathetic level to improve school climate. There is no significant difference between the mean scores of male and female principals.

- Results reported that a significant effect of location is found on leadership behaviour and transactional leadership behaviour of school principals but there is no significant effect of location is found on transformational leadership of school principals. It is also explored that urban principals reported more effective leadership than rural principals. Furthermore, urban principals show more transactional leadership behaviour than rural principals. But rural and urban principals have equal level of transformational leadership in school scenario. There is found significant difference between the mean scores of rural and urban area principals.

- Results exhibited that there is no significant effect of location on Directive Decision Making Style, Analytic Decision Making Style, Conceptual Decision Making Style and but location has significant effect on Behavioural Decision Making Style of school principals. Rural and urban principals have equal level of achievement, organisational commitment and problem solving ability while taking decisions by employing Directive, Analytic and Conceptual decision making style. But urban principals show higher extent of Behavioural Decision Making Style than rural principals. There is no significant difference between the mean scores of rural and urban principals with reference to Directive, Analytic and Conceptual Decision Making Styles but there is significant difference between the mean scores of rural and urban principals with reference to Behavioural Decision Making Style.

240
• Results revealed that there is found significant effect of principals’ location on overall School Climate and Academic & Professional Relationship but location has no significant effect on Teachers’ Supportive Environment, Social Support for Students, Teaching and Learning and Safety & Comfort. It is explored that urban principals have more specific information and focused attitude than rural principals regarding School Climate and Academic & Professional relationship dimension. Furthermore rural and urban principals have equal level and attitude regarding Teachers’ Supportive Environment, Social Support for Students, Teaching & Learning and Safety & Comfort aspects of school climate. There is significant difference between the mean scores of rural and urban principals with reference to overall school climate and its dimension Academic and Professional Relationship. There is no significant difference between mean score of rural and urban principals with reference to Teachers’ Supportive Environment, Social Support for Students, Teaching and Learning and Safety and Comfort, dimensions of School Climate.

• It is explored that no significant effect of type on leadership behaviour and transactional leadership is found but there is found significant effect of type (government & private) on transformational leadership of school principals. Govt. and private school principals have equal sources of information and almost same facilities in their schools regarding overall leadership behaviour, transactional leadership. Private school principals have more transformational leadership qualities than government school principals. There is no significant difference between the mean scores of govt. and private principals with reference to leadership behaviour and transactional leadership but there is significant difference between mean score of govt. and private principals with reference to transformational leadership.

• Results revealed that no significant effect of type (government, private) on Directive Decision Making Style, Analytic Decision Making Style, Conceptual Decision Making Style and Behavioural Decision Making Style of school principals is found. Government and private school principals have same viewpoint and attitude regarding Directive, Analytic, Conceptual and Behavioural Decision Making styles. Their way of decision making regarding
aspects of school climate is same. That’s why there is no significant effect of type (govt. & private) on all decision making styles. There is no significant difference between the mean scores of government and private school principals with reference to Directive Decision Making Style, Analytic Decision Making Style, Conceptual Decision Making Style and Behavioural Decision Making Style.

- Results reported that no significant effect of principals’ type (government, private) on School Climate, Teachers’ Supportive Environment, Academic and Professional Relationship, Teaching and Learning and Safety & Comfort is found. But type has significant effect on Social Support for Students. Government and Private school principals have almost same vision to set up healthy environment in the school and almost same problem solving ability and enthusiasm regarding overall school climate, Teachers’ Supportive Environment, Academic & Professional Relationship, Teaching & Learning and Safety & Comfort. Government principals are more helpful to create social environment for students than private school principals. There is no significant difference between the mean scores of government and private principals with reference to overall school climate, Teachers’ Supportive Environment and Academic and Professional Relationship, Teaching and Learning and Safety and Comfort. There is significant difference between mean scores of government and private principals with reference to Social Support for Students.

5.4 Educational Implications

The findings of the every study have some educational implications for whom it concerned. The present investigation is concerned with principals. In this study, the researcher explored the leadership behaviour and decision making styles of school principals in relation to school climate. Educational leaders, especially principals, are entrusted with the job of gathering, perceiving, and evaluating various situations within the daily routines of school communities. With the increasing demands being placed on the educational system, principals may become overwhelmed by the challenges of the organization, and the ambiguous nature of the school climate. The findings of the study may contribute to better understanding of the concept of school climate and helpful to developing literature of leadership behaviour, decision making
styles and school climate. The present investigation had tried to put a new viewpoint to understand the effect of transformational and transactional leadership on different dimensions of school climate. In addition to this, the study also reveals that different decision making styles employed by principal have significant effect on school climate and its different dimension. Thus, school principals must become good decision makers who are efficient, effective and realistic.

The finding of the study may have educational and practical implications which are as follows:

- Firstly this study is very useful for principals as they are the leader in the school and they have to perform many duties as academic and administrative. The Principal of secondary school is mainly responsible for what goes on in the school. He is the coordinating agency which keeps the balance and ensures the harmonious development of the whole institution. After finding the significant effect of transformational and transactional leadership on school climate, the principals have to choose these styles according to situation in the school.

- Findings of the study have implications for institution also as principal is the leader in the school and he/she has to take decision regarding institution by employing different decision making styles such as directive, analytical, conceptual and behavioural. Some of these styles have significant effect on school climate. It would be beneficial in bringing modification in existing policies if a principal use these decision making styles with proper understanding and according to the situation. In a broader sense, the study revealed that principals leadership and decision making styles are not only used in schools but also related to their personal life where they also to have take decisions. The data and findings of this study will be proved useful for college principals, head teacher and chairperson of the different departments in the universities. They may conduct different programmes to enhance leadership qualities and decision making efficiency among students by providing problematic situation.

- The findings of this study are also useful for society because school is a small society and the people of the society would have the knowledge of different aspects of the school and decisions taken by head of the school. Good
decisions develop a healthy environment in the school which is helpful for the effective teaching learning process.

- The findings of the present study are also useful for the policy makers as they can bring some modification in the present polices regarding decision making and leadership in the school scenario. With the help of these findings they can decide a better leadership style and decision making style which is more helpful for any organisation whether it is government or private.

- The higher authorities and management members can provide better facilities to create good climate in the institution where the responsibilities of leadership and decision making should be easy for the educational leader (principal). They should also provide guidelines for better decision making in the school.

- The findings may be proved useful for teachers also because they also have to take decisions regarding their classroom situations and to handle them with proper care.

- Counsellors can also use relevant data while interacting with educational leaders when they are planning to take important decisions regarding educational institutions. Counsellors can give suggestion and could provide better options that might be helpful for a decision maker.

5.5 Suggestions for further studies

- In completing this study, there are several recommendations that can be made in response to future research within the areas of leadership behaviour, decision making and school climate among school principals. The researcher investigated leadership behaviour, decision making style and school climate in this research, there is a need of vast investigation which throws more light on these variables. Moreover, there is growing body of literature which shows other leadership style such as extra effort, effectiveness, and satisfaction. Furthermore it would be valuable for future research to consider other leadership styles and see their effect on school climate.

- Managerial decision making styles have been taken in this study another decision making styles such as vigilant, non-vigilant and autocratic decision making style should be taken for future research. Replicate this study by using a different decision making inventory and or one could attempt to validate or repeal the presented findings.
When we review the literature, we find that most previous researches are conducted to see the relationship between leadership behaviour and school climate but this research is focused on relationship and effect of leadership behaviour on school climate. Further research is needed to look upon the comparison of transformational and transactional leadership behaviour and also the comparison among different decision making styles.

Although, in the present study the researcher see the effect of decision making on school climate, another study can be conducted as case study to explore the different decision making styles of college principals to see how many and which style was mostly used by them.

In the present study the researcher takes leadership behaviour and decision making style as independent variable to see their effect on school climate. Further research may be conducted on school culture, organisational commitment by replacing school climate.

The study should be replicated with a larger sample of school principals from several different districts of Haryana and the same may be conducted in other states of India.

A qualitative study should be conducted to determine how principals view their roles as a leader in establishing good school climate.

Further research should be conducted by taking another demographic variable such as age, teaching experience, marital status, level of education, kind of family etc.

As the current study used objective, quantitative measures, it is recommended that subjective, qualitative methods such as in depth interviews should be used in future research in this area. By reviewing the related literature, it is found that the studies on decision making are in lesser extent so further research should be conducted on decision making in relation to different other variables such as self concept, self confidence etc. The concept of leadership and decision making is very vast in true sense as it is related to our family responsibility, personal life and social life. Very few studies have been conducted in India on leadership and decision making. So, it is suggested to explore and elaborate the concept of leadership and decision making including
all these aspects of life. Leadership and decision making has a great scope for research in present scenario.

- In this research, the investigator explored the leadership behaviour, decision making styles and school climate of principals only. Future research on management members, administrator and teachers is also recommended as they also may take decisions regarding their organisation and play a role of leader for the betterment of the organisation. This study, being of an descriptive survey and exploratory in nature, raise a number of opportunities for future research, both in terms of theory and conceptual development. Many more researches will in fact be needed to refine and elaborate findings of the present investigation.