SUMMARY

The purpose of this study was to investigate the effect of leadership behaviour and decision making styles on school climate and hoped this research achieved this aim. The summary of the study gives an insight about concepts of leadership, decision making style and school climate, objectives, research questions, hypothesis, methodology, results and findings of the study. Goal achievement and school effectiveness is never completed without good leadership. Bass & Bass, defined leadership as a process in which a person influences another person or a group of members to achieve a common goal.

The environment of the school plays a significant role in the all round development of the students and a healthy school environment depends upon the head, educational leader or the principals of the school. So in this regard a principal should have good communicational, leadership and decision making skills. Leadership plays an indispensable role in effectiveness of an educational institution, right from the setting of goals to accomplishment of goals. Various researches have linked the school effectiveness with the leadership. The concept of transformational leadership was developed under the guidance of Bernard Bass. The leaders who are Transformational in their leadership style describe the need for change, develop a vision for the future, and organize follower commitment to achieve results which would be expected. The transactional leader motivate their follower by giving them rewards and punishment. Reward is given to the subordinate if he does desired work and punishment will be given if he does not work according to the wishes of the leader. Managers mostly used such type leadership style. It lays emphasis on the fundamental management process of controlling, organizing, and short-term planning. Motivation and directions has been given to followers mainly through pleasing to their own self interest in transactional leadership. Transactional leadership is hypothesised to occur when there is a simple exchange of one thing for another.

Cornerstone of decision making theory has on cognitive process because through cognitive process an individual makes a decision. The investigation of decision making and decision styles has open out over last century. In the late 1940s and early 1950, most scrutinication was conducted regarding decision making. The area of research was psychology under the topics cognition and leadership. Decision making
can be admired as a cognitive processes which result in choosing a course of action among several alternatives scenarios. A final choice is produced by every decision making process. The result after process can be in the form of an action or conjecture of choice. The nature and excellence of school life are introduced in school climate. People’s personal experience of school life provide a base to school climate and it shows rules, quality, aims, values, interpersonal relationships, teaching-learning process, leadership practices, and organizational structures. Most of the researchers agree that the nature of school climate is multidimensional. Values, principles, norms and expectations are included in the school climate that support the social, emotional, intellectual and physical safe feeling of the people. Parents, students and teachers work together to develop, and to live and contribute to a shared school vision. These dimensions are formulated after standardization of research tool on school climate and with the help of available literature and content on school climate. 1. Teachers’ Supportive Environment: 2. Academic and Professional Relationship 3. Social Support for Students 4. Teaching and Learning 5. Safety and Comfort.

The success of the students and school depend on the ability of principal to motivate the staff and to assist the development of quality didactic practices. Leadership behaviour and decision making styles of school principal plays a remarkable role in school atmosphere. A good leadership behaviour and decision making styles of a principal would lead the school on the path of success. There are four type of decision making styles that have been considered in the present study. Which are as follows: 1. Directive Style 2. Analytical Style 3. Conceptual Style 4. Behavioural Style

**Justification of the Study**

Many studies have claimed that good principals are the most important key to school reform. It is required to elucidate the regular behaviour and usual procedure of the principal and to give intuition about how they behave in school environment as a leader and take decisions regarding the improvement in the school and how to do work in the organizational climate. In the present scenario many researches have been done related to school principal. The investigator wants to study on both the transformational and transactional leadership behaviour of principals which was rarely taken by the researchers in India. So in this context also the present study has its significance. This project hoped to provide a clearer picture of how decisions are
made within a school setting and how a principal deals with the teachers through his/her leadership behaviour for the betterment of school. Another reason for taking this study is that there is years of gap among the studies those were already done on leadership behaviour and decision making and a very few studies have been conducted on school climate regarding principals. It is essential to address this gap. The findings of this study will contribute to knowledge, which might justify stakeholders’ expectations of the principals.

The findings will reveal ways the principals could adjust their leadership styles to create or enhance a positive school climate. The results of this research will contribute to those studies, which have been carried out, in the quest for broadening and understanding the roles of principals with regard to school climate. The findings of the present study may have significance for principals of elementary, middle, high and senior secondary schools in the identification of different leadership approaches and decision making styles in an era of accountability. The after effects of the study may likewise have general scholastic essentialness by broadening the collection of information concerning leadership in schools and could add to leadership training and advancement programs for principals. In addition, findings examining the transformational and transactional leadership behaviour and decision making styles with school climate and these variables may provide additional empirical information about the effect of the principal's leadership behaviour and decision making styles. This study will make an important contribution to the leadership behaviour, decision making and school climate literature by determining the factors that may contribute to school climate among an understudied population and by exploring the relationship between leadership behaviour, decision making style and school climate. So the present investigation is an effort to provide a clear picture of the effect of leadership and decision making in school climate.

**Statement of the Problem**

Effect of Leadership behaviour and Decision Making Styles of School Principals in Relation to School Climate.
Operational Definition of Terms

Leadership Behaviour: Here leadership behaviour refers to the behaviors used by a school principal when implementing an approach to leadership that can be classified as idealized influence, inspirational motivation, laissez-faire and contingent reward. It is a process of mutual stimulation where principal influence the group of teacher and students and the same group influence the principal.

- **Transformational Leadership:** It refers to the leadership style of school principals that inspires and motivates followers (teachers & students) to demonstrate commitment to a shared vision. Principals engage in behaviors that clearly communicate high expectations to followers(teachers & students) and encourage collegiality and cohesiveness.

- **Transactional Leadership:** It refers to the leadership style of school principals that occurs when principal intervene to make some correction and generally involves corrective criticism and negative reinforcement. The principal engages in active management and intervenes when followers (teachers & students) have not met standards or problems arise.

Decision Making Styles: Decision making involves the selection of a course of action from among two or more possible alternatives in order to arrive at a solution for a given problem. Types of decision style that are considered in the study is as follows:

- **Directive Style:** It refers to the principals’ low tolerance for ambiguity and they are efficient, quick decision maker, focused on short term solutions and logical in their way of thinking.

- **Analytic Style:** A principal with an analytic decision making has greater tolerance to ambiguity. He is innovative, adaptable and takes decision after analysis of various available resources.

- **Conceptual Style:** A principal with conceptual style, is very broad in his approach and consider all available alternatives. He is achievement oriented and capable of formulating creative solutions to problems.

- **Behavioural Style:** Principals having behavioural style in their decision making are work well with others, avoid conflicts, open to suggestion and are concerned about the achievements of their team.
School Climate: School climate refers to sum of values, cultures, safety practices, and organizational structures within a school that is helpful to its functioning and its reaction in particular ways. Teaching practices, multiplicity and relationships among administrators, principals, teachers, parents, and students contribute to school climate. Dimension of school climate which are considered in the study is as follows:

❖ Teachers’ Supportive Environment: Teachers support each other and also provide help and support to the students to sort out their academically and non-academically problems.

❖ Academic and Professional Relationship: It refers to the good relationships between students and staff. In addition to this good relationship among staff and their relationship with principal.

❖ Social Support for Students: Social support refers to socialisation of the students in school environment.

❖ Teaching and Learning: It refers to the academic activities of the school which includes teaching learning material, teaching methods and academic progress of the students.

❖ Safety and Comfort: It is related to security of the students in the school and comfortable sitting arrangements and ventilated classrooms in the school.

Principals: In this study, the term ‘principals’ is used to represent the principals working in the private and government senior secondary schools of Haryana State.

Objectives of the Study

❖ To know the effect of Leadership Behaviour on School Climate.

❖ To know the effect of different styles of Leadership Behaviour on different dimensions of School Climate.

❖ To know the effect of different Decision Making Styles on different dimensions of School Climate.

❖ To know the effect of gender, location and type (govt. & private) on Leadership Behaviour.

❖ To know the effect of gender, location and type (govt. & private) on Decision Making Styles.

❖ To know the effect of gender, location and type (govt. & private) on School Climate.
Research Questions

- Do Leadership Behaviour have any effect on School Climate?
- Do Principals’ Transactional Leadership Behaviour have any effect on School Climate and its different dimensions?
- Do Transformational Leadership Behaviour have any effect on School Climate and its different dimensions?
- Do Directive Decision Making style have any effect on School Climate and its different dimensions?
- Do Analytic Decision Making Style have any effect on School Climate and its different dimensions?
- Do Conceptual Decision Making Style have any effect on School Climate and its different dimensions?
- Do Behavioural Decision Making Style have any effect on School Climate and its different dimensions?
- Do gender have any effect on Leadership Behaviour of School Principals?
- Do gender have any effect on Decision Making Styles of School Principals?
- Do principals’ gender have any effect on School Climate?
- Do location have any effect on Leadership Behaviour of School Principals?
- Do location have any effect on Decision Making Styles of School Principals?
- Do principals’ location have any effect on School Climate?
- Do type (government, private) have any effect on Leadership Behaviour of School Principals?
- Do type (government, private) have any effect on Decision Making Styles of School Principals?
- Do principals’ type (government, private) have any effect on School Climate?

Hypotheses

- There is no significant effect of Principals’ Leadership Behaviour on School Climate.
- There is no significant effect of Principals’ Transactional Leadership Behaviour on School Climate.
- There is no significant effect of Principals’ Transactional Leadership Behaviour on Teachers’ Supportive Environment (TSE) dimension of School Climate.
• There is no significant effect of Principals’ Transactional Leadership on Academic and Professional Relationship (APR) dimension of School Climate.
• There is no significant effect of Principals’ Transactional Leadership Behaviour on Social Support for Students (SSS) dimension of School Climate.
• There is no significant effect of Principals’ Transactional Leadership Behaviour on Teaching and Learning (TL) dimension of School Climate.
• There is no significant effect of Principals’ Transactional Leadership on Safety and Comfort (SC) dimension of School Climate.
• There is no significant effect of Principals’ Transformational Leadership Behaviour on School Climate.
• There is no significant effect of Principals’ Transformational Leadership Behaviour on Teachers’ Supportive Environment (TSE) dimension of School Climate.
• There is no significant effect of Principals’ Transformational Leadership Behaviour on Academic and Professional Relationship (APR) dimension of School Climate.
• There is no significant effect of Principals’ Transformational Leadership on Social Support for Students (SSS) dimension of School Climate.
• There is no significant effect of Principals’ Transformational Leadership on Teaching & Learning (TL) dimension of School Climate.
• There is no significant effect of Principals’ Transformational Leadership on Safety and Comfort (SC) dimension of School Climate.
• There is no significant effect of Directive Decision Making Style on School Climate.
• There is no significant effect of Directive Decision Making Style on Teachers’ Supportive Environment (TSE) dimension of School Climate.
• There is no significant effect of Directive Decision Making Style on Academic and Professional Relationship (APR) dimension of School Climate.
• There is no significant effect of Directive Decision Making Style on Social Support for Students (SSS) dimension of School Climate.
• There is no significant effect of Directive Decision Making Style on Teaching and Learning (TL) dimension of School Climate.
• There is no significant effect of Directive Decision Making Style on Safety and Comfort (SC) dimension of School Climate.
• There is no significant effect of Analytic Decision Making Style on School Climate.
There is no significant effect of Analytic Decision Making Style on Teachers’ Supportive Environment (TSE) dimension of School Climate.

There is no significant effect of Analytic Decision Making Style on Academic and Professional Relationship (APR) dimension of School Climate.

There is no significant effect of Analytic Decision Making Style on Social Support for Students (SSS) dimension of School Climate.

There is no significant effect of Analytic Decision Making Style on Teaching and Learning (TL) dimension of School Climate.

There is no significant effect of Analytic Decision Making Style on Safety and Comfort (SC) dimension of School Climate.

There is no significant effect of Conceptual Decision Making Style on School Climate.

There is no significant effect of Conceptual Decision Making Style on Teachers’ Supportive Environment (TSE) dimension of School Climate.

There is no significant effect of Conceptual Decision Making Style on Academic and Professional Relationship (APR) dimension of School Climate.

There is no significant effect of Conceptual Decision Making Style on Social Support for Students (SSS) dimension of School Climate.

There is no significant effect of Conceptual Decision Making Style on Teaching and Learning (TL) dimension of School Climate.

There is no significant effect of Conceptual Decision Making Style on Safety and Comfort (SC) dimension of School Climate.

There is no significant effect of Behavioural Decision Making Style on School Climate.

There is no significant effect of Behavioural Decision Making Style on Teachers’ Supportive Environment (TSE) dimension of School Climate.

There is no significant effect of Behavioural Decision Making Style on Academic and Professional Relationship (APR) dimension of School Climate.

There is no significant effect of Behavioural Decision Making Style on Social Support for Students (SSS) dimension of School Climate.

There is no significant effect of Behavioural Decision Making Style on Teaching and Learning (TL) dimension of School Climate.
• There is no significant effect of Behavioural Decision Making Style on Safety and Comfort (SC) dimension of School Climate.

• There is no significant effect of gender on Leadership Behaviour of School Principals.

• There is no significant effect of gender on Decision Making Styles of School Principals.

• There is no significant effect of principals’ gender on School Climate.

• There is no significant effect of location on Leadership Behaviour of School Principals.

• There is no significant effect of location on Decision Making Styles of School Principals.

• There is no significant effect of principals’ location on School Climate.

• There is no significant effect of type (government, private) on Leadership Behaviour of School Principals.

• There is no significant effect of type (government, private) on Decision Making Styles of School Principals.

• There is no significant effect of principals’ type (government, private) on School Climate.

**Delimitations of the Study**

• The study was delimited to Haryana state only.

• Only Eight Districts were taken for representative sample.

• The study was confined to three variables: Leadership Behavior, Decision Making Style and School Climate.

• The study was delimited to Senior Secondary Schools only.

• The study was delimited to 160 school principals only.

**Methodology of the Study**

In order to make research successful, the investigator should choose the appropriate procedure. A descriptive survey research method was used in this study and is suitable for present investigation with the purpose of examining the relationships, effect or differences among variables of the study that can be observed and measured. This method is one of the important methods in education, because it describes the current position of the present research. The quantitative approach with the use of survey
tools was employed to seek effect of principals’ leadership behaviour and decision making style on school climate.

**Population and Sample for the study**

**Population**: The population for the present research consisted of all school principals of senior secondary level in the state of Haryana.

**Sample and Sampling Technique**

Random sampling technique was used by the investigator to select a representative sample. The sample consisted of 160 senior secondary school principals. Firstly eight districts of Haryana state were selected by random sampling technique and after that 20 principals were selected from each district by random sampling method.

**Table 3.1 Profile of the sample**

<table>
<thead>
<tr>
<th>Personal/Professional Variables</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Female</td>
<td>69</td>
<td>43.2</td>
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<tr>
<td>Type of Institution</td>
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<td></td>
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<tr>
<td>Government School</td>
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<td>39.4</td>
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<tr>
<td>Private school</td>
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<td>60.6</td>
</tr>
<tr>
<td>Location</td>
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<td></td>
</tr>
<tr>
<td>Rural</td>
<td>87</td>
<td>54.4</td>
</tr>
<tr>
<td>Urban</td>
<td>73</td>
<td>45.6</td>
</tr>
</tbody>
</table>

**Research instruments**

In the present investigation, three tools were used to collect the data. Leadership behaviour scale and Decision Making Scale were standardised and the instrument of School Climate was developed and standardised with the help of supervisor and experts views by the investigator. The description of all the three instruments are given below:


**Decision Making Style**: to see the effect of decision making style of school principals on school climate, Decision style inventory: by Rowe and Boulgarides(1992) was used by the investigator.

**School Climate**: This tool was developed by the investigator with the help of guide. After developing the tool, it was standardised on the bases of ‘principal
component analysis with rectangular axis rotation’ under the guidance of the research supervisor. A pilot study had been conducted to standardize the instrument.

**Major findings**

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:

**Major findings regarding effect of Leadership Behaviour on School Climate**

- Principals’ Leadership Behaviour was positively related with 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.

- Transactional Leadership Behaviour was positively related with 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.

- Transactional Leadership is related with 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 Transactional Leadership is significantly related with Teachers’ Supportive Environment.

- Transactional Leadership is related with Academic and Professional Relationship (APR). Transactional Leadership is significant predictor of Academic and Professional Relationship (APR). 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.

- Transactional Leadership is not related with 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 concluded that if there is no social support for students in the school it will decrease the academic performance of the students.

- Transactional Leadership is not related with 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.

- Transactional Leadership is related with 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.

- Transformational Leadership Behaviour is related with 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 the 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.

- Transformational Leadership Behaviour is related with 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.

- Transformational Leadership Behaviour is related with Academic and Professional Relationship. 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.

- Transformational Leadership Behaviour is related with 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.

- Transformational Leadership Behaviour is related with 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. 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.

- Transformational Leadership Behaviour is related with Safety and Comfort. 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.

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

- Directive Decision Making Style is positively related with School Climate. 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.

- Directive Decision Making Style is related with 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). 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.

- Directive Decision Making Style is significantly related with Academic and 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. 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.

- Directive Decision Making Style is related with 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. 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.

- Directive Decision Making Style is related with Teaching and 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.

- Directive Decision Making Style is related with Safety and 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.

- Analytic Decision Making Style is related with 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 is related with 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. By adopting this style principals 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.

- Analytic Decision Making Style is related with Academic and 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.

- **Analytic Decision Making Style** is related with 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** is related with 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** is related with Safety and 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 then 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.

- Conceptual Decision Making Style is related with 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.

- Conceptual Decision Making Style is related with 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. 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.

- Conceptual Decision Making Style is related with Academic & Professional Relationship (APR). 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.

- Conceptual Decision Making Style is not related with 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. If Principal does not provide social support to the students it would negatively affected their learning.

- Conceptual Decision Making Style is related with 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.

- Conceptual Decision Making Style is not related with 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. 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.

- Behavioural Decision Making Style is related with 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.

- Behavioural Decision Making Style is related with 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.

- Behavioural Decision Making Style is not related with 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 andProfessional 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.

- Behavioural Decision Making Style is not related with 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.

- Behavioural Decision Making Style is related with Teaching and Learning (TL). 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. 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.

- Behavioural Decision Making Style is not related with Safety and 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.

**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 gender has no significant effect on overall leadership behaviour, 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.

- Results revealed that there is 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. 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.

- Location has significant effect on leadership behaviour and transactional leadership behaviour of school principals but 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.

- Results exhibited that location has no significant effect 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.

- Results revealed significant effect of principals’ location on School Climate but no significant effect on Teachers’ Supportive Environment. Location has also significant effect on Academic and Professional Relationship, but no significant effect on Social Support for Students, Teaching and Learning and Safety and Comfort. Results reported that there is an essential highly significant effect of location on overall School Climate and Academic & Professional relationship dimension. 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.

- It is explored that no significant effect of type on leadership behaviour, transactional leadership but there is significant effect of type (government & private) on transformational leadership of school principals. Govt. and private school principals have equal sources of information and almost same facilities in their schools regarding overall leadership behaviour, transactional leadership. Private school principals have more transformational leadership qualities than government school principals.

- Results revealed that type (government, private) 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. 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.

- Results reported that principals’ type (government, private) has no significant effect on School Climate, Teachers’ Supportive Environment and Academic and Professional Relationship, but type has significant effect on Social Support for Students. Type has no significant effect on Teaching and Learning and Safety and Comfort. 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.

**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. 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.

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

**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. 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.