1.0 Introduction

Education is the key to face the challenges of modern world for every nation. Education in the form of teaching learning formally starts from the school. 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. Only then a school or any educational organisation can achieve their goals.

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. Goal achievement and school effectiveness is never completed without good leadership. Cheng and Townsend (2000) opine that the role of principal is often vital to the success for educational change and effectiveness.

According to Moshal, (1998) the more common functions of leadership are: motivating staff members, boosting morale, supporting functions, satisfying the needs of members, accomplishing common goals, representing members, creating confidence, implementing changes and resolving conflicts. Bowers & Seashore, 1967 reported that conceptualizations of leadership generally support at least two distinct categories. One category is concerned with interpersonal activities e.g. communication with staff and students and the other with task achievement (Bowers & Seashore, 1967).

A comprehensive definition of leadership was offered by Burns (1978): Leadership is leaders inducing followers to act for certain goals that represent the values and the motivations, the wants and needs, the hope and aspirations of both leaders and followers. Greatness of leadership lies in the way in which leaders see and act according to their own and their followers’ values and motivations (p. 19).

The concept of transformational leadership was developed under the guidance of Bernard Bass (1997). Some researchers found that the influence is more directly associated with school conditions affecting teacher perception and motivation, such as
school climate, rather than student achievement (Bottery, 2001; Day et al., 2001; Fullan, 2002; Leithwood & Jantzi, 1999a; 1999b).

Max Weber was the first educationist who describes the transactional leadership style in 1947 and after that Bernard Bass in 1981. Managers mostly used such type of leadership style. The famous examples of leaders who have used transactional technique include McCarthy and De Gaulle. Transactional leadership is hypothesised to take place when there is a simple exchange of one thing for another. Burns (1978) contended that transactional leadership happens when one individual steps up with regards to reaching others with the end goal of trade of esteemed things.

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 scrutiny was conducted regarding decision making. The area of research was psychology under the topics cognition and leadership. Leonard, Scholl and Kowalsti (1999) argue that the decision making is an elemental function in logistics and the supremacy of the decisions that managers make their supremacy their potency as managers. The success and failure of the organization is effected by the potency of managers. There are various available alternatives. Decisions include choices from available alternative.

The principal’s ability to motivate the staff and to facilitate the development of quality instructional practices, impacts the success of the students and school (Hoy & Hoy, 2003; Marzano, Waters, & McNulty, 2005). Leadership behavior and decision making styles of a school principal plays a significant role in school climate.

Most of the school research was conducted over the past two decades. Much strenuous is on investigating the relationship between the school principals and the intensification of organisational performance (Shum and Cheng, 1997).

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 behavior and decision making styles of school principal plays a remarkable role in school atmosphere. A good leadership behavior and decision making styles of a principal would lead the school on the path of success. And if he has poor leadership behavior and decision making styles it creates obstacles in the progress of school.
In the present era of globalization and modernization it is the need of the time to throws light on the effect of leadership behavior and decision making styles of principals on school climate. Many studies have been conducted separately on school climate, decision making style and different leadership behavior with other variables. The present research work is an effort to investigate the effect of total leadership, transformational leadership, transactional leadership, decision making styles and school climate of senior secondary school principals of Haryana state.

1.1 Conceptual Frame Work of the Study

There are three variables that have been taken in the present study. These are; Leadership Behavior, Decision Making Styles and School Climate. All these have their own dimensions. The description of these concepts are given below.

1.2 Concept of Leadership Behaviour

The term leader appears in the English language in about AD1300 according to the Oxford English Dictionary, while the term leadership appears in the 1800s. The word "Leadership" conjures up different vision in the minds of different persons. To the Layman a leader is a person who occupies the top position in a group. The dictionary meanings of leadership are - "the act of being in the van of an enterprise" or "the act of directing the activities of those organised to achieve a given goal." Both these dictionary meanings emphasize that leadership relates to the assumption of the responsibilities for directing. Leadership is generally associated with certain goals and the means to achieve them. Leadership is thus the psychology of the group. Leadership is a process of mutual stimulation where the leader influences the group and the group influences the leader. Leadership is somehow the ability to adjust to different situations. Leadership is a social interaction - influence process between the leaders and his followers. A leader is one who holds a way over the attitudes, actions and behavior of a group of persons. Followers may also influence the behavior of the leader. Leadership is a continuous and dynamic process of influencing behavior. It is also a psychological process. It is complex and multidimensional in character.

Good, in his book, "Dictionary of Education" has defined leadership as "the ability and readiness to inspire, guide, direct or manage, others."

Stogdil, "Leadership is a proceeds of influencing the activities of an organized group in the task of goal setting and goal achieving."
Bass & Bass, (2008) defined leadership as a process in which a person influences another person or a group of members to achieve a common goal. Kelloway & Barling (2010) also define leadership as a process of social influence that is enacted by individuals in formal positions of power or leadership positions within an organisation, such as managers and supervisors. What makes an organization successful? Some management analysts believe that the basic difference between a successful and an unsuccessful organization is its leadership. Demonstration (Schultz, 1982) exists that half of all new organisation fails within the first two years, only one third survive five years. Leadership is that ability which motivate the people and practiced to achieve organisational goals. It is also a crucial skill which must be learned, success or failure both are depend on organisation's leader which are major determinants of the organization (Katzmn Kahn, 1978). Most of the cases, failures are caused by poor leadership. In other words the successful organisation is one respect the former are characterized by dynamic and effective leadership (Hersey & Blanchard, 1977). They are the focus of activity for principals through which the organizational objectives are accomplished. The Principal of a school is considered to be the centre around which all the activities taking place in the school revolve. In our schools, leadership as well as administrative functions are generally combined in our schools and therefore, leadership is a very significant function of administration. All the staff members work under the leadership of the Principal. So, he/she is expected to win the confidence of his/her colleagues. It is also expected from the Principal that he would transform into a nucleus and centre of intellectual and cultural activities. A good head remains immortal in the memory of his/her students and community.

In this context, S. Bala Krishna Joshi says, “By virtue of his/her office he/she to be a nexus between the government and the school authorities, the management and the staff, the masters and the pupils and the parent and the teachers. So his character rather than capacity, tact rather than authority, sympathy rather than severity are his forte”. On the other hand, Bossing suggests, "To render effective leadership in school and community, the Principal must be much more than a pusher of button. He should be a man of wealth, of contacts, direct and vicarious."

The characteristics, which have been found to be associated with leadership, can be summarized under the following headings: - (1) Accountability (2) Arbitrator (3) Alertness (4) Controller of Interrelationships, (5) Cooperation, (6) Communication,

Several other characteristics associated with effective leaders. These included:

• Good interpersonal skills.
• Self-confidence and achievement-orientation.
• Persistence in the pursuit of goals.

There are two dimensions of Leadership Behaviour i.e. Transformational leadership and Transactional leadership that are considered in the present study.

1.2.1 Transformational Leadership

The main focus on transformational leadership as academic concern has been given in the last twenty years as new approach to understand leadership. The concept of transformational leadership was developed under the guidance of Bernard Bass (1997). 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 cornerstone of transformational leadership on education as companionable effort in which association or collaboration is prime important in educational process (Bass, 1990; Blase & Blase, 2000; Burns, 1979; Hallinger, 2003; Gill, 2003; Jung & Sosik, 2002; Marks & Printy, 2003; Spillane, Camburn, & Pareja, 2007; Yukl, 1999). Through this principal can maintain control over educational environment by delegating (or assigning) authority and emancipate teachers and staff. Principal can impact students academic success. However some researchers found that this type of leadership have a significant positive effect on student academic success (Conley & Goldman, 1994; Harris, 2005; Spillane, 2005).

Dimensions of Transformational Leadership

Idealized Influence or Charisma: This type of leader provides vision and a sense of mission, instills pride, gains respect, trust and increases optimism. Such a leader excites and inspires his team members. This dimension is a measure of the extent of followers’ admiration and respect for the leader.
**Inspirational Motivation:** In this kind of leadership, leader works as a model for their subordinates, communicates a vision and uses symbols to focus efforts. Inspirational motivation includes the ability of leader to encourage confidence in his/her vision and values.

**Individual Consideration:** The leader acts as a mentor and coaches, provides continuous feedback and links organizational members’ needs to the organization’s mission. This dimension of leadership evaluate the extent of leader cares about the needs, problems and welfare of their followers.

**Intellectual Stimulation:** This type of leader encourage their followers to rethink over older ways of doing things and to reassess their old beliefs and values. Interesting and difficult tasks are provided to the followers in intellectual stimulation and encourage them to solve their problems in their own way of thinking.


**1.2.2 Transactional Leadership**

Max Weber was the first educationist who describes the transactional leadership style in 1947 and after that Bernard Bass in 1981. 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. Organization has given the power to transactional leader on the bases of their formal authority and responsibility.

The followers have to obey the instructions of their leader. This type of leadership style also known as telling style. 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. To achieve the usual goals of the organization, there is a need of exchange between leader and followers.

**Dimensions of Transactional Leadership**

**Contingent Reinforcement or Contingent Reward:** The leader’s rewards to followers are contingent on them achieving specified performance levels.
Active Management by Exception: The leader actively seeks out deviations from desired performance on the part of subordinates with a view to taking corrective action.

Passive Management by Exception: The leader avoids giving directions if the old ways are working. The leader does not seek out deviations from desired performance and only takes action when problems present themselves.

Laissez-faire Leadership: laissez faire leadership is conceptually different from passive management by exception. Passive management by exception protect the existing conditions by exception whereas laissez faire leadership amount to an discontinuation of leadership responsibility.

The school principal's role has been identified as the primary factor contributing to excellence in schools. Investigations on effective schools consistently indicates that the principal’ role is vital for a school's ongoing success. Many studies (Barker, 1997; Edmonds, 1979, 1982; Goodlad, 1955; Murphy, 2001) declare that school transformation is depended upon good leadership of principals because they are the leader in the school and their decision is very important for the upliftment of the school.

Some studies suggested that the principalship and the role of principal regarding school reform is based on some factors. Present study does not contain any refined theories, but it does contain some type of descriptions regarding principals how they respond to some of the changes and challenges of their position.

Comparison between Transformational and Transactional Leadership

J.M. Burns differentiate transactional and transformational leadership. He described that transactional leaders provide appropriate rewards for the followers regarding their loyalty and the work they had done for the organisation. He further described that transformational leaders are always cooperate and engaged with the staff, very much focused on esteem intrinsic needs of the followers and increase awareness about the importance of special achievement/ outcomes and to find new methods to achieve these outcomes (Hay,2012). Transactional leaders always show passive approach towards work where as transformational leaders exhibit active behaviour towards the vision of the organisation.
<table>
<thead>
<tr>
<th>Transactional leadership</th>
<th>Transformational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership is active.</td>
<td>Leadership is proactive.</td>
</tr>
<tr>
<td>They work according to the culture of the organization.</td>
<td>They work to change the existing culture of the organization by employing new ideas.</td>
</tr>
<tr>
<td>In this reward and punishment are used by transactional leaders for employees to achieve the objectives of organization.</td>
<td>In this by appealing to higher ideals and moral values are used by transformational leaders to motivate and empower employees to achieve company's objectives.</td>
</tr>
<tr>
<td>Through appealing to their own self interest they motivate followers.</td>
<td>Followers are motivated by encouraging them to transcend their own interests for those of the groups or units.</td>
</tr>
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</table>

1.3 Concept of Decision Making Styles

Rowe, Boulgarides & MC Granth, (1984) described that the word decision can be defined as "an answer to some question or choice between two or more options. In the view of Hammond, 1999 the decision at a very axiological level, the capability to make decision relates to extract within various available options or alternatives. Traditionally the Decision Making theory concentrated on cognitive process by which an individual makes a decision. The evolution of the study of decision making and decision style over last century. Most of the investigations related to decision making conducted within the area of psychology under the topics of cognition and leadership in the late 1940s and early 1950s. Decision making can be admired as a cognitive process which results 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.

In the daily life of educational leader, decision making is a fundamental element. Leaders may differ in relation to their decision making decency which has been demonstrated through research (Stueart & Moran, 1993). School controllers may deviate in their approaches, implementations and accomplishment of various duties or tasks within their day to day schedules because of the contrast of behaviours. Therefore, the way of leader’s thinking, acts and leads are being impacted by his/her style of decision making. In outlining of literature on decision making various studies
has been inquisitive the mental process of decision making. Fundamental points concerned over are at how leaders make decisions, why leaders make certain decision, and what decisions leaders are, making are specially pointed in research. However, there have been very exiguous studies that try to be joined a leader’s decision style to his/her use of decision making appliance.

Most of the studies have concentrated on decision making styles of managers, but very exiguous have studied the DMS among academicians. The present study investigates the DMS of school principals in Haryana by using Rowe Decision style inventory. For everyone decision making is an important bustle. It is a function of mental or mind which is attentive with the process of reflecting on the consecutive of certain selections (Bechara, 2005). Employees are mostly being asked to administer their task properly because employees are viewed as managers in an organisation (Kakabadise, Ludlow, & Vinnicomb, 1987).

**Dimensions of Decision Making Styles**

**Directive Style:** If a principal has this style he has low tolerance for ambiguity and are efficient, and logical in their way of thinking. They focus on the short term solutions and are quick to make decisions, usually resulting in a decision that has been made with minimal information and not carefully analyzing other alternatives. Main attention is on technical decisions. This style is often dictatorial and for this there is need of high power. There is less satisfactory solutions of these individuals because of little information and few alternatives and speed. In this preference is given to structure and specific information which is verbally expressed. In Decision making style they are cornerstone and hostile and their positioning is internal to the organisation and is short horizon, with tight controls. Although they are efficient, they need security and status for the achievements of result there is requirement to operate, but they also want to commanding others.

**Analytic Style:** As compared to directive style, a principal with an analytic decision-making style has greater tolerance to ambiguity than the directive style individual. He takes his decision after analysis of the available resources and with proper care. He has the ability to adapt or cope with challenging situations. He or she had more psychological complex personality which enhance the desire for more information and cogitation of many alternatives. There is an autocratic bent and need for control because investigative individual attention is on technical decision. This style is characterized by the ability to cope with new situations. Through this style they
enjoys problem solving and do one's best for the maximum that can be achieved in given situation. Their important Characteristics are position and ego. These individuals/principals/managers start their own or reach the top position in an organization. Their decision making is slow. Preference is given to written report and there is variety. In the given situation they enjoy challenges and examine every detail.

**Conceptual Style:** If a principal has conceptual decision making style, he is very broad in his approach and consider all available alternatives. He is capable of formulating creative solutions to problems. The principals or managers using this type of style has both high cognitive complexity and a people orientation. They tend to use data from more than one resource and consider several alternatives. There is a trust in relationships between them and the subordinates and they shared goals with subordinates. Those individuals who use this style are likely to be idealists who may lay emphasis on ethics and values. Generally they are creative and have the capability to understand complexity of relationships. Their focus is long-range with high organizational commitments. There focus is on achievement and they give importance to praise, acknowledgment, and independence. They give preference to loose control to power and will frequently use participation. Typically, they are thinkers rather than doers.

**Behavioral Style:** Principals with a behavioural decision-making style work well with others and are open to suggestions, and are concerned about the achievements of their team. He tries to avoid the conflict among teachers and with students. He/she has cognitive complexity. Through the use of behavioural style principals and managers have a broad interest for the organization and development of staff. They are interested in well being of subordinates and they had supportive nature. They receive suggestions, provide guidelines, exchange their ideas, facts thought easily and show affection. They accept loose control, they are energetic, compassionate and willing to compromise. They avoid collision, seek acceptance and they are socialized but sometime insecure. (Rowe; Boulgarides; & McGrath 1984).

**1.4 Concept of School Climate**

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. A constructive and continuous
school climate nurture students’ all type of development and their learning which is necessary for a successful, causal and satisfying life in a democratic world. Even if, it is difficult to provide a brief definition for school climate. 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. People are engaged and respected. Parents, students and teachers work together to develop, and to live and contribute to a shared school vision. Educators may be a role model for their students and foster an attitude that emphasizes the advantages and satisfaction from learning. Multidimensional nature of school climate influences the students, parents, staff, and the community.

Additionally, educational environment is being impacted by school climate as Frieberg (1998) notes, there can be positive and negative impact of school climate on learning environment (p22). In other words school climate has both type of influence on the health of learning climate of students i.e. positive and negative. Although after researched for many years, a sole definition yet to be formulated of this broad term. The enunciated vision of the school principal can become brass tracks for developing a healthy school environment. The duty to communicate the vision for school is of principal and then it is up to the staff that how to carry out that vision (Checkley, 2000).

Some schools feel amicable, appealing, subservient, others feel exclusionary, unsafe and even unwelcoming school environment are referred to as school climate as the feeling and attitude elicited by school environment. Moreover it is difficult to provide a proper definition for school climate, but majority of investigators have the same opinion that it is a multidimensional construct that includes physical, social and academic dimensions. The principal leadership practices impact over the school environment. It is a responsibility of principal for maintaining, amicable interactive climate and cornerstone on supporting the teachers and students throughout the educational process (Hallinger, Murphy 1987, 1998). Principals enrich teachers’ morale, parent partnerships and professional synergetic by setting tones of 66 the building, which will impact on the delivery of instruction to students (Hoy & Clover, 1986; Hoy, Smith, & Sweetland, 2002; Witcher, 1993). As the higher teacher morale, it increases job satisfaction and sense of school cohesiveness and pride.
School climate is not a stagnant concept, but, rather, a continuously changing condition that needs to be monitored and cultivated (Hoy & Hoy, 2003). The principal acts as a leader in the school and observes the climate and regulate the procedure and practices to make the environment healthy and prosperous. Mitcheel & Castle (2005) stated that there is need to encourage the principals to develop and maintain positive school climates because they place interaction with teachers and society an asset in the development and implementation of instruction and they had great contribution in the high morale of the school.

**Dimensions of School Climate:** These dimensions are formulated after standardization of research tool on school climate and with the help of available literature and content on school climate.

**Teachers’ Supportive Environment:** Students get support and help from the staff and principals to sort out their academically and non-academically problems. Teacher’s support is the key for the success of the students as well as for school.

**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. Academic and professional relationship among staff, students and principals enhance the performance of the students in school activities.

**Social Support for Students:** Social support is related to socialisation of the students. The teaching staff and school environment helps to develop social values among students. Students develop their skills in the social environment of the school.

**Teaching and Learning:** It refers to the scholastic and non-scholastic activities of the school. The main aim of the school is to develop good teaching learning environment in the school. It includes teaching learning material, curriculum, teaching methods and co-curricular activities.

**Safety and Comfort:** It is related to safe environment of the school because safety of the students is the prime objective of the school. Appropriate sitting arrangements in the class room, ventilated classrooms, water and light facilities constitute the comfortable environment in the school.

**Other dimensions of school climate**

**Physical dimension:** 1. School building and its classrooms 2. Students and teachers ratio in the classroom. 3. Organization of classrooms in the school 4. Sharing of resources and safety and comfort.
Social dimension: 1. Interpersonal relationships between and among students and teachers. 2. Parent involvement. 3. Equitable and fair treatment of students by teachers and principal. 4. Degree of competition and social comparison between students. 5. Contribution of students, teachers, and staff to decision-making at the school.

Academic dimension: 1. Quality of instruction. 2. Teacher expectations for student achievement; 3. Monitoring student progress and promptly reporting results to students and parents. 4. Achievement motivation

According to National School Climate Council (2007), school climate includes the values, expectations of the people, and norms. All these values, norms and expectations are supportive to people’s social and emotional feelings as well as the feeling of physically safe environment in the school (p.4). Interpersonal relationships among teachers and students, parents, administrator and other non teaching and support staff constitute the overall school climate. Positive school climate is established by a shared motive of respect and engagement in the educational system. More emphasis is laid on the collaborative/ collective sense of safe and careful physical environment of the school.

Figure 1.1 Aspects of School Climate

The principal always get in touch with the students that is extremely significant. He is easily reachable or accessible to the students and maintains his status and dignity without giving the feeling that he is unsympathetic or unresponsive to the students. He
sees that he is respected and feared. The principal's relationship with the parents is very crucial. He is cordial with the parents and makes arrangements for parent teacher association in the school. Meetings should be conducted regularly and parent should be encouraged to participate in certain activities. The principal should keep constant touch with the latest regulations of the Government regarding administration.

1.5 Role of Principal’s Leadership Behaviour and Decision Making Styles with reference to School Climate.

If a principal has transformational leadership in his behavior it would be beneficial for school climate specially for teachers and students. Transformational leadership has a highly positive impact on school culture, improving morale and energizing the school climate. As Fisher (2003) examined the relationship between principal leadership style, school climate, and student achievement in elementary schools. Idealized influence and inspirational motivation qualities of a principal create healthy environment among teachers which is beneficial for school. By intellectual stimulation behavior of principals, the students become creative learners. Contingent reward has a positive impact on social support dimension of school climate because if teachers perform their duties in a better way they get the reward from principal. Active management by exception has highly positive impact on academic dimension of school climate because all the team member follows their leader’s instruction that would be resulted in good academic performance of the students.

A significant and healthy relationship between transactional leadership behaviour of school principals and among teachers & students, which is helpful to improve and create a school climate that is conducive for students to achieve at expected levels. There is currently increased pressure at national, state, and local levels for all students to perform at superior standards. In modern scenario there is rising demand to improve the environment of school by the principal and teachers. This study offers some insight into how the principal's leadership style may enhance the school climate. Directive decision making style of principal has significant impact on school climate and its different aspects. Sometime this style has negative impact on teachers because the focus is on the short term solution of the problems and after some time the same problem of school climate arises again. As Callison, Jo Jean Faye, studied that there is no significant relationship between teachers overall assessment of school climate and student achievement at either the elementary or the secondary level. Analytic decision
making style of principal has positive impact on physical structure and safety dimension of school climate as organization of classrooms in the school is important and maintain student teacher ratio. Dillon, Robert Wayne (2003), find differences in perceptions between teachers and their principals on the principal’s leadership style and school climate. The quality of education which is provided by the school will affected by the type of relationship between principal and teacher and among teachers.

It is said that the nature of a school and its climate is pretended to have some effects on the accomplishment which a school enjoys while achieving its objectives. The success of the school depends upon the principal. The principal is the regulating bureau which keeps the balance and ensures the harmonious development of the whole school. He is the chief force in moulding the traditions, which develops as time goes on. He is directly responsible to make his subordinates, teachers to work in direction of goal achievement. The principal is responsible for facilitating curriculum, supervising instruction, and conducting evaluations in order to increase student academic success (Chrispeels,2002; Du Four, 2002; Hallinger,2003; Hallinger & Murphy, 1985, 1987; Lashway, 2002; Whitaker, 1997). Studies have suggested that the principal’s influence on school structure does correlate to some degree with school climate and students academic success.

So on the bases of above discussion we can say that if we study the impact of leadership behavior and decision making style of principal with reference to school climate we definitely get beneficial results related to healthy environment among staff members and if the staff members working together as a team spirit then the academic performance of the students would be increased. It would lead the school on the path of success and that’s the only motto of every country.

1.6 Principal as leader

Leadership qualities make a leader perfect in his working with any organization. Good leadership is required for the success of any organization. So in this concern a leader is much needed for the progress of the organization. A principal is also considered as a educational leader in school surroundings who advocates success of his students by fostering and encouraging them and nourishing a school culture and instructional program which are conducive to learning of students and the professional growth of the staff.
School climate is of great importance to principals, as a leader, because of its positive association to student achievement. School leaders e.g. principals need to assess the weaknesses and strengths of the school climate and to focus on improving the areas of weakness and building on the strengths.

The role of principal is very important in school climate. He has to perform many duties regarding school activities, i.e. to create good relationship among teachers and between principal and teachers, to provide facilities for students, to create good academic environment and proper care of official work. In fact he is a leader in school atmosphere. In performing these duties he has to play the role of a leader and at same time he has to take decisions for the success of school and school climate.

The main challenge in front of principal is to build the culture of excellence which penetrates to the processes, smallest elements and systems of an institution. Under the same set of rules & regulations with same set of teaching staff and students from similar background, it has been experienced that with a change of principal in educational institution rises to prestige. Various research studies on management of change in education has been conducted, which help to borne out this concept. (Mukhaopadhyay, 2001).

1.7 Theoretical Frame Work: This section is related to different theories on leadership behaviour, decision making styles and school climate in which historical background of these theories have been discussed.

1.7.1 Leadership Theories

Mainly leadership theories are categorised into four approaches. These approaches are named as trait, behavioural, contingency and influence or power (e.g. Hofmann & Morgeson, 2004; Northouse, 2010). Most of the leadership approaches were introduced prior to 1970's which were trait, behavioural and contingency approaches. The newer leadership theories constitute power or influence approaches which were introduced in 1970's & 1980's. They are researched in safety, literature and supported regarding their effectiveness and applicability with regards to management of safety. An overview of the leadership theories with their core themes starting from old to new is given below:

Historical development of major leadership approaches

There are many leadership theories which were came into existence after 1930s.
Firstly we discuss about the Trait theories which came into existence in the year of 1930. The theme of this theory was explained as the leaders are not made but they are leader by birth. Focus is on innate characteristics and abilities in this theory. These characteristics made difference between effective and non effective leaders.

Behavioural leadership theories were developed in between 1940 to 1950s. In this theory the attention is given on the working of leaders or what they do. Attempts has been made to differentiate effective leader behaviour from ineffective leader behaviour. Specifically this theory is focused on work and relationship oriented behaviour of leaders.

Contingency theories came into existence in between 1960 and 1970s. The main theme of these theories were that different leadership styles were applied in different situations. It means the leadership style is changed according to situation. Furthermore, the effectiveness of leadership is based on the context of the situation.

Leader Member Exchange leadership theories were developed in 1970. The theme of these theories are explained as; different relationships were developed with the followers by the leader with reference to quality in relationships. These relations were compared in the terms of in group and out group members.

Transformational and Transactional theories were developed in between 1970 and 1980s. These theories achieved popularity among all the leadership theories. Transformational leadership focused on vision of the leader and the competence to motivate the subordinates. Transactional leadership is based on performance of the subordinates according to the expectations of the leader. If the performance of the subordinate is satisfactory or good, a reward is given while punishment is given for poor performance.

Under traditional leadership perspectives these theories are categoriesed as trait, behavioural and situational or contingency theories where as under new leadership perspectives the charismatic and transformational leadership theories are categorized. The cornerstone of all theories on leadership is to determine organisational effectiveness, Schermerhorn et al. (2000:287) and Hoy and Miskel (2001:409).
In the past 20 years, an extraordinary body of research has acquired on transformational, transactional leadership theory. The concept of transformational and transactional leadership was first introduced by Burns (1978) in his treatment of political leadership. Contrast between transformational and transactional leadership is in terms of what followers & leaders offers one another is noted by Conger & Kanungo (1998) to Burns. The full range model proposes that leadership behavior varies along a perpetuity from latitude leadership to transactional leadership to transformational leadership (Kreitner & Kinicki, 2010).

**Linkage between principal’s leadership style and school climate**

A principal who has higher level of confidence and great value structure is more effective, shows a greater endurance, and get more precious support from the community. While on another side, a principal who is deficient in honesty, stay away from responsibility and blame others for work, get less acceptance from their employees and the community and have no stability. A principal who is poor in his leadership create a neglecting environment, inaccuracy, continuation of undesirable behaviours, escalation of crises, and relationships throughout the school. Poor leadership of a leader in any organization, any field or any area can lead to failure of programs (Plummer, 1995).

**1.7.2 Transactional Leadership in school context**

Burns (1978) described firstly the model of transactional leadership. He described that transactional leadership is produced as lower order changes in followers such as changes in their behaviour. Transactional leadership is mostly described as a management style rather than a leadership style because it brings changes in the process of organisation which is permanent and long lasting but not brings changes members or followers of the organisation (Bass Avolio &Goodheim, 1987). The transactional leadership is helpful to create healthy school climate. It is flexible and work according to the need of the school.

**Assumptions of Transactional Theory**

- Reward and punishment is given to motivate the subordinates.
- The order of the senior have to follow the subordinates.
- The subordinates are not self-motivated they are motivated by the senior at some extent.
There is a need of close observation and control of the employees due to take out work them.

**Benefits of Transactional Leadership**

The transactional leaders exaggerate comprehensive and short-range goals, and standard rules and procedures. They never provide help to improve creativity among employees and do not share new ideas of present scenario. This type of leadership has the importance for any organization where the problems are very simple and clearly defined. They ignore the ideas that is not according to the present goals and plan of the organization.

The transactional leaders are very effective in guiding competence decisions where the cost of things are low and to improve production level. Directive and action oriented are the most specific characteristics of the transactional leaders and the relationship between transactional leader and subordinates/follower/teachers are not based on emotional bond but are temporary. It is described in the theory that simple reward is sufficient to motivate teachers. The only ‘transaction’ between the principals and the teachers is the money which the followers receive for their compliance and effort. Transactional leadership of principals helps in creating healthy environment for teachers and they work with satisfaction as rewards given to them for their good performance. Students also get benefited from the work satisfaction of the teachers due to transactional behaviour of the principals.

**Qualities of Transactional Leadership:** to gain compliance (acceptance) from their followers transactional leaders use perquisite (reward) and amercement. Transformational leaders are extrinsic (extraneous) motivators, who bring minimal acceptance from followers. They accept structure, goals and culture of the existing organization. Transactional leaders provide directions and they are action oriented. They work agreeably (willingly) within existing systems and negotiate the objectives of the organization. For solving various problems they think inside (within) the box. Transactional leadership is firstly submissive. This kind of leadership is establishing criteria for rewarding followers and maintaining the existing conditions. There are mainly two factors in transactional leadership, these are contingent reward and management by exception. Contingent reward provides honour for effort and recognizes good performance. Management by exception maintain the status quo. When subordinate do not meet desirable performance levels then management by
exception interfere and indoctrinate (initiates) corrective action to improve performance.

1.7.3 Transformational Leadership in school context

Transformational Leadership is founded by Burns’s (1979) and it is based on the idea that when situations of the inequality take place, it inspires the need for social change. The theory of leadership which involving a pair of leadership styles: Transactional and Transformational is described by Burns in his book ‘Leadership’. Managerial and bargaining behaviour are mostly considered as transactional leadership. Transactional leaders focus on the implementation of policies and the operational aspects of the organization and use extrinsic rewards to motivate followers to act. (p. 298).

The origin of transformational leadership can be traced to seminal works of Weber (1947) (charismatic leader); (Burns, 1979) (transforming vs. transactional leadership); and Bass (Bass, 1985, 1998; Bass & Riggio, 2006) (transformational and full-range leadership).

Transformational theory is one of the most important among leadership theories in present time. This theory mark low leaders encourage and boost their followers to achieve the greatness (Northouse, 2007, pp 176-177). Transformational leaders involves and preparing the needs of those in their area of motivation. The leaders are those agents who one's ability of change having clear vision and discourage from the knowledge of those in the organization. Most valuable, is that leadership is that ability of a person which can encourage in effective order to motivate others. Transformational leadership of school principals encourages teachers to achieve the success of the school. Transformational leadership of principals motivates students and staff to attain their aims. It creates healthy school climate which includes social, emotional, physical, academic, and safety aspects of the school.

Bass and Avolio consider transactional leadership as the first order effects, but the objective of transformational leadership is to accomplish higher order effects. For Bass and Avolio, Transformational and Transactional approaches are required to maximize organizational potential (Avolio, Bass, & Jung, 1999; Bass, 1990). Extensive research suggests that Transactional Leadership is most effective when augmented by Transformational Leadership practices (Bass, 20 05; Hallinger, 2003; Leithwood, Harris, & Hopkins, 2008; Leithwood & Jantzi, 2005a; Yukl, 1999).
Assumptions of Transformational Theory

- Transformational leadership theory is based on the assumption that the basic leadership processes and outcomes are almost the same in all conditions.
- It is valuable for followers as well as for the organisations in spite of the situation.

Benefits of Transformational Leadership in school

Transformational leadership is helpful to improve the environment of the school, to change the classroom activities of the teacher, embellish the level of teaching, learning and academic achievement of the students and student involvement as the result of learning. The researches on school leadership indicate the advantages of transformational leadership.

In other words when we talk about the school principal, who use transformational leadership style, will able to work as mediator to develop healthy relationship among teachers and staff of the school. Transformational leadership style of school principals is beneficial in the expansion of job satisfaction, developing positive school climate, increase the working of teachers, furthermore transformational principals always work for the professional growth of the teachers and involving them in problem solving of school. Transformational principals enhance the student motivation, increase their involvement in school activities, inculcate the feeling of success, improving academic achievement and to develop qualitative relations in classroom. They emphasise to develop a sustainable positive school climate where all the stakeholder participate in educational process of the school and the school become a good place for students learning in positive climate and can be achieved by the use of transformational leadership style.

Weaknesses of Transformational Leadership

Yukl (1999) described the weaknesses of transformational leadership. First weakness is the unclearness underlying its influences and processes. There are various interacting variables between transformational leadership and positive work outcomes, but theory fails to explain these interacting variables. The theory would be more effective if the important influence processes were identified more clearly and there should be proper utilization of these processes to explain how each type of behaviour affects each type of intervening variable and result. Secondly the theory has more emphasis on leadership process at dualistic level. In this most importance is
given to explain a leader's direct impact over individual followers not on group or organisational processes. There are few examples of relevant group level include(a) How whole work managed to utilize personal resources.(b)How properly inter-related group activities are co-related. (c)Member compatibility about goals and priorities.(d)Members co-operation & their mutual interest. (e)The extent of member recognition with the group. (f) Confidence ability of group members to achieve its objectives. (g) Acquisition and proper utilization of resources.(h)Co-relation of other parts of organisation and outsiders.

In these transformational leadership theories there is no proper explanation about how leader influence these group processes. There is no proper attention is given to organisational processes in the theories of transformational leadership. Impact of leadership is viewed as a key determinant of organisational effectiveness but in the studies of transformational leadership seldom description of organisational processes that ultimately determine effectiveness (Yukl, 1999).

Thirdly, there is no proper explanation of the theoretical rationale for distinguishing among the behaviours. It is pointed that there is some type of doubt about the construct validity which was found in the transformational leadership behaviours which includes the overlapping of the content matter and the significant inter correlation.

Fourthly, it was identified lapses of several transformational behaviour from the original transformational leadership theory which empirical evidence have shown to be relevant. Fifth is the deficient requirement of situational variables in transformational leadership. Stable environment, an industrial culture, and supremacy of boundary-spanning units over the mechanical core are some of the situational variables which works as a moderator between transformational leadership and followership, suggested by Yukl (1999). Another weakness of the transformational theory is that it does not clearly recognize any situation where this leadership is harmful. A number of studies found that transformational leadership can have some disadvantageous effects on followers or subordinates as well as on organisation.

Finally, transformational leadership theory like the majority of leadership theories, consider the standard heroic leadership. Effective performance by a person, group, or organization is assumed to rely upon leadership by a person with the abilities to seek out the proper path and encourage others to require it.
Besides so many criticism of transformational leadership, its popularity is increased in the present time (Yukl, 1999). For example, the result of many studies showed that managers including the military and business organisations and other different setting, it was found that transformational leaders were more effective in their working and their performance high than transactional, leaders and more sensitive in mutual relationships (Rubin et al, 2005; Judge and Bono, 2000). Empirical evidence also shows that transformational leadership is strongly correlated with employees work outcomes such as: lower turnover rates, higher level of productivity, employee satisfaction, creativity, goal attainment and follower well-being (Eisenbeib and Boerner, 2013; García-Morales et al, 2008; Piccolo and Colquitt, 2006; Keller, 1992).

1.8 Theories of Decision Making Styles

Historical Perspective of Decision Making Styles

(Rowe, Boulgaries & MC Granth, 1984) described that the word decision can be defined as “an answer to some question or choice between two or more options. In the view of Hammond, 1999 the decision at a very axiological level, the capability to make decision relates to extract within various available options or alternatives. Traditionally the Decision Making theory concentrated on cognitive process by which an individual makes a decision. The evolution of the study of decision making and decision style over last century.

Both the study of decision making and decision style are enlarged over the last century. In late 1940s and early 1950s most research regarding decision making was conducted within the area of psychology under the topics of cognition of leadership. In the 1960s the researchers more focus on starting in specifically on the area of decision making and individual’s decision styles. In 1969, Driver & Streufert developed a decision style model that examined and focus on ability to solving the problem and information processing. This development was based on last work which was conducted in the area of cognitive psychology (Rowe & Boulgarides, 1983).

‘Type Indicator’ developed by Myers and Briggs in 1920’s by using Jung’s theories as a foundation. To evaluate psychological types and to measure individuals preferences MBII was designed. A new bear idea in psychology began to discuss association between acknowledgement and selfdom. In the mid of 1950s and 1960s, a new paradigm in psychology start to discuss the relation between cognition and
personality (Sternberg, 2001). Such aspiration led to new school of thought in
cognitive psychology, designed to look at “stylistic constructs, which is said to be
psychologically based, individualistic and unchanging. (Sternberg & Li-Fang, 2001).
Decision making is a process ascribed by lion’s share of decision making research.
Krumboltz and Hamel (1977) affirm that decision making is a process which help one
to delineate, actualize, explore and acts upon collected or gathered information.
Decision making process includes elements of appraising the merit of each decision.
This is further suggested by Rowe, Boulgarides and McGrath (1984). Therefore, five
stage process for decision making introduced by them these are as follows:-
1. Defining a problem 2. Finding and analyzing solutions. 3. Implementing the
supports these ideas, but he rearranged the order of the stages to the following:-
   1. Identifying all existing alternatives.
   2. Alternatives are valued according to preferences and possible outcomes.
   3. To assembling the information in proper connectivity.
   4. Choosing between preferences and outcomes.
   5. Selecting the most favorable alternative.
Other experimenters affirm that decision making is a more own experience. Stewart
and Moran (1973) altercate that decision making is based upon an idiosyncratic
acquaintance, testing and research. Weiss (1983) affirms that decision making is
function of one’s own interest. Further Petrides & Guiney (2002) affirms that decision
making is authoritative process by which one’s core values and affirms are axiological
to the decision making process. Decision making is a cognitive process is recognized
by all these researchers along with others. In the views of Rowe and Mason (1987)
decision making is five key cognitive process: 1) The stimuli: that which agitate the
decision maker. 2) The response: the way in which one responds to the stimulus or
catalyst. 3) The reflection: the way of how one assume about the problem. 4) The
implementation: the way of how one implement & accomplish this decision. 5) The
evaluation, determining the cogency of the decision on desired goals.
Rowe and Boulgarides (1992) conducted investigation on decision making styles.
They studied these styles extensively. They described on the bases of results of the
study that decision styles are helpful in the prediction decision outcomes. Both of the
researchers explain the belief that what is the reaction of different decision styles.
regarding stress, motivation, problem solving and thinking. The findings of their study clarify the behavioural reactions according to Rowe and Meson’s decision style.

Behavioral Reactions According to Rowe and Mason's Decision Styles:

<table>
<thead>
<tr>
<th>(Rowe &amp; Boulgarides, 1992) Decision Style</th>
<th>Reaction to Stress</th>
<th>Motivated by</th>
<th>Solves Problems By</th>
<th>Thinking Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical</td>
<td>Procedural</td>
<td>Problems</td>
<td>Analysis and Insight</td>
<td>Logical</td>
</tr>
<tr>
<td>Behavioral</td>
<td>Evading</td>
<td>Acceptance</td>
<td>Feeling and Instinct</td>
<td>Emotional</td>
</tr>
<tr>
<td>Conceptual</td>
<td>Erratic</td>
<td>Recognition</td>
<td>Intuition and Judgment</td>
<td>Creative</td>
</tr>
<tr>
<td>Directive</td>
<td>Explosive</td>
<td>Power and Status</td>
<td>Rules and Policies</td>
<td>Focused</td>
</tr>
</tbody>
</table>

Rowe and Meson’s DSI model presents the best model for characterising school principal’s decision styles with regard to the study of Rowe and Boulgarides. Various studies on decision making and the related review have given the detailed description of the DSI inventory.

Rowe and Mason (1987) created a cognitive complexity model which conceptualized four decision style classification: directive, analytical, conceptual and behavioural. This specific model efforts to characterize the way of individuals appear at special decisions and make decisions in relation to perceived information and evaluative information (Rowe and Mason, 1987). The complexity of this model arise from the consolidation of different bodies of knowledge, including but not limited to cognitive psychology, social psychology, organizational behaviour, education and business (Rowe and Davis, 1996).

Many studies have been conducted on decision making styles in the past few decades. Different types of decision styles that were used by different type of decision makers have been identified in which some decision styles were identified by Martinsons and Devidson (2007) also included. Some other educationists also described decision makers in terms of type of personality by Jung 1959; the categorisation of introverts and extroverts by Mitroff & Kilmann, 1978. One of the most widely used tool to assess the decision styles is developed by Rowe and Boulgarides (1983). This DSI model has two perspectives, first is value based and second is based on cognitive complexity. This model has four decision making styles that are Analytical, Directive,
Conceptual and Behavioural. These two perspectives and four decision making styles are shown in the figure:

<table>
<thead>
<tr>
<th>Tolerance for ambiguity</th>
<th>Analytical</th>
<th>Conceptual</th>
<th>Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Complexity</td>
<td></td>
<td></td>
<td>Thinking (ideas)</td>
</tr>
<tr>
<td>Need for structure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>× Enjoys solving problems/puzzles</td>
<td>× Creative and humanistic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>× Uses considerable data</td>
<td>× Broad and long-term focus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>× Undertakes careful analysis</td>
<td>× Seeks independence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>× Strong need for Achievement (in the form of challenges)</td>
<td>× Strong need for achievement (in the form of recognition)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>× Aggressive and Autocratic</td>
<td>× Supportive and emphatic</td>
<td>Managers</td>
</tr>
<tr>
<td></td>
<td>× Acts Rapidly</td>
<td>× Prefers communication/discussion</td>
<td>Doing (action)</td>
</tr>
<tr>
<td></td>
<td>× Uses rules and intuition</td>
<td>× Uses intuition rather than data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>× Strong need for power</td>
<td>× Strong need for affiliation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Task Oriented</td>
<td>People Oriented</td>
<td></td>
</tr>
</tbody>
</table>

**Values**

**Figure 1.2 Decision-Making Style Model**

*Source: Rowe & Boulgarides (1983), as cited in Martinsons & Davison (2007, p.286)*

The DSI model shows that individuals who exhibit an analytical style are task oriented but have a high patience for ambiguity. They are alert and take more time but they well respond in new and uncertain situations. Individuals with a directive style have a low patience for ambiguity and are task preference. The person with this style consider many substitute and need information from various sources before reaching a decision. Furthermore they are action oriented, and use rule regulations, facts and accept a systematic approach to solve the problems. Those with directive style tend to make speedy decisions with autocratic management style. They are good in creative solutions by judgment and intuition. Out of these four styles, the behavioural style is the most people oriented. They are also willing to take risk for work in and avoid conflicts while using behavioural style. Most of the people like this behavioural style they show the concern about people.

Decision making is one of the most important component of preliminary arrangement of any organization and managerial function which depends upon the success or failure of any organization (Barnard, 1938; Yukl, 1994). It is an essential part of management and effects the operation of any organisation. Decision making is a slow
process than one might imagine, it is also fusion of thoughts, deciding and acting (Stueart & Moran, 1993).

There are four decision making styles which have been taken for the investigation are directive, analytical, conceptual, and behavioral. Each of these styles has its own characteristics such as level of tolerance for ambiguity, level of communication, level of technical concerns, and so on.

**Benefits of Decision Making Styles**

- Decision making styles of principals are helpful to create a good school environment.
- Principals collect information and ideas from various sources and use alternatives while taking decisions regarding school, such type of decision making is beneficial for any organization.
- A good decision making of principals helps the teachers for team building.
- The most important outcomes of the decision making is the success, if it is based on a well defined, organized, and planned decision.
- Correct decision making of principals provide opportunities of growth and development for students and staff.
- Good Decision making of principals helps to face new problems and challenges regarding aspects of school.

**1.9 Theories of School climate**

100 years ago, the first educational leader Perry(1908) write about the effects of school climate on students and the process of learning. Although John Dewey (1927) did not clearly expressed about the school climate, the schools opinion should focus on enhancing the skills, knowledge and focus on the social measurement of school life, and disposition that support disperse the democratic citizens implicitly touched which reflects the school climate and what kind of environment.

Educators have studied the concept of school climate about hundred years ago. The school climate is that which introduce the character and quality of school life reflects norms, goals, values, relationship, teaching learning experiences of people and experiences of school life. It is group phenomenon that is larger than any one person's experience and more than individual experience. Helpful and continuous climate of the school bringing up the development of learning that is necessary for a contributive and satisfying life in a democratic social set up. The school includes emotionally,
socially, feeling of support, people expectations, values, norms and physically safe. People are engaged and respected. Teachers, students, families and administrator all together work for their development, for the betterment of life and has given their contribution to the shared vision of school. Educators themselves presented as a role model and develop an attitude that emphasises the importance of learning and get satisfaction from learning environment. Each of the above said stakeholders give their contribution to the working of the school and also to the safe and physical environment of the school. School climate indicate all the aspects of school e.g. teaching learning process, safety and comfort, academic and professional relationships among staff and students as well as to the larger patterns of the organisation e.g. from fragmented to shared vision, healthy or unhealthy and conscious or unrecognised. National Center for Learning and Citizenship, Education Commission of the States, and the Center for Social and Emotional Education, organized a consensus-building meeting in 2007 in which these definitions were collaboratively developed and agreed.

Benefits of a supportive, healthy and positive School Climate
Students learn best when they feel comfortable and happy with their school climate. A positive school climate promotes opportunities for socialization, personal growth and character development within a well-structured environment. Schools with a healthy, positive environment offer these benefits:

- Higher educational standard
- Academic achievement and success
- A reduction in disciplinary problems
- Fewer problems with bullying, cheating, drug and alcohol use and crime
- Lower absenteeism and dropout rate
- Increased interest in learning
- Quality teaching from teachers who are committed to their profession
- Shared educational vision, values and goals for a safe learning environment
- Cooperative environment that nurtures character development and respect

1.10 Justification of the Study
In the present era of globalization and modernization, research plays a crucial role in each area of education. So each country wants the improvement in the field of education because overall education is the only source of progress in present time.
Many commissions and committees have been constituted for the betterment of education in India.
It is indicated by many researches that the role of principal is very important for the continuous success of school. Many studies have claimed that good principals are the most important key to school reform. It is required to elucidate the regular behavior 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 studies have been done related to school principal. The investigator wants to study on both the transformational and transactional leadership behaviour of principal 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 investigator believes that if we improve the climate of the school, as a result it starts to improve the performance of the teachers as well as students.

Thus, this study will help the principals who are not effective in their leadership behaviour for any reason and who do not perform their duties and responsibilities well. This study provides an idea to the principals to use suitable leadership style with efficiency to improve the school climate. The findings will reveal ways the principals could adjust their leadership styles to create or enhance a positive school climate. It is suggested that a positive school climate enhances the teaching learning process effectively, so the effective teaching enhance the academic progress of the students and is helpful to create better relationship between principal and teachers. 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 principal can theoretically adopt a leadership and decision making style that has a stronger relationship with specific variable school climate, thereby potentially increasing the strength of the existing relationships. The findings of the study may likewise give an advantage to principals of schools inspecting elective administration strategies to motivate educators and students to enhance scholarly results. 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 behavior and decision making styles with school climate and these variables may provide additional empirical information about the effect of the principal's leadership behavior 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.

1.11 Statement of the Problem
Effect of Leadership behavior and Decision Making Styles of School Principals in Relation to School Climate.

1.12 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.

 transformative 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.

1.13 Objectives of the Study

The objectives of the study are:

- 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.

1.14 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?

1.15 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 Behaviour 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 Behaviour 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.

1.16 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 confined to Transformational and Transactional Leadership Behavior of School Principals.
• The study was delimited to Senior Secondary Schools only.
• The study was delimited to School Principals only.
• The study was delimited to 160 principals only.