CHAPTER - 2
REVIEW OF RELATED LITERATURE

2.0 Introduction

Basically all human knowledge can be found in books and libraries. Not at all like different creatures that must begin another with every generation, man builds upon the collected and recorded knowledge of the past. His consistent adding to the immense store of the knowledge makes possible progress in every aspect of human attempt. - J.W. BEST

The survey of related literature plays a vital role in the field of educational research. It is like a path to the sailing ships. Review of related literature is an essential step in educational research, without it is difficult to select the problem. If we want to do some new research in a subject, it is very necessary that we should know the past of that subject. Without knowing the past we cannot do something new in the field of research. It is very necessary that we should know this part of the subject. For it the competent physician must keep constantly abreast of the latest discoveries in the field of medicine. The successful lawyer must have knowledge of previous cases.

Although it is a time consuming but it is very essential. A careful review of the research journals, books, dissertations & other sources of information’s on the problem to be investigated is one of the important step in the planning of research study. Review of the related literature must proceed in a well-planned way. By this, the researcher can avoid unfruitful and useless problem areas.

Meaning of review of literature: it means to locate, to read and to evaluate the past as well as current literature of research concerned with planned investigation. The expression review of related literature is made up of two words i.e. review and literature. Review of related literature is a significant effort in the field of research as it provides comprehensive understanding of what is already known about the topic. The main purpose of citing review of literature is to provide a basis for developing a frame work of the study. Other researchers’ work provides us the latest knowledge of the new developments, findings, recommendations, tools and untouch field of researches. It is helpful for the researcher to avoid repetition of what has already been
done, and provides valuable guidelines and suggestions for research work. Thus, in this direction an attempt has been made in this chapter to review the studies related to the present research.

Chapter overview

Recognizing the advantages of related studies, the investigator tries to examine the related literature of the topic. Certain related studies are reviewed and presented here under the following sections:-

2.1 Studies related to Leadership Behaviour and School Climate.
2.2 Studies related to Leadership Behaviour and Organisational Climate.
2.3 Studies related to Leadership Behaviour and Job/Work Satisfaction.
2.4 Studies related to Decision Making Styles and some other variables.
2.5 Studies related to Leadership Behaviour, Students Achievement & School Culture.
2.6 Studies related to Leadership Behaviour, Emotional Intelligence and Organizational Commitment.

Detailed description of the studies are as follows

2.1 Studies related to Leadership Behaviour and School Climate

Morink (1970) carried out a study to compare the leadership behaviour of principals. The sample of the study were 15 female and 15 principals. The study reveals no discrimination in the leadership behaviour of male and female principals. Thus, it can be said that performance of any male or female in any field can't be judge on the basis of gender or any other reason.

Sharma (1982) performed an investigation on the leadership behaviour of headmasters and the school climate of junior high schools of Agra to identify the organisational climate and to find out the relationship among leadership behaviour, school climate and student's achievement. The study was conducted on 548 teachers 1346 students of VII class from sixty junior high schools in Agra district. The study concluded that significant difference was found between the different types of school climate and leadership behaviour. Climate found is of five types open autonomous, familiar, controlled and paternal/ closed climate did not find any place in the school. Findings of the study concluded that significant differences were found in open, autonomous, and paternal type of climates of schools while no significant difference
was found in the controlled and familiar types of climate. Furthermore, no significant
differences were found on the basis of area (rural or urban), management
(government& private) in the leadership behaviour of the headmasters of the schools.
However significant differences were found on the bases of sex of the headmasters.
Results exhibited that better achievement was found in the case of familiar school
climate even though they did not show a positive relationship with leadership
behaviour.

**Patel (1983)** conducted a study on the leadership behaviour of principals of high
secondary schools of Gujrat state. 100 higher secondary schools were taken as a
sample from the population of 949 schools. 1000 secondary school teachers and 100
principals were also the part of the study. The study was conducted with the
objectives to identify or understand the leadership behaviour patterns of principals,
teachers, organisational climate of the schools, interrelationship between professional
development of teachers, leadership behaviour of principal and school climate. The
study concluded the positive relationship between the two dimensions of leadership
behaviour i.e. initiating structure and consideration of school principals. Most of the
principals considered the HH and LL patterns of the leadership behaviour. HH
patterns are associated with open, autonomous and control climate of schools while
LL pattern is associated with the closed climate of schools. In addition, morale of the
teachers increased when the actual leadership behaviour of the leader approximated
the desired behaviour as perceived by teachers. In the leaders self perception and
faculty perception on leadership behaviour, significant differences were found. Male
and female principals’ leadership behaviour was significantly different as perceived
by themselves regarding consideration dimension.

**Sampuran Singh (1985)** performed the investigation in regards to study the school
climate, leadership behaviour and moral development of the heads of the elementary
and secondary schools. The basic reason to study these concepts were to examine the
school climate, school differences, leadership behaviour and moral development of
heads of these schools. The study was conducted by taking the sample of 50 primary
and 50 secondary schools, their heads and also 421 teachers of these schools. The
study revealed that both of the schools were found to be similar on teachers behaviour
in different situation whether these are task oriented situations, teacher thinking of
principals efforts to run the organisation. Elementary school teachers have more intimacy in comparison to the elementary teachers. Elementary schools were found more variable than the secondary schools on different dimensions of school climate. The heads of the schools have varied nature of leadership behaviour. Disengagement seems to be high in 22% of elementary schools and 14% of secondary schools. Similarly hindrance seems to be high on 22% of the elementary schools and 16% of secondary schools.

Stephen (1989) performed an investigation to looked upon the relationship between prior teaching experience of principals and their leadership behaviour as perceived by teachers. It was also investigated the particular and professional factors that in relation to the leadership behaviour of principals. The results of the study revealed that the areas like school level, principals’ age, his experience and qualification showed statistical significance.

Ming-Tung (1990) carried out a study on relationships between principals' leadership styles and school climate in senior industrial high schools in Taiwan, China. The findings of the study indicated that there is significant difference in the school climate of teachers who held a administrative position and without position. It was found that there is significant relationship between school climate and selected teachers' demographic characteristics such as gender, years of teaching experience whereas no relationship existed in age, total years at the present school and their academic qualification.

Nancy (1991) carried out an investigation on transformational and transactional leadership styles of headmasters in southern United States. This study was based on Bass’s model of leadership styles. The sample was selected from staff and faculty of 45 private secondary schools. Charisma, individualized consideration, and intellectual stimulation are the factors of transformational leadership and contingent reward and management-by-exception are the factors of transactional leadership. Findings indicate that the factors of transformational and transactional identified in other studies of business supervisors were replicated on headmasters of private secondary school. Perceptions of headmaster on their effectiveness and satisfaction were more significantly and positively related with transformational than with transactional leadership. Findings indicated a broader definition of charisma due to its overlapping
components and the identification of the two different factors of leadership as second-order factors. The business supervisors were more concerned than headmaster with emotional support and intellectual stimulation of their staff relationships. Moreover, business supervisors and headmasters both used the individual attention, contingent rewards, and management-by-exception factors.

**Nanda (1992)** conducted an investigation on leadership behaviour of primary school headmasters in Kuttack city. Sample was selected from 30 primary schools including 30 heads and 189 teachers of these schools. Analysis of the study showed that 10 heads had more effective leadership behaviour while 10 heads of the schools were not seemed to be effective in considerations and initiating structure and these are the leaders who were more effective. 6 heads had very high consideration and initiating structure of leadership behaviour. 4 heads were found to show more considerate behaviour and less initiating behaviour, which was not desirable for a leader. No significant differences were found in the leadership basis on gender i.e. male and female. The study controlled by the municipality and D.I. of the schools were found to be similar and no significant difference was found there. The whole study indicated that leadership behaviour neither to be very considerate nor to be very initiative and on the basis of individually or gender leadership cannot be effective.

**Diwan (1993)** investigated leadership behaviour and value patterns of principals of senior secondary level. The findings of the study revealed that value pattern of the school principals were different from the nature of institution. Principals of government schools for boys showed different value pattern and for girls showed different value patterns. These patterns include personal, functional and relationship. Thus it can be concluded that principals have different values based on their behaviour for girls and boys.

**Sankaranarayanan (1994)** performed a study on leadership behaviour of the heads of the higher secondary schools in Tiruchirapalli district. The findings of the study revealed that there was found a significant difference between leadership styles of headmasters and headmistresses. Furthermore significant differences were existed in heads of rural and urban school.
Gayton (1999) studied relationship between teacher-perceived school climate and the state accreditation status of elementary schools in West Virginia. Some other factors included i.e. SES of schools and school size in the study. For study, 100 schools were taken as a sample, among these schools, 53 schools carried full accreditation and 47 lacked it. Enrollment of students less than 290 were considered small schools. Enrollment of the students more than 290 were considered large schools. The findings of the study revealed that, in comparison to the teachers of school of full accreditation the lower accreditation schools had lower mean score in status. 61% of the students of schools lacking full accreditation status received free and reduced lunch. The only predictor of low SES schools achieving full accreditation status was high morale and accreditation status of schools were reduced or decreased as well as the morale decreased.

Mendel, Christine, Watson, Robert, Macgregor & Cynthia (1999) made an investigation on leadership behaviours of elementary school principals compared with school climate. Leadership behaviour was examined as a factor to create good schools. After the interview of principals four common features were found including; controlling staff hiring and development practices, experience, creating and maintaining a consistent educational mission throughout all grades. They suggest that huge bureaucratic school systems give principals more autonomy, especially as principals demonstrate fit for generating success. Greater autonomy is a key factor to encourage leaders to be more effective and work for the urban public schools in New York City.

Glassmar & Elizabeth (2000) conducted the research to find out the relationship between male and female principal's communication style behaviour and school climate openness at both elementary and secondary school level. The study showed at elementary school level between specific principals communication behaviour and school climate openness communication behaviour, a significant relationship was found. There is not statistically significant relationship was found among the gender of principals, school level and communication behaviour to the school climate.

Cunningham & Cordeiro (2000) investigated on the topic of transformational leadership and school climate. The study revealed that the leaders who are of transformational nature they encourage or stimulate their followers to make
continuous improvement regarding their works. They created the transferrable or conductive type of climate for effective teaching and learning. The only goal of their transformational leadership is to build a work oriented culture for sustainable development to help the teachers to face any kind of problem together. Thus it can be concluded from the study that transformational leaders always coordinate the works of different units and give time to time directions to the staff members to create a work oriented school climate.

Wilmore & Thomas (2001) conducted a study on transformational leadership and school climate. Findings of the study indicated that transformational leadership always work to improve the quality of work, to give directions to the faculty and presents itself as a educational reformer. This makes positive changes in the school.

Krishnan (2001) investigated the effect of Indian culture to develop transformational leaders. Results indicated that Indian culture is contributing to emergence of transformational leaders. He explained the unique fundamental beliefs of Indian world view concept of Maya, in which preference is given to action, potential divinity, and aim of freedom-facilitate that is helpful to develop transformational leaders. He found that Sattva Guna (awareness) and Vedic worldview separately enhance transformational leadership while Tamas Guna (inertness) reduces this type of leadership. The research has given recommendation for broad understanding of change heralding leadership in India.

Schulman (2002) investigated the effects of leadership styles and school climate on student achievement. Principals from 30 elementary schools were selected as a sample. The results revealed that there was no relationship found between leadership style and student achievement. Furthermore, no significant relationship was found between school climate and student achievement. However, the positive school climate is conducive to enhance student achievement.

Sennun (2002) conducted a study on the relationship between change facilitator styles of secondary school principals and school climate as perceived by teachers in the Church of Christ schools in Thailand. The sample had been taken from 20 schools in the Church of Christ in Thailand. Findings of the study revealed that change facilitator style of the principals to be that of a manager as perceived by teachers.
There was found a significant difference between teachers perception on the bases of sex regarding change facilitator style of principal. However, no significant difference was found between teacher’s perception of principal’s change facilitator style with regard to teacher’s age, education and their experience. Furthermore, a significant difference existed between teacher’s perception on the bases of gender with regard to school health subtest-1 Institutional Integrity, subtest-2 Initiating Structure, subtest-3 Consideration, subtest-5 Resource Support, subtest-6 Morale and subtest-7 Academic Explains. Results exhibited that a significant difference was found between teacher’s perception of school health subtest-4 Principal Influence, subtest-5 Resource Support and subtest -6 Morale on the bases of teacher age and teacher education. The study concluded that teacher’s perception on the bases of their experience is significantly different on school health subtest-2 Initiating Structure, subtest-3 Consideration, subtest-4 Principal Influence, subtest-5 Resource Support and subtest 6 Morale.

Blatt (2002) conducted a study on relationship between transformational leadership and school climate as perceived by teachers in Ohio secondary schools. The sample of the study was 345 (N= 201) career technical teachers which were selected randomly from the population of 3343 career technical teachers employed in joint vocational school. On the bases of data analysis it was found a statistically significant positive relationship between transformational leadership and school climate. However, there was no statistically positive relationship was existed between transactional leadership and school climate. Thus it can be concluded that transformational leadership is more helpful to develop good school climate than transactional leadership.

Madison (2002) examined that there existed a positive school climate under the Principal who perceived transformational leadership. Finding have indicated that collegial leadership was strongest in the line/transformational supervisors and weakest in the line/transactional supervisors. However, only limited researches show the effect of Principals’ leadership styles on the climate in small rural schools.

Ndegwa (2002) conducted a research on teachers’ perceptions about male and female head teachers’ leadership styles in public secondary schools in Maragwa District, Kenya. After the study it was established that female head teachers in district and provincial schools practiced a high-consideration structure as compared to those in national schools; while their male colleagues on the other hand practiced a high–
initiating structure. Both male and female head teachers in day-boarding and partly-boarding secondary schools practiced a more higher-consideration structure than their counterparts in boarding schools.

Cantwell (2003) performed a research to see the relationship between principals’ leadership behaviour, teacher interaction behaviour, school climate and three years of fifth grade Pennsylvania System of School Assessment (PSSA) test data. The sample of the study was 383 teachers and 70 principals taken from 37 upper band schools and 33 lower band schools. The findings of the study revealed that a significant relationship was existed between principal leadership behaviour, teacher interaction, school climate and student achievement on the Pennsylvania System of School Assessment (PSSA).

Scott (2003) carried out an investigation to find out the impact of leadership behaviour of school principals on school climate. Results of the study indicated that the leadership of the school principal has direct impact on school climate. Furthermore, the study concluded that good leadership behaviour of principals is beneficial to enhance student achievement.

Lesniewski & Thomas (2003) conducted a study on school superintendents’ transformational leadership styles and school climate: teacher’s perceptions in small school districts of Western Pennsylvania. The sample of the study was 183 teachers who participated in the study. It was found that a significant correlation was existed between school superintendents’ transformational leadership style and school climate. Some factors of the school climate were also identified such as size of the school district, type of school and number of years a teacher knew their school superintendent. The study suggested that to know the school superintendent well, had a significant relationship with school climate and school superintendents’ transformational leadership styles. The study concluded that a significant relationship between school climate and transformational leadership is very important to improve school climate. Furthermore transformational leadership of school superintendent can significantly impact the teaching learning environment of the school surroundings in his/her district.
**Dillon & Wayne (2003)** conducted a study on principal’s leadership style and school climate as perceived by teachers. It was found that the school selected for study had lacked cohesive perceptions to a significant level between teachers and principals. Results revealed that 7 principals should not determined to gather data from the groups of teacher related to principal’s leadership style and school climate. Findings of the study were as follows: there was no significant variances were found on the bases of gender and between white and non-white teachers in their perception of school climate and principal’s leadership style. Furthermore, no significant variance was found between tenured and non-tenured teachers in their perception regarding school climate and the principal’s leadership style.

**Garrett & Janice Elaine (2003)** carried out an investigation on teacher’s and principal’s perception of leadership styles and their relation to school climate. 36 principals and 1080 middle school teachers were selected as a sample of the study. It was found that there is significant relationship existed between teacher’s and principal’s perception regarding laissez-faire leadership and factors of school climate. Results exhibited that there is also found a significant relationship between teachers and principals perceptions regarding school climate.

**Poddar & Krishnan (2004)** examined the impact of gender roles on transformational leadership as well as studied the impact of gender role differences, as opposed to just sex differences, on transformational leadership, and taken a sample of 80 managers (52 men and 28 women) and subordinates from a large steel company in eastern India. It is explored through this study that despite of gender, managers who high on the BSRI femininity factor of nurturing and the Indian femininity of chaste are perceived by subordinates to be more transformational in their leadership behaviour.

**Bulach, Lunenburg, & McCallon (1995); Kelley et al. (2005)** conducted a study on leadership styles of principals and school climate. It was found that when principals support the individual needs of their staff and to provide them knowledge, it has a significant effect on different aspects of school climate. Furthermore when the principals develop the skills of complex community of educators, their leadership style has a positive effect on overall school climate.
Shouppe (2005) conducted a study on teacher perceptions of principals’ leadership style, school climate and academic achievement of students. It was also investigated the relationship between school climate and student academic performance. The results exhibited that there is no significant relationship between school climate and student academic achievement. It was also found a statistically significant difference between teachers’ perceptions of teacher/principal openness. Furthermore, there exists a significant difference between teacher/principals perceptions regarding years of teaching experience and ethnicity.

Kelley (2005) conducted a research to find out relationships among leadership styles, school climate and effective schools. Sample was selected from 31 elementary schools. Therefore, he compared relationships between selected dimensions of leadership and measures of school climate. Furthermore, principal’s perceptions about their own leadership styles were compared to teacher’s perceptions regarding principal’s leadership styles and discovered significant relationship. Results indicated that teacher’s perceptions of their principal’s effectiveness are related to school climate.

Barnett (2005) examined and explored the impact of school principal’s transformational leadership style on learning environment of school and selected teacher outcomes. The findings related to the leadership behaviours factors with teacher outcomes suggested that a teacher outcome like overall satisfaction with leadership is strongly and highly correlated with the factor individualized consideration rather than with vision. Furthermore, the leadership behaviour factors confirmed differential correlations with each of the school learning environmental factors. It is concluded that Principals may target their leadership behaviour to have maximum impact on factors of school learning environment to improve the school environment.

Chu, Hui-Chin: Fu & Chi-Jung (2006) conducted a study to see the impact of leadership style and school climate on faculty psychological contracts. Effect of demographic variables were also investigated. The findings exhibited that overall perceptions of the faculties were significant and favourable with regard to leadership style, school climate and psychological contract. Furthermore, it was found that leadership style and school climate significantly affected the faculty psychological
contracts. There was found a significant difference between faculty psychological contracts on the bases of age.

Clabough (2006) conducted a study to find out the impact of leadership styles on school climate. It was found that a principals’ leadership style has significant impact on school climate. Results indicated that principal’s leadership style plays an important role to improve student’s academic achievement and also improve the satisfaction level of the employees.

Jordan Sabri, (2007) carried out an investigation to examine the preferences given by principals to transactional and transformational leadership styles. Findings of the study concluded that there was no clear preference is given to transactional or transformational leadership style because both the styles were used by the principals accordingly.

Murray Prideaux & Rabiul Alam Beg(2007) conducted a study on leadership behaviour and some demographic variables i.e. family, race and tribe. Results of the study revealed that leadership is largely culturally orientated, embracing traditional beliefs, norms and values, and a preoccupation. Moreover, it is concluded that the leader’s immediate and extended family, clan and tribe had significant influence on his/her leadership style.

Oyetunji & Christianah Oluwatoyin (2009) conducted a study to investigate the relationship between Leadership Style and School Climate in Botswana Secondary Schools. This study explain why, due to some underlining factors, the organizational climate does not sometimes have a normal blend of characterizing a closed or open climate. This is because an open head teacher’s behaviour does not necessarily mean that teachers will be open in their interaction with head teachers and among themselves or affect their input positively. This is evident in the research findings as some teachers working in an open school climate did not respond to their head teachers’ open door policy due to some other factors. For the reason that through this research, it has been established that head teachers’ leadership behaviour is related to school climate. Other findings of the study were: school climate differ from school to school; head teachers use various styles while performing their duties; there is difference between the perception of head teacher and their followers regarding the
behaviour of the head teachers. Most schools have the necessary facilities, services and amenities and at times it is also seen that due to various reasons the teachers are not committed to their work. Thus it was found that there is a link between head teacher leadership style and school climate both are intertwined with each other.

Shaw, Brian (2009) investigated the impact of leadership styles on school climate as to how the ambience of the school is affected by the guidance and headship of the head of the institution. The rationale of this study was to investigate the relationship between leadership style and school climate and to decide whether a specific leadership style promotes a positive school climate or not. The organizational climate description questionnaire (OCDQ-RE and OCDQ-RM) and the leadership behaviour description questionnaire Form XII (LBDQ) were used to collect data from teachers and principals. The analysis of data revealed that school leadership style and school climate have a weak and feeble relationship. The directive principal behaviours leadership style is most strongly and sturdily related to school climate. Interestingly, the Principals’ own LBDQ and OCDQ leadership-style ratings were far less related to school climate measures than are the teachers’ LBDQ and OCDQ ratings of the Principal’s leadership style. Correlating the ratings of LBDQ and OCDQ regarding teacher and Principal, the study revealed a significant positive and moderate relationship between both groups’ perceptions of school leadership and school climate. The findings of the study has its limitation for understanding the role of Principal’s leadership which he uses in school climate.

McColum (2010) conducted a study on Principals' Leadership Styles and their impact on School Climate perceived by Assistant Principals. The results of the study revealed that the Principals’ leadership styles identified by their assistant Principals have shown influence on overall climate. These leadership styles impacted positively to curriculum implementation, the creation of a safe and orderly school, relationship building, improving student achievement and the grooming of future leaders. Various Principal behaviours’ such as taking the lead in implementing the curriculum and taking on the responsibility as instructional leader had an effect on the overall climate of the schools. Most of the Principals exhibited instructional leadership behaviours by having knowledge of the curriculum and assessment practices and by being directly involved in the implementation of the curriculum. On the other hand, some of the
Principals utilized the expertise of their assistant Principals to assure that instructional leadership was good to improve school aspects. It is believed that school climate and student achievement were dependent on the staff who have the suitable resources they needed. Each Principal was perceived to be as a provider of resources such as providing quality personnel, teaching learning materials, general school materials, incentives, teacher mentorship, professional development and many more related to the school teaching and learning. Principal exhibited leadership styles such as communicating, relationship building, being aware of school situations and future leaders. The first style that is communication, heavily contributed to the personality of the schools. Both formal and informal Principal communication eased tensions throughout the building of the institution because staff members understood that the Principal was approachable; which lead to an easy and relaxed climate around the school.

Tajasom & Ahmad (2011) made an investigation on Principals' leadership style and school climate: taking in view the teachers' perspectives from Malaysia. They investigated the relationship between secondary school teachers’ perception of Principal leadership style (specifically transformational and transactional leadership styles) and school climate. Results exhibited that transformational leadership style of the principals had an effect on affiliation, innovation, professional interest, and resource adequacy aspects of school climate whereas transactional leadership only affects participatory decision making.

Mc Carley (2012) studied the relationship between transformational leadership and school climate. This investigation inspected the connection between teacher’s view of how much a Principal shows the components of transformational leadership and the perceived school climate (helpful principal behaviour, directive behaviour of principal, engaged and frustrated teacher behaviour and intimate teacher behaviour). Results from quantitative analysis confirmed that there was a significant relationship between five factors of transformational leadership and three components of school climate.

Mwangi M. Njeri (2015) investigated the influence of Principals’ leadership styles on school climate in secondary schools. Major findings of the study revealed that autocratic leadership style was the most popular style employed by Principals.
Majority of the Principals’ always issued orders expecting compliance by school members. Influence of Principals’ laissez-faire leadership style on the school climate exhibited that most of the Principals never expected teachers to set their own targets and achieve them on their own and never allowed teachers to establish quality control standards in school without supervision. It is also concluded that democratic leadership style is better than autocratic because it can be employed to achieve a positive school climate for all parties in the school. Consultative leadership encourages expression of views, creates familiarity and morale towards work and positive school climate. The laissez-faire leadership style was used very less because it creates a negative school climate.

**McCarley, Peters, & Decman (2016)** made an investigation on transformational leadership and school climate: A multi-level analysis; across the nation. The quality leadership and positive school climate are significant to the success of every Principal, student and school. This investigation inspected the connection between teacher’s view of how much a Principal shows the components of transformational leadership and the perceived school climate. The results revealed that there was a significant relation between transformational leadership and the supportive, engaged, and frustrated factors of a school’s climate.

### 2.2 Studies related to Leadership Behaviour and Organisational Climate

**Pandey (1985)** made an investigation on the leadership behaviour of the principals, organisational climate and teacher morale in secondary school. 34 secondary schools from all 138 secondary school of Allahabad district were taken as a sample for the study. The findings of the study revealed that no significant difference was found in the rural and urban principal's leadership behaviour as rural schools were more open and urban were less. A positive and significant relationship was found between the initiating structure, consideration dimensions of leadership behaviour and psycho-physical hindrance, controls, and liveliness of the mind dimensions of organizational climate. Furthermore it was concluded that teacher moral is significantly and positively related to the psycho-physical hindrances, liveliness of the mind, controls and production of the organisational climate. The study conclude that school climate, teachers morale and leadership behaviour of the principals, all these factors affect
A positive and significant relationship was seemed in all these factors like different dimensions of leadership and the different dimensions of organisational climate.

**Podsakoff, MacKenzie, Moorman & Fetter (1990)** found that the leadership behaviour of the employer can affect the employees behaviour in different ways. It can affect his/her trust, his/her emotions, his/her way of working or his/her satisfaction regarding his/her work. It did not affect only the employer but the organization and citizenship behaviour of the organisation. It also enhance the relations of employer to organisation as if leadership behaviour of the organisation. It also enhances the relations of employee to organisation as if leadership behaviour is good or productive for them. It can be work for the organisational commitment also.

**Jefferson (1991)** conducted a study on the 9 middle schools including principals and 134 teachers to find out the relationship between the organisational climate in concern with the leadership behaviour of the principals of the selected middle schools. The findings indicated that the significant relationship exist between the teachers perception of the leadership behaviour and the organisational climate of the school. If teachers percepts the leadership behaviour of the principals carefully or in positive manner, this leads the organisation on the path of success.

**Lochana (1991)** examined the administrative behaviour of principals and organizational climate of schools. 150 schools were taken as a sample for the purpose of the study. The findings of the study showed that both the variables administrative behaviour of principals and organisational climate of the schools were not significantly related. The organisational climate of the schools that may be traditional or of progressive character was influenced by the administrative behaviour of the school principals.

**Jayajyothi (1992)** studied the organizational climate and leadership behaviour of principals in relation to teacher morale in schools. 308 post graduate teachers were taken as a sample for the study from 20 central schools in the Madras region. The results of the study showed that all the schools that are in the study varied in their climate; some schools had open (18.75%) , (12.5%) controlled, (6.25%) had familiar climate , parental (6.25%) and (37.5%) had closed climate. On school climate, teacher morale and leadership behaviour did not distinguish regarding their
experience and age. To percept the leadership behaviour of principals by the teachers, open climate is best related while autonomous climate is least related. Rather than the male teachers, female teachers percept the school climate in well mannered way.

**Leithwood et al. (2000)** conducted a study on transformational leadership and organizational outcomes. Findings of the study concluded that transformational leadership behaviour is an effective approach for the schools that are facing the lot of challenges. The effect of transformational leadership behaviour directly affects the school conditions, organizational outcomes for the improvement of school. Furthermore this leadership behaviour indirectly affects students’ achievement.

**Remondini (2001)** conducted a study to find out the relationship between leadership style of female public schools principals and organisational climate of school. To study, 18 principals and 298 teachers were taken. The findings of the study showed that a significant relationship was found between leadership style of principal and organisational climate. It reflected that organisational climate was always influenced by the leadership style of principals. Thus the study concluded that if principals leadership behaviour is good than it will be productive for the organisational climate.

**Leftwich (2001)** studied the transformational leadership styles of department chair leveling North Carolina community college. The study investigated the transformational leadership behaviours of exceptional department chairs during the changing period, while determining the level of agreement between the department chair and his or her faculty members as to the chair's leadership style. The population for the sample consisted of 32 department chairs, identified by administrators as being exceptional leaders, from 26 colleges. Findings concluded that department chairs who lead significant change are perceived as being highly ethical, they possess good communication skills and use them to influence and empower faculty. It was also found that they are confident in their leadership capabilities and working for change. Significant relationship was existed between departmental chair leadership and faculty members in order to complete the departmental work. Furthermore to affect leadership, they pay particular attention to the organizational dynamics.

**Lunenburg (2003)** examined the helpfulness of transformational leadership in educational organization. The multifactor leadership questionnaire (MLQ) created by Bass and his partners has been used in maximum studies on transformational
leadership. The paper talks about experimental outcomes from past studies that have utilized the MLQ. It additionally displays the outcomes from three studies that inspected the conceptual adequacy and psychometric qualities of the MLQ. In first study of (Wooderson-Perzan, 2000), a content adequacy assessment of the transformational leadership items was directed. In second study of (Wooderson-Perzan and Lunenburg, 2001) and in third study of (Blair and Lunenburg, 2002), a series of confirmatory factor analyses, internal consistency assessments, and correlations were led on an updated set of transformational leadership items. It was concluded that, despite the MLQ's shortcomings, it does identify several leader behaviours that appear to be components of transformational leadership. It finds empirical support for three behaviourally oriented dimensions of transformational leadership (intellectual stimulation, individualized consideration, and inspirational motivation). These are consistent with theoretical propositions.

**Gawereki & Christine (2003)** conducted a study on transformational leadership style of principals. Findings of the study indicated that the principals must be transformational leaders who work for the betterment of organization and share the responsibility for instructional and curricular leadership. Shared leadership of principals develops a collaborative culture and has given the power to teachers to take decisions regarding student learning. The principal’s different type of behaviour like empowerment, intellectual stimulation, charismatic leadership and maintaining high performance anticipation serves as a base for all kind of leadership behaviour.

**Berson & Linton (2003)** in their study explored that both transformational leadership as well as transactional contingent reward leadership are associated with quality environment in R&D part of telecommunications firm.

**Srinivas, Kumar & Vikramaditya (2006)** investigated transformational and transactional leadership’s dimensions and outcomes in Indian context. The researchers examined the outcomes of transformational and transactional leadership. A sample of 285 managers were selected from a large private sector organization. The purpose of the study was to examine the dimensionality of transformational and transactional leadership also to find the role of these leadership styles in explaining the outcome variables. Results revealed that when the transformational leadership was added as predictor to the transactional leadership, significant proportions of additional
variance was accounted for in three outcome variables. After the examination of dimensionality of transformational and transactional leadership scales, they suggested that the two-factor active-passive model may be more suitable.

Clarke & Ward (2006) done a cross-sectional investigation to analyze the effect of leader behaviour related with transformational and transactional styles, on workers’ levels of security participation. They explored whether leader influence tactics may impact directly or indirectly through perceptions of a positive safety climate on workers’ safety participation. They conducted a survey on the sample of 105 workers in a UK glass-manufacturing organisation. Employees had given their views regarding their organisation’s safety climate, leader influence tactics and the extent to which they participate in safety activities. The results exhibited that leaders are more influential when they emphasise the importance of a particular task and arouse enthusiasm (i.e. inspirational tactics) and involve the workers participation in decision-making process (i.e. consultation tactics). Furthermore it is concluded that transformational and transactional leaders communicate and justify the reasons behind a request (i.e. rational persuasion).

Meredith (2007) found that leaders who portrayed a transformational leadership style have a positive effect on their organization. He concluded that the CEO’s who were transformational leaders who scored higher than the general population in optimism, self actualization, problem solving, and assertiveness. He further explained that self actualization does not made them transformational leaders, but these CEO’s, who were transformational leaders, scored higher on self actualization than the general population.

Samuel Shekhar (2007) examined the transformational leadership of managing leaders and identified that transformational leadership is a significant leadership style that helps in developing an organisation and achieving its vision. It has its importance in effective transformation of an organization. It has given examples of companies and leaders practicing such kind of leadership. Successful implementation of transformational leadership has its advantages which are: becoming independent and away from rules and other constraints (self- directing); proper utilization of skills and knowledge whether it is technical or practical; to make decision in an effective
manner; developing a vision and directing it to the followers; and completing the task by achieving positive results.

**Gee-Woo Bock, Wei-Liang Ng, & Yuhyung Shin (2008)** taken up the components like relationship-oriented leadership and task oriented leadership for the investigation. They found the significant effect of a perceived leader’s influence on the motivation of the members of non work-related virtual communities because leader’s behaviour is supportive to them.

**Van Eeden et al. (2008)** explore the personality traits of managers using different leadership styles and they integrated a personality profile to compare specific trends in terms of leadership groups. The managers reckon upon transformational and transactional attributes and passive behaviours. They also evaluated by other staff members who were inspecting them by survey on leadership preferences. Passive members displayed placidity and complicity, lack of involvement and fluctuation in commitment levels. The method of measure was the statistical average of the ratings. Sample size may affect outcomes or consequences of study as Van Eeden study was conducted on a very small sample of ten managers. Due to small sample, the findings may not be fully considerable to all situations in which transactional leader behave.

**Lu Ye Deng Junye Ma Yan (2011)** conducted the research by the questionnaire survey procedure in some high –tech corporations in Hobei and took transactional leadership, transformational as independent variable and the organization innovation climate of the manager encourage, the job independency, the job challenging as dependent variable. It was discovered that both leadership styles have the remarkable influence on manager’s encouragement and the job independency. But there is no remarkable influence on job challenging.

### 2.3 Studies related to Leadership Behaviour and Job/Work Satisfaction

**Narseen (1986)** conducted the investigation to find, firstly the relationship between self concept and leadership behaviour, secondly between the leadership behaviour of principals, job satisfaction and some other institutional characteristics. The study was performed on 780 teachers of the Gorakhpur from intermediate colleges. The study revealed that a positive relation was found in the leadership behaviour of principals
and job satisfaction. Conformity and normality in the teacher were high or greater in relation to desirable leadership behaviour of the principals and vice versa. A significant relationship was found in the leadership behaviour i.e. of initiating structure style and conformity and normalcy dimension of teachers self concept. Thus it can be said that the principals leadership behaviour directly effects the teachers self concept and their job satisfaction.

Mahashabde (1990) carried out a study on leadership effectiveness of principals of polytechnics in relation to job satisfaction, teachers’ morale, institutional climate and students academic achievement in Maharashtra State. The findings of the study were that whatever the teacher's psychological well being or state or his/her emotions it always effects the leadership behaviour. Thus if the teacher's morale is significant to the leadership effectiveness on the other hand, whatever be the climate of the organisation or any institution it did not significant in relation to the leadership effectiveness. No significant relation was existed in the leadership effectiveness and students’ academic achievement and job satisfaction. Thus it can be said that leadership is an effective when teacher's morale will be high or positive.

Singh (1997) conducted a study on socio-psychological characteristics as moderators of leadership behaviour of secondary school principal in the prediction of teacher job-satisfaction, organization climate, and students’ academic achievement. 50 principals and 500 teachers were selected as sample of the study. Findings of the study revealed that the secondary school principal are on the average, often speak and act as the representative of their groups, maintain the system and are able to tolerate uncertainty. They explain their own role and let followers known what is expected of them allow their followers the scope for imitative, decision and action. They also consider the comfort, well being, status and contributions of their followers and use pressure for fruitful output. There is significant relation between teachers and principals with regard to behaviour pattern of principals. When the principals presented more leadership behaviour as a whole, it is helpful for teachers and students.

Prem Sunder (1998) examined the leadership behaviour of the heads of senior secondary school. It was found that most of the principals paid regard to their teacher and followers as concerning their well being position, comforts, their capabilities,
contributions etc. They carefully attended their subordinates’ suggestion to keep their schools on the progressive path. Most of principals of his study was friendly in nature, co-operative and they deal with them happily. Thus from findings, it can be concluded that principals with friendly and kind nature were more approachable to their followers.

**Conger, Kanungo & Menon (2000)** conducted a study on transformational leadership and employee satisfaction. They found that transformational leadership is helpful to develop a sense of collective identity. This enhanced sense results in reverence, developing trust and satisfaction with in the employee regarding their leader. They recommended that transformational leaders were significantly energized followers and enhanced their motivation, morality, and empowerment by taking reference from the studies of (Dvir, Avolio & Shamir).

**Bogler (2001)** investigated the effect of principals’ leadership style on job satisfaction of teachers. The study was conducted by comprising the sample of 745 teachers in which 51% teachers were from elementary schools, 20% were from middle schools and 26% teachers were from high schools from 98 schools located in Northern part of Israel. The results of study showed that between the leadership styles and teacher's job satisfaction, a mediating variable acted, that was teacher’s perception of their occupation. When their work give them opportunities for self esteem or to develop themselves, they were satisfied. They also remained satisfied when their work let them on the path of success and they allowed themselves to participate in the school progress.

**Mehrotra (2004)** investigated leadership styles of principals in relation to job satisfaction of teachers and organizational climate in the government and private senior secondary schools of Delhi. 28 government and 28 private schools were selected as a sample of the study. The findings of the study have shown that the principals of government and private schools had different leadership styles and majority of the government and private schools had autonomous climate. Government schools exhibited controlled and closed climate in equal number (10.71% each). Furthermore, the private schools showed closed climate merely 8.92%. Results revealed that there was no significant relationship found between leadership styles of principals and the organizational climate of government and private schools.
Griffith (2006) investigated the organisational climate’s aspects in relation with job satisfaction, organizational performance and employee turnover in public elementary schools. Data were collected from school staff and students and school district archives. It was found that employee perceptions of organizational climate and job satisfaction, on aggregated organizational level, had represented group level constructs. Results indicated that employee’s perceptions of positive organizational climate was associated with higher levels of job satisfaction and organizational performance and with lower levels of employee turnover. It is also indicated that employee perceptions of positive organizational climate and job satisfaction was significantly associated with less achievement disparity between minority students. However, there was no significant relationship were found between job satisfaction and different aspects of organizational climate.

Nguni, Sleegers & Denessen (2006) carried out an investigation to find out the effects of transformational and transactional leadership on teachers' organizational commitment, job satisfaction and organizational citizenship behaviour. The findings after the regression analysis have shown that dimensions of transformational leadership have strong effects on teachers' job satisfaction, organizational commitment and organizational citizenship behaviour. The transformational leadership had significant add-on effects in comparison with transactional leadership in prediction of job satisfaction, organizational commitment and organizational citizenship behaviour. It was reported that Job satisfaction was a significant intermediary of the effects of transformational leadership on teachers' organizational commitment and organizational citizenship behaviour.

Wynn, Carboni & Patall (2007) conducted a study on principal’s leadership and teacher retention. It was found that effective leadership of principal and positive climate of schools plays a significant role in teacher retention. In addition, when the teachers were satisfied in their school surroundings, they never give up from their institution.

Bunmi Omolayo (2007) investigated leadership style and job related tension of the workers. Findings indicated that workers under democratic leadership style do not experience higher job-related tension. However workers under autocratic leadership style experience higher job related tension.
Barchiesi Maria Assunta & La Bella Agostino (2007) carried out a study on leadership effectiveness, leadership role and its influence on team members’ performance and attitudes. Their findings indicated that leader of democratic leadership styles take awesome care to include all individuals from the group in discussion, and can work with a little yet exceptionally energetic team. It was found that leadership indexes of higher range are not related with records of past performance, but rather related both to higher potentiality of improved performance and to higher status of organisations. Furthermore, the findings of the study pointing in the direction of a meaningful influence of behavioral complexity and dynamics on the leadership perceived level.

Korkmaz (2007) studied the effects of principal’s transformational and transactional leadership style and teachers’ job satisfaction on organizational health of school. It was found that the transformational leadership behaviour of the head teacher has a deep impact on teachers’ job satisfaction. Moreover it was concluded that the transformational leadership has direct impact on teachers’ job satisfaction where as it affects the school health indirectly.

Voonl, Lo, Ngui, & Ayob (2010) carried out a study on leadership styles and employee’s job satisfaction. They found the influence of leadership styles on employees’ job satisfaction in public sector organizations in Malaysia. They include other factors like salaries, job autonomy, job security, workplace flexibility. Results revealed that transformational leadership has a strong and positive relationship with job satisfaction.

Mehta, Anuradha (2012) conducted a study on the effect of leadership styles of school principal on teachers’ job satisfaction. Findings of the study indicated that teachers working under democratic leadership of principals have higher level of job satisfaction while teachers working under principals having benevolent autocratic and laissez-faire leadership styles have middle level of job satisfaction. Furthermore, teachers working under the autocratic leadership style of principals have low level of job satisfaction.

Ali & Dahie, (2015) examined leadership style and teacher job satisfaction by empirical survey from secondary schools. This study investigated the effect of
leadership style on teacher satisfaction. It was found that there is significant relationship between transformational leadership and teacher job satisfaction in secondary schools. Significant positive relationship was found between transactional leadership and job satisfaction. There is significant relationship between laissez-faire leadership and teacher job satisfaction. The results showed that transformational leadership, transactional leadership and laissez-faire leadership styles have significant positive relationship regarding teacher job satisfaction. The result of correlation coefficient revealed that teacher satisfaction had significant positive influence with three independent variables namely, transactional, transformational and laissez-faire leadership styles. Furthermore it was found that three constructs had statistically significant, positive, and direct effects on the teacher satisfaction. This study concluded that the most indicator of teacher satisfaction was laissez-faire leadership style; the teachers like the leader who give more liberty and let them take their decision regarding their own work.

2.4 Studies related to Decision Making Styles and some other variables

Benson (1986) examined the relationship between decision making styles and different demographic variables. The study was conducted on nurses. The results of the study was that the analytical decision style was dominant in all the nurses and there was a significant effect of years on decision making styles. Thus it can be concluded that decision style of the participants was depend upon the different demographic factors like age, sex or income etc.

Mech (1993) conducted a research on decision making styles of library director. The findings indicated that the decision making style of the library directors was related to their behaviour i.e. the behaviour decision style can be seen as predominant level. This decision style is significantly higher in the directors at baccalaureate and in community college institution. In relation to decision making style, gender is found as irreverent variable.

Amalor & Suresh (1994) conducted a study to compare the decision making styles of students of professional and nonprofessional courses. Results revealed that there was no significant difference existed between professional and nonprofessional courses
students with regard to their decision making styles. But difference existed in rationalization decision making style. Findings indicated that stream of the students were not significantly related to decision making styles. Gender difference were emerged significantly with regard to rationalization which is exception in the study.

Amalor & Raghavan (1996) conducted the study to find out the relationship between some selected variables and decision making styles. These selected variables are vigilant and non vigilant decision making styles and adjustment. The findings revealed that vigilant decision making style positively and significantly related to adjustment. Non-vigilant decision making style negatively related to adjustment. It can be concluded from the study that if somebody carefully take decisions than he/she will be better in the adjustment than a careless decision maker.

Williams (1997) conducted a study on decision making styles and school climate. It was found that analytic, behavioural and conceptual decision making styles were significantly related to school aspects where as directive decision making style was not correlated with school factors.

Herring (1999) conducted a study to investigate specific reasons behind an individual decision making style. The findings indicated that a leader’s decision style depended upon the amount of information that is desired for the leader. For decision making a leader considered a number of alternatives.

Pennino (2001) carried out a study on decision making styles of managers by using Rowe’s decision style inventory. Results of the study indicated that the managers who have high management level, they showed conceptual decision making style whereas while lower level the managers who have lower management level, they have shown behavioural decision making styles. Some other managers also have shown the directive style of decision making.

Verma (2001) carried out a study to see the effect of gender and some other selected variables on decision making styles. It was found that decision making style does not significantly influenced by science or arts stream as well as by gender. No significant relationship was existed between these variables. He found that Tibetan students who have science or art stream had more or less equal importance for all the five styles of
decision making. Thus it showed that students have equal interest for both the streams.

**Sandra & Margret (2001)** conducted a study to compare the decision making of rural and urban female adolescent. Findings have shown that urban females at adolescent age shows higher decision style in comparison to adolescent females of rural area. As the urban adolescent has more chances or opportunities to study and their view of thinking, always some steps forward rather than the rural. That was the reason for their higher decision making styles.

**Stephen (2002)** conducted a study on personality and decision making. He found that those individual score high in neuroticism, they have very less decision making capacity whereas the individual who score less in neuroticism, have high decision making capacity.

**Jha (2002)** carried out a study on decision making styles and emotional maturity of college students. Findings of the study indicated that there is significant positive association between emotional maturity and vigilant decision making style of the college students.

**Attri (2002)** conducted a study to see the effect of administrative experience on decision making styles of secondary school principals. It was found that administrative experience of principals had significant effect on their decision making styles. Principals having high level of experience have shown less preference towards avoidant decision making style rather than Principals having average level of experience. Principals who have average experience was found significantly higher on avoidant and choice styles of decision making rather than Principals who have low level of experience. However, no significant difference was existed between high and low level experience of the principals.

**Hurakalli (2003)** has investigated on the topic of decision making styles and leadership behaviour of heads of schools in relation to teacher morale and organizational health in secondary schools. Findings of the study revealed that there was significant and positive relationship existed between overall leadership behaviour of school heads and their mental health and five subscales of mental health.
Furthermore, it was found that decision making styles of school heads were significantly related to teacher morale.

**Dhiman (2003)** reported in his study that there is no significant difference between govt. and private college women students regarding all the five decision making styles. It is furthermore reported that there is no significant effect of institution by management on decision making styles as measured by Scott and Bruce GDMS.

**Kumari (2005)** conducted a study on decision making styles by using the tool of Scott and Bruce decision style inventory. The sample in the study were pre service secondary school teachers. Results revealed that there was a significant difference in decision making styles on the bases of gender. Female pre service teachers showed stronger preference for intuitive, dependent and avoidant decision making styles and male pre service teachers showed weaker preference for rational style. Male and female pre service teachers showed no significant difference with reference to spontaneous decision making style.

**Jacoby & Jill Michaela (2007)** examined the relationship between principals' decision making styles and technology acceptance & use. The findings indicated that a principal's decision style has no bearing on his/her acceptance and use of technology. Furthermore, the characteristics of most of the principals have shown an analytical decision style. It is concluded that the study did find the most widely accepted and used technology application by K-12 principals is email. The study indicated that most principals feel comfortable while using technology, they use it on a daily basis and participate in a variety of technology trainings. Findings have shown that the majority of principals stated that they mostly use technology to take decisions related to student achievement.

**Ramani Gopal (2008)** studied the decision making and self esteem of school teachers. He selected total sample of 132 teachers in which 82 were males and 50 females. He used questionnaires I and II, a tool on decision making developed by Leon Mann. Researcher conclude with the results that there exists a significant positive relationship between self esteem and vigilant decision making style.

**Sharma (2010)** conducted a study on decision-making style and organizational commitment. The study aimed to identify predominant decision-making style of
principals and its impact on organizational commitment of the teachers. Findings indicated that avoidant decision-making was predominantly followed by spontaneous decision-making and reflecting dependence on personal charisma. It was found that dependent decision style have shown some impact on all the commitment types. It was also reported that the performance of the committed and satisfied teachers were normally high and they are significant contributors to increase the productivity of the organization.

Saini (2011) conducted an investigation on decision making quality and substance use risk behaviour in young adults. This study was aimed to compare the difference in decision making quality of young adults who involve themselves in substance use risk behaviour (drinking and smoking) and young adults who don’t involve themselves in substance use risk behaviour. She found that there is significant difference among the adults of these two groups with reference to substance use risk behaviour.

Hariri, Hasan (2011) conducted a study on leadership styles, decision-making styles, and teacher job satisfaction in Indonesian schools and inspected the relationship between principals leadership and decision making styles and their conceivable use as indicators to anticipate job satisfaction of teachers in the particular setting of public junior secondary schools in Lompung Province. The findings of the study were: Principals exhibited mostly transformational leadership style and rational decision-making style. Teachers were just slightly satisfied. Preferences for Teacher job satisfaction were distinguished as: colleagues, nature of work, supervision, and communication. There was found significant relationships between principal’s transformational, laissez-faire and transactional leadership styles and teacher’s job satisfaction. Furthermore, results indicated significant relationship between principal’s rational, dependent, intuitive, spontaneous, and avoidant decision-making styles of principals and teacher job satisfaction. These findings suggest that to enhance job satisfaction stakeholders could consider ways to help the principals in collaboration with their staff to exhibit more transformational leadership style and rational decision making style.

Ambrien Ahmed, Hasnain & Venkatesan (2012) investigated the decision making styles in relation to personality types and cognitive styles of business students. A sample of 130 post graduate management students was selected through incidental
sampling technique. It is concluded that intuitive personality type had significant relationship with conceptual decision making style. Thinking type of personality have shown positive correlation with directive and analytical decision making style but negative correlation with behavioural decision making style.

Punithavathi (2013) carried out a study on emotional maturity and decision making styles among college going women students of arts, science and engineering streams. The findings of the study indicated no significant difference between day scholars and hostellers in emotional maturity. Furthermore it was found that there is no significant difference between day scholars and hostellers regarding decision making styles. There is also found a significant difference between arts and science students regarding emotional maturity and decision making styles. Furthermore, it is appeared to be there is a slight difference between day scholars and hostellers with regard to the dwelling place.

Al-Omari (2013) conducted a study to find the relationship between decision making styles and leadership styles of public school principals. He found that directive decision making style was predominant among school principals. Results reported that constituency-centered Administration was predominant among school principals. Furthermore, he reported that no significant relationship is existed between decision making styles and leadership styles of school principals.

Rana (2016) conducted a study on decision making styles of senior secondary school students as related to culture, gender and stream. It was found that there is significant difference between decision making styles of Indian and Tibetan culture groups of senior secondary students. Results indicated that decision making styles may follow specific cultures. The study also inferred that gender and stream had significant difference with reference to decision making styles.

2.5 Studies related to Leadership Behaviour, Students Achievement and School Culture

Heck, Larsen & Macoulides (1990) conducted a study on principal’s leadership behaviour and student achievement. They explained that the relationship between principal’s leadership style and levels of student academic achievement is very complex. It was found that the principals of high-achieving schools rather than a
particular style, they mostly try to involve staff in decisions and programs, protecting faculty, recognizing achievement, observing teachers, securing resources, communicating goals and expectations and evaluating programs. Results of the study exhibited the significant relationship between leadership and achievement. In addition to this, the relationship between both variable is indirect and probably two directional.

Gepford (1996); Sackney (1998); Leithwood, Jantzi, & Steinbach, (1999) conducted a study on transformational and transactional leadership styles and school culture. The findings of the study showed significant relationship of transactional and transformational leadership styles to school culture. Principals are capable to promote or raise a positive school culture who understand or know about the leadership behaviour match the requisites of the stakeholders.

Pramanik (1999) carried out a study on the impact of principal’s instructional management behaviour and organizational climate on student’s academic achievement. The study was conducted on 100 teachers and 320 students. The analysis of the study showed that under being the male principals leadership behaviour, the students achievement was higher in comparison to female principals leadership behaviour. There was no significant effect of teaching experience on the student's achievement. On the other hand, student's achievement did not significantly affected by the instructional management behaviour of the principals. It can be concluded that students achievement was good under the good leadership behaviour only and it is not effected by any other variable in this study.

Farr (1999) studied the relationship between school climate and student academic achievement. Significant relationship was found between school climate and students’ achievement. Results revealed that when overall school climate increased, it becomes helpful to develop general school climate, expectations, curriculum and instruction, and discipline in the school environment is also increased. Thus all these aspects of school climate contribute to the school improvement process.

Goodrum (2001) studied the perceived influence of school climate on academic achievement for African-American males in sixth-grade. He revealed from his study that students easily follow the instructional style and personal characterisation of
teachers. These two factors found in the school climate which significantly affect the academic achievement.

**Acosta (2001)** conducted a study to find out the relationship among school climate, academic self-concept and academic achievement. It was found that only academic self-concept was a significant predictor of academic achievement. The results of the study exhibited that school climate and academic self-concept had significant effect on students’ academic achievement as perceived by themselves as a leaner.

**Kumaran (2001)** explored the relationship between school climate and academic performance of higher secondary school students. His study identified teacher behaviour (engaged behaviour) and found that the academic achievement of the students significantly influenced by this behaviour. He found the significant relationship between the teachers’ behaviour and the academic performance. In this study, teachers behaviour was taken as the index of school's effectiveness..

**Lucas, Earl, Valentine & Wayne (2002)** took up a study on transformational leadership of principals, leadership teams and school culture. The purpose of the study is to understand the relationships among principal transformational leadership, school leadership-team and school culture. Sample was selected from the population of 12 middle schools. Results exhibited that the principal is the primary source of identifying and articulating a vision and providing an appropriate model of school. Primary source of leadership teams is providing intellectual stimulation and to hold high expectations. Principal and leadership-team equally influence the sources of fostering commitment to group goals and providing individualized support. The results revealed that leadership team had higher effect on collaborative leadership and learning partnership rather than the principal leadership regarding the factors of school culture. Moreover it was found that the principal had greatest influence on teacher collaboration and unity of purpose rather than leadership teams. Findings of the study are supportive in education movement toward collaborative forms of school leadership. The present study is conducive for further exploration of principals, leadership teams, transformational leadership and school culture.

**Whitaker & Turner (2002)** conducted a study on school climate and student achievement. The study was conducted on 1801 principals taken as a sample in
Indiana to find out the relationship between the school climate, student achievement and principals effort to raise learning. The analysis of the study showed that principals worked with efficiency and give their hundred percent to create positive climate conductive to learning. They thoroughly understood the relations between school climate and student achievement. The principal’s top priority was to build and maintain a strong school climate. From this study, it can be concluded that principals wanted to maintain a strong climate and according to them this lead towards the higher students achievement.

**Parish (2002)** investigated the relationship between organizational school climate and student achievement on the eighth grade standards of learning (SOL) tests in the Commonwealth of Virginia. The number of students who received free or reduced lunch determined SES of each school. Sample of the study consisted of 696 teachers from 49 middle schools in the Commonwealth of Virginia. There was found a significant relationship between school climate and student achievement with regard to English reading and mathematics. Results indicated that community engagement and academic press had significant effect on student achievement regarding English reading. Furthermore, significant relationship existed between the SES of students and student achievement in the subjects of English reading and mathematics. Thus it can be concluded that a supportive school climate is helpful to enhance the students achievement.

**Fisher (2003)** conducted a study to find out the relationship between principal leadership style, school climate and student achievement in elementary schools. The number of students that received free or reduced lunch determined the SES of each school. A sample of 640 teachers were selected from 36 elementary schools in Idaho. Findings of the study indicated that 85% of the schools found their principal’s leadership style to be transformational while the remaining 15% found no dominant leadership style among their principals. In addition, 92% of schools identified their principals leadership style as transformational and they perceived their schools’ climate as open. It was found that transformational leadership style was positively related to principal openness while not significantly related to teacher openness. Results revealed that transactional leadership style had negative relationship with teacher openness but not significantly related to principal openness. However, it was
concluded that principal and teacher openness had negative relationship with laissez-faire leadership style.

**Kent (2003)** concluded that there is relationship among the leadership behaviour of the principal, teacher attendance and student achievement. A significant relation between principal’s leadership behaviour and teacher attendance is found. Furthermore, it is also found that there exists no significant relationship between principal leadership behaviour and student achievement.

**Kimacia (2007)** carried out a study to find out the relation between head teachers’ leadership styles and girl students’ performance in KCSE in public secondary schools. It was found that there is no significant difference between head teachers’ age and leadership style. Significant relationship was found between leadership style of head teacher and girl students performance.

**Yafang Tsai, Shih-Wang Wu, & Hsien-Jui Chung (2009)** took up a study on organizational culture and different leadership styles i.e. charismatic leadership, transformational leadership and transactional leadership. The main purpose of the study was to explore the relationship between organizational culture and leadership styles. They found significant relationship between organizational culture and all the three leadership styles that were taken up in the study.

**Dorward (2009)** investigated that there was a significant correlation between the leadership style of the school Principal and student academic achievement. The New York State Comprehensive English Regents Exam (CERE) which was administered at the end of the eleventh grade to assess the student’ academic performance. An online version of the Multifactor Leadership Questionnaire Ratter Form (MLQ 5X) was used to collect data from department chairs or teacher leaders to assess the leadership behaviours of his/her Principal. Four research questions and ten ancillary questions were taken into consideration, out of four research questions there were three that indicated a link between the uses of transformational leadership style and was of respondents’ satisfaction, their willingness to give extra effort, and the characterisation of their Principal’s effectiveness. Only question seven of ancillary category yielded a possible relationship between the length of time in education of Principals of high performing schools and those in low performing schools.
Obama, Eunice & Orodho (2015) conducted a study to find out the effect of leadership styles of principals on students academic performance in public secondary schools. Results of the study indicated that most highly rated behaviour of school principals was that they had no belief in group work or on self attaining quality performance in terms of school goals. This was quite surprising because school Principals main role is to set school goals and ensure all, either at individual level or group level to attain these set goals. Secondly they suppressed new ideas from members of a group. The third highly ranked attribute of Principals, was that they largely encouraged indiscipline due to poor management structure of dealing with indiscipline by other members of the staff. The fourth and fifth perceptions of teachers in regards to the leadership styles of their Principals were that they were less worried about group performance of other staff members towards fulfillment of school objectives, and unconcerned with the welfare of staff. At positions six and seven, they do not supervise teachers in their teaching / learning assignments and passes the buck to other members for failure or mistake especially those leading to low academic performance in their schools. Eight, nine and tenth position of leadership styles of principals disapprove to be appraised by the staff. These attributes indicated that the Principals of this area had an inappropriate leadership style that does not promote enhanced academic performance. It was found a significant relationship between school principals management styles and students academic performance in the study locale of Homa -Bay County.

Spicer & Felecia (2016) conducted a study on school culture, school climate, and the role of the principal to determine the impact of the implementation of the Georgia Vision Project into two different school districts, to determine which are the main features of Vision Project that had specifically impacted learning in the school. Another objective of this study was to find out how the implementation of the Georgia Vision Project had helped to build a capacity of self and others in the school. The findings have shown that the commendation of the Georgia Vision for public education served as a guiding reference offering valid recommendations to improve learning, to build capacity of self-identity and others within a school district, and to educate school principals regarding what they can do to develop and maintain a positive school climate. The findings revealed that a safe and supportive environment should be developed where respect and encouragement are obvious so that the staff
working in the school make a positive difference in the lives of the children. Teachers of school district A and school district B agreed that support, helpful relationships, feeling valued and an overall safe environment made a big difference in the way they approached their jobs each day. The change in school climate and relationships with the community they had seen that was not due to the implementation of the GVP.

### 2.6 Studies related to Leadership Behaviour, Emotional Intelligence and Organizational Commitment

**Smith (1995)** investigated leadership behaviour, organizational commitment and work satisfaction of hospital directors. It was found that leadership behaviour of hospital directors were significantly and positively related to productivity and work satisfaction of the working staff. Furthermore a significant relationship existed between leadership behaviour and organizational commitment of staff. He explained in his results that if the staff works honestly, their productivity is good and works according to the commitment by putting their full efforts then the leadership behaviour of the hospital directors will be positively related to them and their work.

**Barling, Slater & Kelloway (2000)** investigated the relationship between emotional intelligence and transformational leadership. Findings of the study showed that emotional intelligence is associated with idealized influence, inspirational motivation, individualized consideration and contingent reward dimensions of transformational leadership. But active and passive management by expectation and laissez-faire management, these two dimensions of transformational leadership were not associated with emotional intelligence.

**Duckett & Macfarlane (2003)** in their study identify a discrepancy between the average profiles derived from its current cohort of store managers and organisation’s idealized leader success criteria. They investigated relationship between transformational leadership and emotional intelligence in the context of a UK based relating organisation. A relationship between store manager performance and EQ profile is also examined. It is also found that there is strong connection between the theory of EQ and transformational leadership. There are differences between idealised and actual EQ scores regarding transactional capabilities.
Webb (2004) conducted a study on emotional intelligence and transformational leadership to find out which emotional intelligence is related to transformational leadership within mentoring relationships. A sample of 112 faculty members were selected for mentoring doctoral students and assessed them on different dimensions of emotional intelligence. Transformational leadership ratings were provided by the doctoral students for professors who were advised him or her. Findings of the study have shown that emotional intelligence can predict various dimension of transformational leadership, including charisma and inspirational motivation.

Singh (2007) investigated the relationship between emotional intelligence and leadership effectiveness of software professionals. Sample of 340 software professionals were selected from big company in India. There was a significant and positive relationship found between emotional intelligence and organizational leadership of male and female software professional. The results exhibited that no significant differences were found between male and female software professionals in terms of emotional intelligence and overall leadership effectiveness. Findings indicated that relationship management dimension of emotional intelligence was found to be significant predictor of leadership. The study focus on employees to develop their relationship skills in order to become effective leaders for the betterment of their organization.

Chung-Hsiung Fang, Sue-Ting Chang & Guan-Li Chen (2009) given consequences about organizational commitment and work satisfaction affected by leadership style positively. Work satisfaction can affect work performance and organizational commitment positively because satisfaction of the employees results positively in their working performance and build their commitment towards organization.

John, Masih Charan (2009) conducted a study to see the relationship among the Principals' leadership style, the organizational commitment of teachers and school climate, in Seventh-Day Adventist Secondary Schools in Philippines. A sample of 227 full-time teachers from 20 different schools were selected. The secondary school female teacher between the age of 21 to 40 years, who had a bachelor’s degree or less, and had taught for 5 years or less in the present school with an overall teaching experience of 10 years or less. Major findings of the study have shown that
Principal’s leadership style, school climate, and the organizational commitment of teachers are significantly related to each other. Under a leadership portrayed by high consideration, teachers perceive higher commitment, paying little respect to the level of initiating structure. Furthermore there is significant relationship between Teachers' organizational commitment, climate openness described by principals’ supportive behaviour and intimacy, teacher engagement, and low levels of teacher disappointment. In addition, considerate dimension of leadership behaviour is positively related to climate openness. It appears that consideration dimension of leadership behaviour is significantly related with different aspects of school climate and organizational commitment.

Khasawneh, Omari & Abu-Tineh (2012) carried out a study to determine the relationship between transformational leadership of school principals and teachers' organizational commitment. The findings revealed there was a strong, positive and significant relationship existed between transformational leadership (overall) and the dimension of organizational commitment. Results indicated that there was a moderate, positive and significant relationship existed between each factor of transformational leadership and organizational commitment.

2.7 Summary of Review of Related Literature

The review of research literature shows that the different variable like leadership behaviour: transformational and transactional leadership, school climate, organizational climate, school culture, job satisfaction, decision making styles, academic achievement, emotional intelligence have a significant relationship with one another. The major research trends derived from the review is as follows:

Morsink, 1970 reviewed that there is no discrimination in the leadership behaviour of male and female principals. Sharma, 1982 found significant differences between types of school climate and leadership behaviour. He also found differences in the leadership behaviour of the Headmaster on the bases of sex. Patel, 1983 reviewed positive relationship between two dimensions of leadership behaviour of school principal. The leadership behaviour of the principals were significantly related to the organizational climate (Sharma, 1982; Pandey 1985, Sampuran Singh 1995, Scott, 2003) however, leadership behaviour differed with different organisational climate
Age of the Principals does not contribute towards the leadership behaviour of the Principals (Nanda, 1992; Rashmi, 1993). Gender of the Principals does not influence the leadership behaviour of the school Principals (Patel, 1983; Nanda, 1992). However, the findings of Sharma (1982) indicated that Gender/Sex has a significant effect on the leadership behaviour of the principals. Madison (2002) argues that there is a positive school climate under the Principals who perceived transformational leadership. There is significant relationship between Rowe’s decision style and various demographic variable among nurses, Benson (1986). There is significant relationship between leadership style and organizational commitment (Podsakoss, Mackenzie, Moorman and Fetter, 1990).

Findings of Hech, Larsen and Maccoulides, 1990 and Dorward, 2009 indicated the relationship between leadership and achievement is indirect and probably two directional. It is reviewed that there is significant relationship between school climate and student achievement, Farr, 1999. However (Schulman, 2002, Fisher, 2003 and Kent, 2003) found that there was no relationship between leadership style, School climate and student achievement. There was a significant correlation between two type of management/leadership styles of school principals and students academic performance. Instructional management behaviour of the principal has no significant effect on student’s academic achievement (Obama, Eunice and Orodho, 2015). Jefferson, 1991 indicated a significant relationship between teachers perception of the leadership behaviour of school principals and organisational climate of their schools. Leithwood et al., 2000 found that transformational leadership is significantly related to the improvement of school conditions and organisational outcomes, the findings of Singh (1997), suggested that the behaviour pattern among the teachers and principals become better when the principals presented more leadership behaviour as whole in the organizational climate. A significant relationship existed between leadership style of principals and organizational climate, Remondini (2001) but Mehrotra, (2004) revealed that no significant relation was found between leadership styles of principals and organizational climate in government as well as in private school. Ming Tung, (1990), Glassman and Elizabeth, (2000) identified statistically significant relationship between specific principal’s communication behaviour and school climate. It is suggested that huge bureaucratic school systems give principals more autonomy,
especially as principals demonstrate fit for generating success (Mendel, Christine, Watson, Robert, Macgregor & Cynthia 1999).

Transformational leaders create incentives for followers to continuously improve their work practices (Cunningham & Cordeiro, 2000). Transformational leadership provides direction for the school, Wilmore and Thomas(2001). Sennun (2000) reviewed that there is significant difference between teachers’ perception of principal’s change facilitator style on teacher’s gender, age and education. Blatt(2002) and Cantwell (2003) revealed a statistically significant positive relationship existed among transformational leadership, overall leadership behaviour and school climate. Hurkalli (2003) found strong positive and significant relationship between leadership behaviour of school principals and their mental health as a whole. Lesniewski and Thomas (2003) showed that a correlation does exist between school superintendents transformational leadership style and school climate. Results indicated that teacher’s perception and principals perceptions are related to school climate (Kelly, 2005; Garrett and Janice Elaine, 2003). Furthermore (Chu, Hui-Chin: Fu, Chi-Jung, 2006) also shown that the overall perceptions of the faculties were favourable regarding leadership style, school climate and psychological contract. There is significant relation between principal’s leadership style and school climate (Clabough, 2006; Wynn, Carboni, and Patall 2007). It was found that transformational, transactional, democratic, consultative leadership have significant influence on school climate (Tajasom and Ahmad, 2011; Mwangi M. Njeri, 2015; McColumn, 2010). Oyetunji, Christianah Oluwatoyin, 2009 found that as some teachers working in an open school climate did not respond to their head teacher’s open door policy due to some other factors. Principals leadership styles are significantly related to school climate,(Shaw, Brian; John, Masih Charan 2009). The results revealed that there was a significant relation between transformational leadership and the supportive, engaged, and frustrated factors of a school’s climate (McCarley, Peters, & Decman, 2016).

The principals’ leadership behaviour was positively related to teacher’s job satisfaction, Nasreen (1986). Podsakoff, MacKenzie, Moorman & Fetter(1990) found that Leadership behaviour can affect trust and satisfaction of employees to organization. Teachers perception of their occupation acted as a mediating variable between principals leadership style and their job satisfaction, Bogler (2001). Nguni, Sleeegers and Denessen (2006) found after the regression analysis that dimensions of
transformational leadership have strong effects on teachers’ organizational commitment, job satisfaction and organizational citizenship behaviour. Leadership styles have a stronger relationship with teachers job satisfaction (Chung-Hsiu Fang, Sue-Ting Chang and Guan-Li Chen 2009; Voonl, Lo, Ngui, and Ayob 2010). Transformational and transactional leadership has a profound impact on teacher’s job satisfaction(Korkmaz, 2007; Hariri,Hasan 2011; Ali & Dahie, 2015). Teachers working under principals having democratic leadership styles have higher level of job satisfaction but with laissez-faire and autocratic styles have middle level of job satisfaction, Mehta Anuradha (2012).

Goodrum 2001 revealed that school climate have influence on student’ academic achievement. Transformational and transactional leadership have significant effect on school culture to foster a positive culture (Gepford (1996); Sackney (1998); Leithwood, Jantzi, & Steinbach, 1999; Lucas, Earl, Valentine & Wayne 2002). Positive school climate have significant influence on students academic achievement and academic performance. Maintaining a positive school climate positively impacted students learning (Whitaker and Turner, 2002; Acosta, 2001; Kumaran, 2001; Perish, 2002). Mech, 1993 found gender as irreverent variable in relation to decision style.

Amalor and Suresh, 1994 reported that decision making styles were not significantly related to stream. There was a positive correlation between adjustment and vigilant decision making style, Amalor and Raghvan, 1996. Analytic, Conceptual and Behavioural decision making styles are correlated with school factors, Williams, 1997. Results indicated that a leader’s decision style tended to result from the amount of information the leader desired, Herring (1999).

Individuals with high management level displayed conceptual decision style while lower level managers displayed behavioural style, Pennino, (2001). Decision making styles were not significantly influenced by stream( arts and science) Verma, (2001). Adolescent female of urban shows higher decision making than rural area female adolescent, (Sandra & Margaret, 2001). Emotional maturity was positively associated with decision making style, Jha (2002). Principals with high level of experience showed less inclination towards decision making style than principals with average level of experience Attri (2002). Women students of govt. and private colleges were found to be similar with regard to each of the five decision making styles, Dhiman (2003). There was found significant gender differences in decision making styles of
pre service secondary teachers, Kumari (2005). The majority of the principals stated that they use technology the most to take decisions regarding student achievement, (Jacoby and Jill Michaela, 2007). Romani Gopal, (2008) revealed that a significant positive relationship exists between self esteem and vigilant decision making style. Avoidant decision making was predominantly followed by spontaneous decision making and reflecting dependence on personal chrisma, Sharma (2010). The relationship between principals decision making styles and teacher job satisfaction were mostly significant, Hariri Hasan (2011). The intuitive personality type has significant relationship with conceptual decision making style. Thinking showed positive correlation with directive decision making style, (Ambrien Ahmed, Hasnaian and Venkatesan, 2012). There is no significant difference between day scholars and hostellers with regard to decision making and emotional maturity, Punithavathi, (2013). Results revealed the inferences that gender and stream had significant difference with reference to decision making style, Rana (2016).

2.8 Research Gap

Every study has its gap and differences from the earlier related studies but still each research has its uniqueness or distinctiveness in terms of various elements like; area, variables, objectives, population, sample and also in the tools, techniques and method of the study, purpose of data collection and data analysis. After reviewing the literature, the investigator found that the issue of leadership behaviour and school climate is of great importance in the field of educational research or for that matter any research is a collaborative responsibility in the below mentioned manner:

The present study was conducted in the some districts of Haryana State where none of the earlier related study was conducted in this way. The findings of the study will be useful in knowing the present status of the effect of principals leadership behaviour and decision making styles on school climate. The present study has its distinctiveness in terms of its variables also. There are various variables selected in the present study like transformational, transactional leadership, decision making styles, school climate, gender, location and type of institution (government and private). There is no earlier related research in which such wide range of variables is included. In terms of objectives as well, the present study intends to find the effect of leadership behaviour and decision making style on school climate of senior secondary schools principals which has not been attempted by any other earlier related
researcher. In terms of the sample and population also, no such research has been conducted earlier on in this area. So this is one of the major gap of the research. The tool was developed by the investigator for the school climate of secondary schools which was not used by any other related researcher.

Most studies in our country have focused on perceptions of teachers on leadership styles of principals, rather than perception of themselves on leadership behaviour. The study therefore intends to fill this gap by investigating the perception of principals in terms of leadership behaviour. No study have been conducted collectively on leadership behaviour, decision making styles and school climate earlier on these variables so the present study also fills the gap of these related variables. Many studies have been conducted on leadership behaviour in relation to type of school climate viz; positive and negative school climate, open school climate, closed school climate but there have been very few studies conducted on considering all aspects of school climate like teaching learning, social environment, academic and professional relationship in the school climate etc. Many studies have been conducted to know the particular decision making styles adopted by the managers or principals but no study has been conducted to find out the effect of different decision making styles on different aspects of school climate, so the present study fills this major gap. A major gap in the literature is addressed through a close examination of decision making styles and different aspects of school climate literature in the present study. This study will make an important contribution to the school climate literature by determining the school factors that may contribute to the leadership behaviour and decision making among an understudied population and by exploring the effect of different leadership behaviour and decision making styles on school climate.