A STUDY ON LEADERSHIP STYLES OF PRINCIPALS AND ORGANIZATIONAL COMMITMENT OF TEACHERS IN SECONDARY SCHOOLS OF BENGALURU CITY

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Preface

In the labyrinth of education, leadership holds the torch that lights the way for institutional progress. The leadership style adopted by school principals plays a pivotal role in shaping the environment and ethos of an educational institution. It influences not just the pedagogical approaches but also the commitment and motivation of its educators. The intricate relationship between a principal's leadership style and a teacher's organizational commitment forms the crux of this comprehensive research.

Set against the backdrop of Bengaluru city, renowned for its diverse educational panorama, this thesis delves deep into the leadership styles of principals in secondary schools and examines how they influence the organizational commitment of teachers. Bengaluru, as a microcosm of India's broader educational milieu, offers a rich tapestry of insights into the educational leadership landscape.

Through the pages of this thesis, readers will embark on a journey that commences with an introduction to leadership, traces its evolution in the educational context, and culminates in the current educational scenario in India. The study also sheds light on the pivotal role of the National Policy on Education 2020 and how it shapes the expectations from our educational leaders.

The research methodology is meticulous and robust, ensuring that the findings are both credible and insightful. The data analysis, enriched by a blend of qualitative and quantitative techniques, offers nuanced insights into the impact of various leadership styles on the commitment levels of teachers. The study also acknowledges the role of demographic variables, providing a layered understanding of the topic.

This thesis does not merely remain confined to theoretical exploration but moves beyond, suggesting practical strategies for leaders in the educational domain. It underscores the need for adaptive leadership styles, taking into account the unique dynamics of individual schools, be they government or private.

We would like to express our heartfelt gratitude to all the educators, principals, and teachers who generously shared their experiences and perspectives, making this research both rich and grounded. Additionally, we extend our thanks to all those who supported and guided us throughout this academic journey.

As you navigate through this thesis, it is our sincere hope that you gain a deeper understanding of the profound interplay between leadership and organizational commitment in the realm of education. We believe that the insights from this study will pave the way for more enlightened and effective leadership in our schools, fostering a nurturing environment for both educators and students alike.

Happy Reading!

Dr. VINAY RANGANATHAN

Dr. E. ESWARA REDDY

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ABSTRACT

The problem statement of the study was to compare the educational leadership behaviours of government and private school principals in Bengaluru city and to understand the organizational commitment of teachers in relation to demographic variables. The objectives were i) to study perceptions of secondary school teachers on the leadership styles of their Principals ii) to compare the differences in leadership attributes between government and private school principals in select schools of Bengaluru city iii) to study the influence of demographic variables on the organizational commitment of the teachers iv) to provide valuable suggestions to policy makers on building a successful institution to get better results The sample of the study was drawn using random sampling technique from 56 schools and consisted of 384 teachers: 107 teachers from government and 277 teachers from private high schools in Bengaluru city (urban district). The theoretical backdrop of the research was based on transactional and transformational leadership theories. Modified versions of the multifactor leadership and the organizational commitment questionnaire was used for the study. Statistical analysis using mean, standard deviation, independent samples 't' tests, one-way ANOVA and confirmatory factor analysis was used for analysis of data.

The major findings of the study were that i) differences on certain attributes were observed in both transactional and transformational leadership styles between government and private school principals. ii) 'Critical thinking' and 'participative' were the styles of leadership practiced in government schools. iii) 'Micromanagement' and 'charismatic' were the styles of leadership practiced in private schools iv) personal variables like gender and age were found to have significant impact on organizational commitment of teachers iv) academic variables like experience and educational qualifications were found to have significant impact on organizational commitment of teachers.

Separate leadership models for both government and private schools were developed by the researcher highlighting important attributes that lead to the growth and the success of an organization. The study has also provided principals with an overview on what factors affected the teacher's commitment in their schools and how they could effectively modify their leadership style to improve efficiency in teaching and learning. Suggestions are provided separately for policy makers in the government and for private managements on approaches to improve effective leadership in government and private schools

In conclusion, experience of these principals, journey into their administration and the way in which they have articulated their role over the years has given valuable insights for the future generation. There is no doubt that transformational leadership is the right way forward in Indian educational administration and implications of this research must reach beyond Bengaluru to enable teachers and Principals across the country to work together to build a strong society for the citizens of tomorrow.

ABBREVIATIONS

OC	ORGANIZATIONAL COMMITMENT
GOVT	GOVERNMENT
PVT	PRIVATE
TRANSAC	TRANSACTIONAL
TRANSF	TRANSFORMATIONAL

CHAPTER 1

1.0 INTRODUCTION

Nation-building is not a one man's exertion; it requires creating leaders who can effectively lead people across, politics, business, education, social works, sports, culture and in other diverse aspects of a nation. Leadership is about vision and innovation, and the ability to align the culture of their organization with the people who work in them. Leaders who communicate often and openly create a feeling of succeeding and failing together as a group and this builds a strong connection within.

Education today is at the forefront of global conversations and decisions. A nation's economy, its political climate and in fact overall development is impacted upon by the extent to which education is delivered in the society. Keeping pace with this challenging world to create citizens of tomorrow is a daunting task for educators. Stakeholders in education including central and local government policy makers, educators developing the curriculum and methodology, leaders who lead institutions, teachers who teach the curriculum, students, parents and the local community play a key role in shaping the world for a better tomorrow.

There is a growing understanding that the neo-liberal version of globalization particularly as defined ideologically by multilateral organizations is reflected in the educational agenda, evaluation policies, assessment standards and curriculum instruction. Hence it becomes imperative that public education must be defended against these market mechanisms that seek to regulate policies that suit the government rather than act as a framework for improving educational efficiency.

1.1 LEADERSHIP

The word leadership was not used frequently until the middle of the 19th century despite the concept being very old. It is a process where leaders fill energy and get people willingly committed to bring new and lasting results based on the goals and objectives of the organization. The purpose of leadership comes from believing and wanting to make an impact on people and organizations. The first step in becoming a leader is to recognize the challenges and expectations, conform to the existing environment and be sensitive to the social dynamics of the organization.

Academic leadership is closely related to leadership in general but there are some special challenges involved. Anthony and Anthony (2017) defined an academic leader

as someone in a position to identify the need to change, to monitor and motivate change within education at the institutional level.

1.2 DEFINITIONS OF LEADERSHIP

The success of any organization depends on the quality of its leadership and its vision.

Hemphill and Coons (1957) state that Leadership is 'the behaviour of an individual directing the activities of a group towards a shared goal'.

Davis (1967) observed that 'leadership is the ability to persuade others to seek defined objectives enthusiastically'.

Stodgill (1974) stated that 'there are almost as many definitions of leadership as there are persons who have attempted to define the concept'.

Burns (1978) believed that leadership is exercised when persons mobilize institutional, political, psychological and other resources to arouse, engage and satisfy the motives of followers.

Hersey and Blanchard (1982) state that leadership is 'interpersonal influence exercised in a situation and directed, through the communication process, towards the attainment of a specialized goal or goals.

Richards and Engle (1986) believe that leadership is about 'articulating visions, embodying values and creating an environment within which things can be accomplished'.

According to the management guru, **Peter F. Drucker (1990),** 'Leadership is the lifting of man's visions to higher sights, raising his performance to a higher standard and building his personality beyond its normal limitations'.

Chemers (1997) defines leadership as a procedure of social control in which one individual can procure the support and attention of others towards achieving a common goal.

Northouse (2004) stated that "Leadership is a process whereby an individual motivates a group of individuals to achieve a common goal".

Michael S Kearns (2005) defined leadership as "a purposeful relationship, which occurs episodically among participants, who use their individual skills in influencing or advocating transformational change".

A more recent definition of leadership was given by **Adeoye Mayowa (2009)** as the 'ability to evaluate and forecast a long-term plan or policy to influence followers towards the achievement of the said strategy'.

After a thorough review of the literature, the researcher has come up with a definition of leadership as 'the ability of an individual to inspire, motivate and guide his followers with a clear vision, positive environment and continuous support in order to achieve the organization's goals and objectives.'

1.3 CHARACTERISTICS OF LEADERS:

The early theories identified common traits of an effective leader as follows:

1. A leader has confidence in his ability and a better than average intelligence and emotional balance.
2. A leader is selected on the basis of a proven ability and experience to direct his team towards achieving a common goal.
3. A leader has the capacity to inspire, influence and serve as a role model for his followers.
4. Leaders are ambitious agents of change who act as catalysts for social movements that bring about a meaningful change in the world around them.
5. A leader explores the possibilities of moving away from the way things currently exist and create a future ahead of time.
6. Leaders are assertive and enjoy taking risks. They are emotionally stable and possess good judgement skills.
7. Leaders are top coordinators of group activities and an overseer of the execution of policies.
8. Leader acts as a source of information and skills and should be very knowledgeable.
9. Leader should act as an arbitrator and mediator in controlling inter-personal conflicts within the group.
10. The leader as an ideologist, serves as the source of beliefs, values and standards of behaviour for individual members of the group.

1.4 STYLES OF LEADERSHIP

Leadership comes in different styles that one may choose to follow. The basic difference lies in the decision-making function based on the leadership style. It is essential to understand certain implications of leadership styles as it plays a significant role in the success of an organization. It also helps to ascertain how to motivate the team, improve

communication and pick a suitable management approach. The trichotomous classification of autocratic, democratic and laissez-faire leadership from the Iowa state university studies was the first and the most influential leadership style of all Lewin and Lippitt (1938). Derived out of these styles, Lal and Lall (1979) identified two more styles as bureaucratic and charismatic forms of leadership. The next section deals with a small introduction to various styles in leadership.

1.4.1 AUTOCRATIC LEADERSHIP

Autocratic leadership is characterized by an authoritarian attitude of the leader where decisions are made without consultation and regard for the subordinates. An autocratic leader controls the direction, dominates policy making, rewards and penalizes in his own choosing and evaluates the success or failure of the members on his own. This style promotes individual control over all decisions and seeks no input from other group members. In this style of leadership, intercommunication between members is kept to a minimum and there are very few opportunities to develop close interpersonal relationships amongst staff members. Some of the traits identified in research for autocratic leadership are authority **(Lewin and Lippitt, 1938),** persuasive **(Bass, 1960),** concerned with final outcomes **(Blake and Mouton, 1964),** goal emphasizers **(Bowers and Seashore, 1966),** task oriented **(Fiedler,1967)** and performance oriented **(Misumi, 1985)** decision making **(Richard and Robert, 2009)** and intimidating **(Guo, 2018).**

1.4.2 BUREAUCRATIC LEADERSHIP

This style of leadership usually operates with a rigid set of rules and regulations. According to **Lall and Lall (1979),** bureaucratic leaders always follow a series of strict commands to eliminate confusion and maintain consistency. This style can be very rigid at times and restricts the creativity process. Bureaucratic leadership is ideal where high levels of health and safety or security concerns are required. Leaders are selected on the basis of their ability to direct rather than qualifications or expertise in such cases. Other studies on bureaucratic leadership include that of **Kim and Maubourgne (1992), Rowden (2000), Montes (2005) and Randeree and Chaudry (2012).**

1.4.3 DEMOCRATIC LEADERSHIP

This style of leadership encourages participation of followers in decision making and members are given significant influence and authority in group decisions. They are often given the right to participate in open meetings of the board to express opinions about important issues before a decision is made. Employees feel that they contribute to the

organization at a higher level, have higher job satisfaction and are more productive. They are intrinsically motivated to succeed and in turn develop personal skills. Rules and regulations are used only when necessary and not as a substitute for avoiding controversial issues and problems that need action. The disadvantage of this style of leadership is that in times of a crisis, and when the time is scarce, decision making is less effective. Some of the key characteristics identified in research are considerate **(Fleishman, 1953)**, democratic **(Lewin and Lippitt, 1938),** employee centered (**Likert, 1961),** supportive and relations oriented **(Bowers and Seashore, 1966),** involved in group decision making **(Vroom and Yetton,1974),** freedom **(Mc Clain, 2010)** and participative **(Delgado, 2014).**

1.4.4 LAISSEZ-FAIRE LEADERSHIP

This style of leadership is characteristic of passive indifference about the goals, tasks ahead and subordinates. The laissez-faire leader has no confidence in his own ability and delegates his responsibilities completely to others. He does not set clear goals, provide directions and is incapable of making decisions in helping the group arrive at a conclusion. This approach only works when the entire team is highly functional, capable and is intrinsically motivated. Some of the key characteristics identified with this style of leadership are staying away from subordinates **(Bradford and Lippitt, 1945),** poor quality of work **(Bass, 1990),** inactive **(Karmel, 1978),** procrastination **(Chowdhury, 2014),** delay in decision making **(Samad, 2015)** and weak relationships **(Malik, 2016).**

1.4.5 CHARISMATIC LEADERSHIP

This style of leadership attracts followers and inspires people to action. This style of leadership relies on the charisma and persuasiveness of the leader. Charismatic leaders are driven by their convictions and unwavering commitment to create positive changes in the society. Charismatic leaders are often identified and brought out during times of crisis and they exhibit exceptional personality during tough times. They have a clear vision and the ability to communicate and engage with a large audience. Some of the key characteristics identified in research are optimistic **(Conger & Kanungo, 1998),** enthusiastic **(House, & Arthur, 1993),** effective speaker **(Bryman, 1992),** task performance **(Johnson & Dipboye, 2008)** and emotional **(Elderman & van Knippenberg. 2016).**

1.5 THEORIES OF LEADERSHIP

1.5.1 GREAT MAN THEORY OF LEADERSHIP

This theory states that leaders are born and not made. Leaders for example Alexander the Great, Julius Caesar, Abraham Lincoln, Nelson Mandela and Mahatma Gandhi fall under this category. This theory describes leaders as mythic, heroic and have characteristics that separate them from the rest. Such leaders are born when there is a great need in the society, and they have the ability to overcome all obstacles irrespective of the situation. However, inconsistencies in relationship between the leadership traits and effectiveness let researchers to shift paradigms in search for new explanations of effective leadership. The great man theory was proposed by Thomas Carlyle in 1949. Some important literature in this area is from the works of **Stodgill (1974), Bass (1990), Maxwell (1998) and Northouse (2004).**

1.5.2 TRAIT THEORY

This theory believes in identifying a certain set of characteristics associated with leaders;

- Physiological characteristics (height, weight and appearance) **(Bryman 1986)**
- Demographic (socioeconomic status, age and education) **(Bass 1990a)**
- Aggressiveness linked to self-confidence **(Stodgill 1974)**
- Decisiveness, knowledge, judgement and intelligence **(Daft 2018)**
- Social characteristics (cooperativeness and sociability)

The key traits identified are

- High level of ambition, effort, energy and initiative
- Motivation to lead others with self-confidence and belief in ability (Hughes, 2005)
- Ability to implement ideas, good judgement and conceptually skilled (Yukle 2002)
- Knowledge of the industry, emotional maturity, honesty and integrity

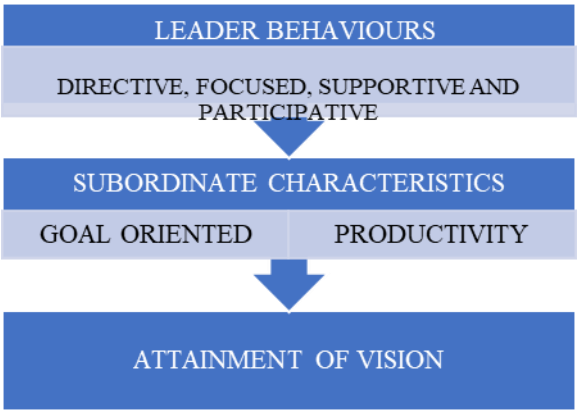
Some of the limitations of trait theory are given as follows:

- No of traits identified are too many and different leadership positions ask for different traits.
- Physical traits such as height, weight, appearance may be situational and might not reflect the true abilities of a leader (Mullins 2008)
- Opinion on physical and social characteristics may interfere with accuracy of data.

1.5.3 PATH GOAL THEORY

The path goal theory developed by Martin Evans and Robert House is based on the premise that an employee has some common expectancy linking his effort and performance. The leader in turn helps to achieve their rewards for group members. It clearly states the path for attaining the goals and in turn removes obstacles of performance in the beginning itself. The employees complete the required task and provide detailed information, support and resources to their subordinates also.

Figure 1- Major components of Path Goal Theory



This theory proposes that leader behaviour has four internal components namely directive, supportive, focused and participative. In the directive style of leadership, a leader provides clear directions to his subordinates in relation to their tasks. The leader sets a standard for performance and expects his/her subordinates to follow the set of rules/regulations. A supportive leader treats his colleagues equally and respects their position and status. He shows concern for the well-being and needs of his subordinates. A supportive leader is trustworthy and is there in times of need. A focuses leadership provides subordinated with a clear vision. The leader has to set a high standard of leadership by serving as an example. House and Mitchell (1974) rightly conclude that leaders following the path goal theory approach may either use any one of these styles or all four styles as per requirements.

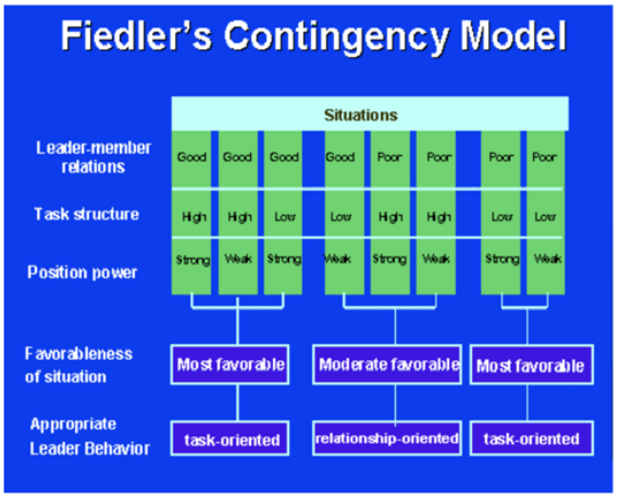
1.5.4 CONTINGENCY THEORY

This theory acknowledges that there may be no one style of leadership and effective leadership is about striking the right balance in that particular context. It attempts to

match leaders to suitable conditions. As far as task- motivated leaders are concerned, they are basically concerned with fulfilling a target while relationship motivated leaders focus on the development of inter-personal relations. This theory recognizes that there may be various variables influencing a situation and a leader may need to act accordingly. A successful match between the leader and the group's performance and satisfaction is 'contingent' upon these variables.

Fred Fiedler was the first person to develop a comprehensive model for the contingency theory of leadership in 1967. He developed the Lease Preferred Co-worker (LPC) scale in which leaders were asked to give their preference on the employee with whom they have least preference to work with. Fiedler also states that leadership traits if exists would be exposed to many outside effects and will be impossible to segregate.

Figure 2- Fiedler's Contingency Model



1.5.5. SITUATIONAL LEADERSHIP THEORY:

Situational theory of leadership was put forward by Hersey and Blanchard (1969) and was a direct consequence of Reddin's 3D management style theory. According to this theory, different situations demand different styles of leadership and leaders need to make decisions based on the situation they are facing. For some situations, an autocratic style may be more suitable where time is of the essence and in other situations, a more participative approach may be suitable. Situational theory of leadership requires that leaders are able to identify employee's requirement and acclimatize their own styles to

fulfil those demands. The most famous theory contributing towards this school of thought is the Hersey-Blanchard Model of Leadership.

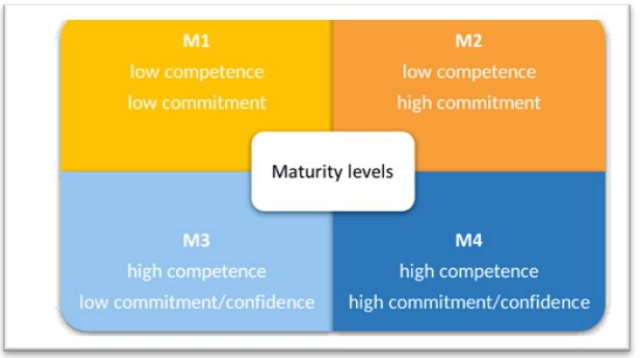
Hersey and Blanchard's Situational Leadership Theory:

Paul Hersey and Ken Blanchard's situational leadership theory suggests the need to match two key elements appropriately: the leadership style and the follower's maturity.

The theory advocates four main approaches to leadership:

- **Telling:** Directive and authoritative approach where the employees are told what to do.
- **Selling:** Leader communicates with the employees and persuades them rather than directing them.
- **Participating:** Leader works with the team members to make decisions together.
- **Delegating:** Leader assigns decision making to team members but oversees their work.

In addition, there are four levels of follower's maturity given by



The key to successful leadership in the Hersey and the Blanchard model is to match the appropriate leadership style with the maturity level of the employees.

1.5.6 BEHAVIOUAL THEORY

This theory contrasts with the Great Man theory and believes that any individual can learn and acquire skills that can make him a leader. The theory focuses on what leaders actually do rather than their qualities. Some of the famous theories under the behavioural theory include the

- Blake and Mouton's Managerial Grid
- Mc Gregor's Theory X and Theory Y Managers

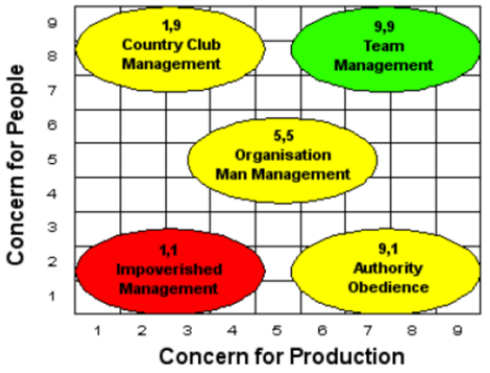
Blake and Mouton's Managerial Grid

James Mouton and Robert Blake created the 'Managerial Grid' that focuses on task and employee orientation of managers, as well as combinations of concerns between the two extremes. They developed a grid system where the horizontal axis represents concern for production and vertical axis represented the concern for people.

Inside the grid, they represented five important traits of leadership

- Impoverished management
- Authority obedience
- Organization Man Management
- Team management
- Country club management

Figure 4- Blake and Mouton Managerial Grid



McGregor's Theory X and Theory Y

The Theory X and Theory Y developed by Douglas McGregor (1960) encompasses style, behaviour, situation and adaptation to the situation. This theory is based on the assumption that organization nature will determine the manager's style which will lead to the most management actions and these actions are a direct result from the behaviour of the manager.

Theory X leaders have the following characteristics:

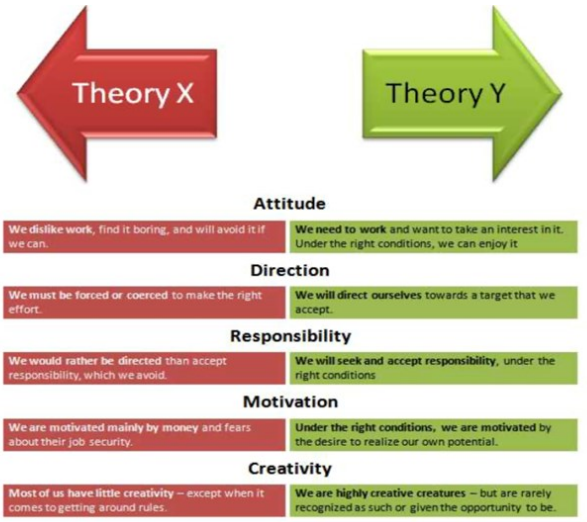
- Lazy in nature
- Uninterested in work
- Less ambitious
- Does not own responsibility
- Trying to avoid work

Characteristics of Theory Y managers include:

- Participative in nature
- Liberating and developmental
- Seek continuous improvement
- Empowering
- Highly creative
- Seeks and accepts responsibility

Modern theories suggest that Theory Y managers are always far superior than the Theory X managers but there are critics that believe that Theory X managers extract more work and results as coercion, threats of punishment and stringent controls sometimes yield better results in an organization.

Figure 5 – Theory X and Theory Y Leadership



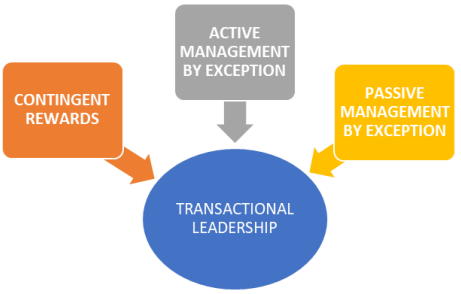
1.5.7 TRANSACTIONAL THEORY

The transactional theory of leadership was first discussed in 1947 by Max Weber and was developed by Bernard M Bass in 1981.

This style of leadership is 'traditional' and 'managerial' in nature. It is based on a reward/punishment system and the focus is usually on short term tasks and goals. Opportunities for creativity, self-development and expression are severely limited. The basic premise of this theory is that leaders guide or motivate their followers by clearly establishing goals, task requirements, rewards and expectations. The relationship between the leader and the subordinates is transitory and not based on emotional bonds.

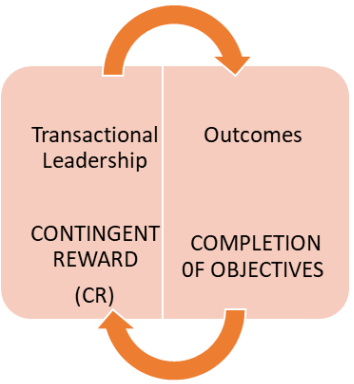
There are three main dimensions that define transactional leadership and its outcomes as shown in Figure 6.

Figure 6- Dimensions of transactional leadership



Contingent reward: Contingent rewards are incentives and rewards that are earned after the completion of a set of objectives and tasks (Breevaart et al., 2014)

Figure 7- Transactional Leadership – Contingent Reward



Active management by exception: The leader continuously looks at each subordinate's performance and makes changes and corrections throughout the process (Odumeru & Ifeanyi, 2013).

Passive management by exception: The leader waits for issues to come up and does not participate in activities unless something goes wrong (Odumeru & Ifeanyi, 2013).

Kuhnert and Lewis (1987) defined transactional leadership as 'the substitution of one ¬goal for another to increase organizational performance'. Key characteristics identified in transactional leaders are stress on specific performance (Hargis et al., 2001) management based on rewards (Robbins, 2005) exchange of goals and rewards between leader and followers (Sadeghi & Pihie, 2012) and passive (Odumeru & Ifeanyi., 2013).

1.5.8 TRANSFORMATIONAL THEORY OF LEADERSHIP

The concept of transformational leadership was introduced by James Burns in 1978. He described it as a process where 'leaders and followers help each other to advance to a higher level of morale and motivation'. According to Burns (1978) transforming leadership 'is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents'. A transformational leader realigns expectations, aspirations and perceptions for the 'greater good' rather than his 'individual good' (Eisenbach 1999). Such leaders exhibit feelings of trust, respect, loyalty, and admiration (Avolio and Bass 2004).

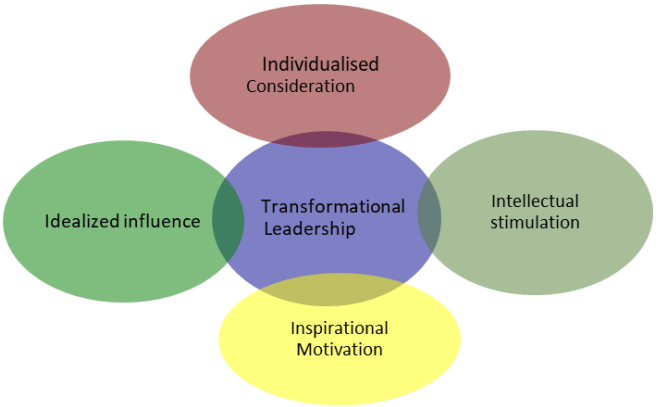
Burns also proposed that there is a special power entailed in transforming leadership with leaders 'armed with principles that may ultimately transform both leaders and followers into persons who jointly adhere to modal values and end-values'.

According to Bass (1985), transformational leaders may

- Expand a follower's portfolio of needs
- Transform a follower's self interest
- Increase the confidence of followers
- Elevate follower's expectations
- Heighten the value of the leader's intended outcomes for the follower
- Encourage behavioural theory
- Motivate others to higher levels of personal achievement

Avolio (1992) suggests that transformational leadership is most likely to provide a role model with which subordinates may want to identify their leader with.

Figure 8- Dimensions of transformational leadership



The table below gives a detailed idea on the various dimensions involved in transformational leadership as given by Bass (1985) and further improved upon by Avolio & Bass (1995)

Table 1.1: Dimensions of transformational leadership

S NO	TRANSFORMATIONAL STYLE	LEADER BEHAVIOUR
1	IDEALIZED INFLUENCE (living one's ideals)	◎ Talk about their most important values and beliefs ◎ Stresses on the importance of having a strong sense of purpose ◎ Champion exciting new possibilities ◎ Reflect on ethical and moral consequences of decisions ◎ Champion exciting new possibilities ◎ Talk about the importance of trusting each other
2	INSPIRATIONAL MOTIVATION (inspiring others)	◎ Talks positively about the future

		◎ Talks optimistically about accomplishments ◎ Conveys a compelling picture of the vision ◎ Takes a stand on critical and controversial issues
3	INTELLECTUAL STIMULATION (stimulating others)	◎ Seeks different perspectives when solving problems ◎ Gets others to examine problems from different angles ◎ Suggests new ways of looking at completing projects ◎ Encourages non-traditional thinking ◎ Motivates new ideas and inspires creativity in others ◎ Rewards others for suggesting alternate ways of solving problems
4	INDIVIDUALIZED CONSIDERATION (coaching and development)	◎ Spends time promoting self-development ◎ Works towards development of colleagues ◎ Considers others' strengths and weaknesses and acts accordingly ◎ Treats every member as per their

		personality rather than just as members of the group ◎ Listens attentively to others' concerns ◎ Constantly motivates everyone to share their individuality with others

Source: 'Evolution of Transformational Leadership'- Bass (1985)

This shows that transformational leaders are always on the lookout for optimizing their performance through constant development of themselves and their group members. This development encompasses attitude, maturity, ability, ethics and values. Such leaders strive to raise the maturity level of their associates constantly and strive for high levels of achievement whilst maintaining the moral and ethical standards. It is needless to say that high performing leaders build high performing organizations.

1.5.9 TRANSACTIONAL VS TRANSFORMATIONAL LEADERSHIP

Table 1.2 Comparison between transactional and transformational leadership

Transactional Leadership	Transformational Leadership
Emphasizes on the job to get done to make a living	Builds on a man's need for meaning and purpose
Preoccupied with politics, power and position	Focuses on ethics, purposes and values
Consumed in daily affairs, short term and result oriented goals	Oriented towards long term goals and builds on a vision
Focuses on tactical issues	Focuses more on missions and strategies
Dependent on co-workers completely to achieve goals	Identifies and develops talents of co-workers to achieve goals by motivating them
Supports structures and systems that guarantees short term profits	Aligns internal structures and systems to reinforce long term goals
Fulfils the expectations as required and does not go beyond the limit	Designs and redesigns objectives to ensure more outcomes

Source: Author compiled

Table 1.3 Overview of change in leadership theories

PERIOD	CONCEPT/THEORY	THEMES	IMPORTANT LITERATURE
1930s-1940s	TRAIT THEORIES	Leadership is innate in nature and linked to personal qualities.	Wiggam, 1931 Dowd, 1936 Jennings, 1960 Scott, 1973 Kirkpatrick and Locke, 1991
1940s to 1960s	BEHAVIOURAL THEORIES	Leadership is associated with behaviour and style	Hemphill, 1960 Hemphilll and Coons, 1957 Stodgill and Coons, 1957 Blake and Mouton, 1964 Kouzes and Posner, 1990
1960s to Present	SITUATIONAL THEORY	Leadership is affected by a particular situation	Homans, 1950 Fiedler, 1967 Vroom and Yetton, 1973 Hollander, 1978 Hersey and Blanchard, 1979
	CONTINGENCY THEORIES	Leadership is contingent on various variables affecting the styles.	Deming (1986) Juran (1989) Ross (1993)
	POWER AND INFLUENCE	Leadership is associated with power, position and influence	Frost&Egri (1991) Nirenberg (1998) O'Toole (1996)

1970s to 1980s	CULTURAL AND SYMBOLIC LEADERSHIP	Leadership is dependent on social, cultural and symbolic factors	Conger (1991) Quinn& McGrath (1985) Nolan & Harty (1984)
1980s to Present	COGNITIVE THEORIES	Leadership is based on reasoning and knowledge	Antinakis J (2010) Dulebohn JH (2012)
	NEW LEADERSHIP THEORIES	Leadership is linked to team building, relationships and growth of organizations	Burns, 1990 Walumbwa (2005) Brown (2005) Liden (2008) Gooty J (2010)

Source: Author compiled

1.6 LEADERSHIP IN EDUCATION- AN OVERVIEW

Leadership is a continuous search for understanding the thoughts and actions of leaders that ultimately leads to the improvement in performance of the organization on the whole. Responses to these forces are mostly guided by the primary leadership in the organization, teacher unions, social critics, mass media and student communities. Another underlying problem especially in a country like India is the change in delivery mode of education due to the varying historical epochs, geographical areas, modes of governance and forms of political representation. Any drastic alteration in modes of delivery in education immediately raises multiple, complex and unpredictable effects on education.

Leaders have been found to have different styles of leadership and certain key characteristics such as the leader's personality, interest, decision making ability, character and people management skills have created school conditions that lead to high student performance. Leaders in education have to choose the right style of leadership to manage and co-ordinate the stakeholders of an institution and the qualities required to lead an institution have now emerged as a key factor in determining the success of any institution.

Principals are the leadership heads responsible for meeting the demands of the local, state and federal stake holders in an educational institution. He organizes

interdependent elements of an organization into a functional logical unit. He directs and coordinates all the elements of an organization into a unified cohesive unit to achieve a common objective. The principal is often viewed as the keystone of every institution and occupies a central role in strategic management. He co-ordinates efforts of all the stakeholders like students, teachers, council members and parents to work towards achieving the vision of the institution. The principal in today's context is expected to be participative and reciprocate rather than dictatorial and authoritarian. This in turn makes him responsible to lead by both word and action creating a climate that facilitates teaching and learning. Hewitt (1964) described the principal 's role as both instructional and leadership based. The instructional role focuses on the training and education of students by creating motivating and challenging activities that aid students to enhance their academic curiosity.

The leadership role largely is involved in personal and professional development of all the key stakeholders in the institution. The principal in short has to create an organizational climate where students are happy and willing to learn and acquire knowledge and teachers are able to identify with their role and responsibilities keeping in line with the vision of the institution. This climate can change drastically if the leadership behaviour is altered and hence, researchers have spent a lot of time analysing the key factors that impact leadership behaviour in the principal's personality. In some cases, research has shown a sudden downfall in performance shortly after a new principal's assumption of duty and in other cases students and teachers have produced fantastic results to meet the expectations of the new principal.

Certain key characteristics of leadership in education may be given as

1. Leadership must conform to a vision with a defined set of goals.
2. Leadership must be realistic and practical.
3. Leadership must help in the professional development of the teachers.
4. Leadership must work towards providing security for the teachers.
5. Leadership must provide educational institutions with a holistic approach to coherently run the daily affairs of the school management
6. Educational leadership in order to be effective must work on a framework identified by the school management tailored to suit their own individual requirement.

1.7 CURRENT SCENARIO OF EDUCATION IN INDIA

Mahatma Gandhi in 1946 observed during his time in the Sevagram Ashram at Wardha that a leader plays a key role in inspiring and empowering all individuals to bring out their best and teachers continue in such organizations even if the perks and emoluments may not be the best for them.

As Per Education Commission Report (1964), the role of the headmaster in providing guidance to the teachers through helping them plan their work and guiding their progress plays a significant role in the growth of the organization. "National Policy on Education (1986) points out that the role of a teacher extends far beyond teaching into research, planning, extension and management of the entire school. Successful schools are led by leaders who inspire the teams with vision, positive outlook, optimism and specific goals.

According to University Grants Commission (UGC), the principal is responsible for administering college admission, ensuring quality of education, scheduling the academic calendar, adjusting the work load of teachers, enhancing faculty knowledge through development programs, evaluation of campus outreach programmes, students discipline, allocating finance , maintaining cordial relations with the local council, university, syndicate members and in general manage the overall coordination and management.

India has been striving to provide universal access to quality education and leadership on the global stage in terms of social, justice, equality scientific advancement and economic growth.

According to statistics, India will have the highest population of young people in the world over the next decade. If we are to achieve the goal of equitable and inclusive education by 2030, the entire education system needs to be reconfigured to support and foster leaning.

Educational reconstruction was reviewed by several commissions and committees after independence starting with the Secondary Education Commission (1952-53), National Education Commission (1964-66) also known as Kothari Commission, National Commission on Teachers (1983-85), National Policy on Education (1986) and the Acharya Ramamurti Committee (1992). After a long gap, in 2005 another important commission was constituted known as the National Knowledge Commission and this commission laid the foundation for building excellence in education system for the 21st century.

The National Policy on Education (1986) clearly outlined the role of the nation stating that 'the nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation, reducing disparities, universalization of education, adult literacy and technological research'. This policy was also concerned about the issues associated with higher secondary education like dropouts, quality and the division of streams and student enrolment.

The Department of School Education and Literacy has been publishing educational statistics at a glance for the entire nation and the table below is a small extract from the statistics published in the year 2018-19.

Table 1.4 Statistics from Department of School Education and Literacy (2018-19)

S NO	DATA	FIGURES
1.	Literacy Rate (1951) Literacy Rate (2011)	18.3% 73.0%
2.	Total no of schools in India	15,22,346
3.	Total no of government schools in India	11,02,783
4.	Total no of private schools in India	3,35,776
5.	Gross enrolment rate-Secondary School	80%
6.	Total number of teachers in secondary school	20,41,864
7.	Expenditure on secondary education (in crores)	89,938.09
8.	Expenditure as % of GDP	0.91%

Source: Dept of School Education and Literacy, 2018-19

To make education interesting, various suggestions were put forward such as flexible school hours, open exit and entry system, modular system of school education, increased vocationalisation of curriculum and so on. Results in several parts of India have been significantly lower than average standards and a large number of dropouts and non-enrolments contribute further to this problem. In order to address these issues,

an effective strategy would enable teaching-learning transitions, help maintain uniformity in content and quality of education and administration.

1.8 THE NATIONAL POLICY ON EDUCATION 2020

The National Policy on Education (2020), is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. The policy states that the present form of education should evolve to become more experiential, integrated, holistic, discovery-oriented, flexible and mainly enjoyable.

The goal of every educational institution should be to create a safe and a stimulating environment for every student to feel welcomed and cared for. Good physical infrastructure, a wide range of learning experiences and appropriate resources conducive to learning is key across all stages of education.

The National Education Policy (NEP) 2020 aims to transform the education landscape by ensuring equitable quality education by emphasizing on four key areas of reforms viz. curricular changes to build strong foundation skills, improving quality of learning across all levels of education, shift in assessment methodology and need for systematic transformation.

The NEP 2020 has specifically focused on Continuous Professional Development (CPD) in which school principals and leaders will have leadership/management workshops and online development opportunities to continuously improve their management skills and share best practices with each other. Principals will be expected to participate in 50 hours or more of CPD modules every year, covering leadership content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education. In order to maintain equity and equality, the policy reaffirms the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research and service only.

The policy has recognized outstanding and effective institutional leadership as the need of the hour and has outlined that excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions.

Institutional leaders will in turn aim to create a culture of excellence that will motivate and incentivize outstanding and innovative teaching, research, institutional service and community outreach from faculty members and all higher education institution leaders.

Effective and strong self- governance along with leadership is also crucial to create a culture of excellence and innovation in educational institutions. The policy seeks to fill all leadership positions by selecting leaders who will demonstrate strong alignment to constitutional values and the overall vision of the institution. The selection process in government institutions will be carried out by a highly qualified Board of Governors (BoG) through a rigorous, impartial, merit-based competency-based process led by an Eminent Expert Committee (EEC) constituted by the BoG. Outstanding leaders will be identified and developed early, working their way through a ladder of leadership positions in Government institutions.

This newly suggested regulatory regime, with clear separation of roles and transparent self-disclosures, along with qualified experts to leadership positions will also help enable a far smoother, quicker and a more transparent flow of funds.

This new direction towards making the education system transparent, effective and accountable has made teachers and principals at the center of the fundamental reforms in education. The teaching profession at all levels is one that of respect, dignity and accountability and it is needless to say that leaders in education are truly responsible for shaping the future citizens.

1.9 ROLES OF THE PRINCIPAL

The role of a leader in an educational institution are further divided into three categories- interpersonal role, informational role and decision-making roles.

Interpersonal Roles of the Principal

The leader in this type of role has to assume three types of roles, that of a leader, figurehead and a liaison. As a leader, they have to focus on providing knowledge and information to all the stakeholders in an appropriate manner and ensure that they inspire and motivate all towards the implementation of their job duties. As a mentor, they have to guide the students in the right direction. They should inculcate traits of conscientiousness, diligence and resourcefulness into the students. As a liaison, a leader has to facilitate cooperation and association between the individuals. They need to settle disputes between team members and ensure that good relationships are maintained all around the environment. Working in collaboration and integration is one of the key factors in ensuring the desired academic performance. In short, the Principal as a liaison acts as the link between his people and the organization.

Informational Role of the Principal

The three roles played by the Principal are those of monitoring, disseminating and that of a spokesperson. The leader should always seek to gather more and more information as he is placed at a strategic point of disseminating the same to the right people at the right time.

He questions individuals, ensures that rules are being followed, discipline is being maintained and individuals are performing their jobs in the appropriate manner.

It is very important that when leaders are aware of information that is pertinent to the entire team, it is distributed in a timely manner as that leads to the proper functioning of an educational institution. Leaders have to communicate effectively to the required group of individuals and lead them in the right direction.

Decision Making Role of the Principal

The Principal in this role acts as a negotiator, entrepreneur, problem solver and resource allocator. As an effective negotiator, the Principal has to take key decisions in conflicting situations or disagreements. He has to ensure that the issues are resolved peacefully, and fellow students or teachers maintain good terms and relationships with each other. As an entrepreneur, the Principal has to constantly think of innovative solutions, methods and approaches that may lead to effective outcomes.

They need to constantly upgrade themselves with the latest skillsets and ensure that they are in tune with the best of the institutions across the country. As a problem solver, the principal has to handle disturbances and problems that may occur during the implementation of certain policies. The role of a leader as a resource allocator focuses upon the allotment of adequate materials, equipment and technologies to facilitate learning among individuals to enable them to achieve desired goals and objectives.

1.10 ORGANIZATIONAL COMMITMENT

Commitment is a state of attachment that defines the relationship between an individual, a group or an organization and a commitment target. Researchers have defined, studied and pointed out that leadership styles have an influence on teacher's organizational commitment (Bycio et al.,1995; Koh et al., 1995; Kushman, 1992; Reyes, 1990; Rosenholtz &Simpson,1990). The core theory cited and used by almost all researchers on organizational commitment is based on Mowday, Steers, & Porter (1979).

The central issue concerning disagreement on definitions is based on the construct definition of commitment. The debate is mainly on whether to classify commitment as an attitude or a behaviour.

Mowday et al. (1982) suggest that attitudinal commitment is the employee's identification with the goals and values of the organization and a desire for organizational commitment. It is the extent to which their own values and goals are congruent with those of the organization (Meyer & Allen, 1997;).

Behavioural commitment deals with how an individual deal with a problem when he gets locked into an organization. An individual with a strong sense of organizational commitment is willing to give themselves in order to help the organization succeed. The link between the employee and his organization helps identify the outcomes or consequences of organizational commitment. Some of the negative influences on commitment include absenteeism, incomplete job performance, tardiness in work, low turnover. The various dimensions of organizational commitment are as follows:

- **Affective commitment:** Affective commitment deals with the involvement of an individual emotionally to the organization (Allen & Meyer, 1990; Mowdays, Porter & Steers, 1982, Bass & Avolio, 2003; Vanderberghe C et al., 2009;). It denotes a sense of togetherness, belongingness and a support to the goals and values of the organization. It aims to find a sense of meaning in the work and its outcomes (Meyer et al., 2002)
- **Continuance commitment:** Continuance commitment refers to the costs associated with the employee leaving the organization. Employees with a strong sense of continuance commitment remain with the organization in spite of obstacles and hurdles (Glisson & Durick, 1988).
- **Normative commitment:** Normative commitment refers to commitment based on a sense of obligation to the organization. Employees displaying this sense of commitment remain in the company because they wish to do so (Scholl, 1981; Meyer, 2002)

Some of the other important characteristics of organizational commitment identified from recent research are enhanced productivity (Chung, 2001), obligation to remain (Meyer et al, 2002), enhanced productivity (Haider, 2010), loyalty to remain (Robbins & Judge, 2012) inclusion to environment (Sabharwal, 2014).

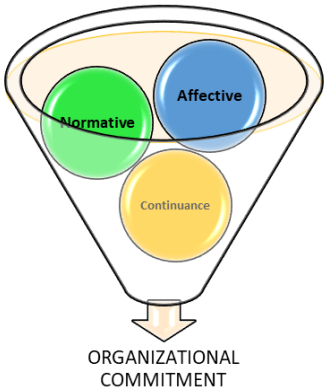


Figure 9: Dimensions of organizational commitment

1.11 NEED FOR THE STUDY

Today's changing environment in education demands a shift in thinking and effective leadership is central to this change. Traditional methods of leadership may no longer be sufficient to manage the ever-changing needs of all the stakeholders and it is time for school heads/principals to use new methods of leadership, learn the art of effective communication, set purpose and vision to ensure success of their organization. This study will help policy makers and academicians meet demands of educational management in the 21st century by understanding the style of leadership required to drive a successful institution forward.

Though there are several studies conducted separately either on autocratic or democratic leadership styles of principals in selected environments and its impact on organizational climate or teacher morale, there is no report till date where all the attributes related to transactional and transformational leadership in secondary schools are examined.

There is also a lack of clarity on what are the actual qualities or attributes of the principals that impact the decision making, mode of function and conflict resolution among the stakeholders in the school. It is very crucial to determine if leadership is an autonomous act ordered and directed by an individual's sensitivity and genius or if it is a regulated, well-thought-out process with contributions from all stakeholders.

Studies have often been restricted in analyzing government schools as a separate entity or by considering private schools and mapping their performance against each other. Till date, there are very few studies where transactional and transformational leadership

styles and behaviours of government school principals have been compared with private schools' principals.

There is a growing need for such a study in the 21st century to list out any differences in leadership between government and private school principals.

The study further focuses on various factors that affect the commitment of the teachers towards the organization by statistically measuring their outcomes and mapping it against the style of leadership required to motivate them. Leaders have to constantly adapt to changing environments in their schools and helping them understand factors that impact the teachers' commitment towards the school will enable them to modify their leadership behaviour accordingly.

Ultimately, it is the quality of leadership, the degree of commitment of teachers, the harnessing and co-ordination of their skills, stakeholders' perspectives and the organizational climate that will determine the overall effectiveness of an educational institution.

1.12 STATEMENT OF THE PROBLEM

In recent years, a number of schools have reported that they have been unable to attract and retain an adequate supply of highly qualified candidates for leadership roles. The significance of this study lies in strengthening the base of the pyramid for existing school by giving higher priority to the management of education at the leadership level by understanding the factors that impact the leadership styles of the principals and the organizational commitment of teachers. This study has therefore been formulated under the following title:

"A study on leadership styles of principals and organizational commitment of teachers in secondary schools of Bengaluru city"

1.13 RESEARCH OBJECTIVES

1. To compare the leadership styles of Principals of government and private secondary schools in Bengaluru City, India.
2. To study the factors that influence the leadership of Principals of government and private schools in Bengaluru city.

3. To analyze the effect of personal variables (age and gender) on the organizational commitment of teachers under the leadership of their principals in government and private schools of Bengaluru city.
4. To analyze the effect of academic variables (educational qualification, teaching experience) on the organizational commitment of teachers under the leadership of their principals in government and private schools of Bengaluru city.
5. To offer suggestions for the improvement of school leadership at the state and local level and propose a model with key attributes required for academic leadership.

1.14 SCOPE OF THE STUDY

The present study was confined to two areas in leadership management; comparison of leadership attributes of government and private schools' principals and the impact of personal and academic variables on the organizational commitment of the teachers. The study compares different dimensions of transactional and transformational leadership behaviours of Principals and aims to map important attributes in principals of government and private schools. The scope of the study is restricted to principals' leadership behaviour as perceived by their school teachers only.

1.15 LIMITATIONS OF THE STUDY

1. This study relates to a comparison of leadership styles of higher secondary schools in Bengaluru city only (other sections like primary school and colleges are not part of this study)
2. The study has been limited to a select number of government and private schools in Bengaluru city (Bengaluru Urban district).
3. The study has been limited to the approaches of leadership behaviour i.e. transactional leadership and transformational leadership only.
4. The data collection in relation to organizational commitment is limited to teachers who are teaching in secondary school only (commitment levels of primary school teachers and degree college teachers may vary).

1.16 SCHEME OF CHAPTERS

Chapter 1 deals with an introduction to the concept of leadership, styles of leadership, theories in leadership, leadership in education and its implications. The current scenario of education in India is discussed with relevance to leadership behaviour.

The need for the study along with statement of the problem is presented in the second half of the chapter. The chapter concludes by identifying the research objectives, scope and limitations of this study.

Chapter 2 deals with relevant review of literature and identifies the research gap based on which the research work is formulated. Review of literature on leadership styles in education is discussed in detail with reference to Indian and global context. Relevant literature review on transformational leadership in education and its outcomes are discussed in detail (Indian and global context). Studies on the influence of personal (age, gender) and academic (qualification and academic experience) variables on the organizational commitment of teachers is discussed in detail. The second half of the chapter deals with identification and discussion of the research gap and conclusion is given at the end.

Chapter 3 describes the methodology used to carry the current study. A clear research design is presented in the form of a schematic diagram and the procedure followed is explained in detail. The research hypotheses are clearly laid out and the chapter further gives details on the sampling methods and the population used for the study. The research instruments used are explained in detail. Procedures used for data collection and data analyses are also discussed in the chapter.

Chapter 4 is devoted to data analysis, model fit analysis and hypothesis testing. This section is concerned with processing, tabulation and analysis of the information collected from two different questionnaires. The data was analyzed using various descriptive and inferential statistical techniques.

Chapter 5 starts with detailed discussions on the findings obtained. Suggestions on further research in the area have been provided. Finally, relevant conclusions and implications of the study are discussed along with scope for future work in the area of research.

CHAPTER 2

REVIEW OF LITERATURE

2.1 INTRODUCTION

Review of literature is an extensive, thorough process aimed at collecting detailed information concerning the present area of research. It helps the researcher to learn on related accomplishments, arguments, and recommendations in his field of work.

The main objective of writing a research review is to identify the strength, weakness and the gaps in the topic selected. It helps the researcher establish connections and relationships between previous researches and the one that he or she is pursuing. This knowledge in turn avoids duplications of research and provides evidence that the researcher is already familiar with what is already known in the chosen field of research.

The review of literature has been further divided into four main components

1. Review on leadership in education and its outcomes (Indian and global context)
2. Review on transformational leadership and its outcomes (Indian and global context)
3. Review on influence of demographic variables on organizational commitment (Indian and global context)

2.2 DIMENSIONS OF SUCCESFUL LEADERSHIP IN EDUCATION

Leadership can never exist in isolation. It inevitable comprises of 3 components- a leader, follower, and a situation. The relationship between these components essentially constitute the leadership process.

Day & Sammons (2016) have defined the dimensions of successful leadership as follows:

- Defining the vision, values and direction- Leaders have to set a strong and clear vision for their educational institutions and this vision has to be guided with clearly formulated goals and objectives. A clear sense of purpose and direction helps steer the educational institution in the right direction. The vision of the institution must be shared on a comprehensive scale and clearly understood by all members including heads, staff members, students and parents. Setting a clear vision also helps in the formulation of policies and programs in a systematic manner.

- Improving conditions for teaching and learning:
  The cornerstone of any educational institution is to maintain the conditions or the environment for teaching and learning. Leaders constantly have to identify the gaps and improve the conditions to facilitate maximization in the quality of learning and performance of staff and students. Leaders should show a keen interest in the formation of strategies and approaches to improve the building and the facilities in the institution. Sufficient materials, equipment's and the latest technology forms an important part of making the conditions amiable for teaching and learning.
- Assignment of roles and responsibilities:
  Principals cannot perform all the tasks on their own. It is extremely important to ensure that they assign roles and responsibilities to others in accordance with their educational qualifications, competencies and aptitude. Leaders need to maintain good rapport and relationships with other members and work in coordination and integration. They need to assign roles on the basis of the personality traits as well ensuring that there are no interpersonal conflicts that arise because of the assignment of duties.
- Redesigning and enriching the curriculum and instructional system:
  Curriculum formation and instructional systems need to be perfectly in place to ensure that learners acquire sufficient knowledge at the right time and at the right stage. Leaders need to ensure that they conduct research and analysis in enriching and redesigning the curriculum in accordance to the right standard in which the child is in. In case of adult learners, additional training programs in accordance with the latest trends in education will deliver a cutting edge to the institution's credibility.
- Upgrading the quality of educators:
  In order to ensure that teachers are updated with the latest skills, Principals need to constantly conduct skill development workshops, introduce them to new teaching and learning methods and instructional strategies. Educators constantly need to develop their communication skills, time management skills and their decision-making abilities to cope with problems and challenges.
- Building relationships inside and outside educational institutions:
  All individuals inside the institution should be provided with the right opportunities to build effective relationships among each other. Leaders need to generate awareness and stress on the importance of maintaining these relationships so that the institution has an atmosphere of cooperation and trust.

Leaders should also develop positive relationships with the important members of the community, parents and form connections with the local council members. In this way, they can augment information and seek assistance for improving the institution constantly.

2.3 STUDIES ON LEADERSHIP IN EDUCATION

2.3.1 LEADERSHIP IN EDUCATION (INDIAN CONTEXT)

Research in educational administration had its beginning only in the second half the 20th century with Shah and Desai (1951) 's work in Bombay. Most of the research up until 1975 were descriptive in nature and the focus was on the role of educational structure at different stages of education. Halpin 's research in 1960 attracted researchers in India to examine the influence of leadership in education.

Mahajan (1970) was one of the first researchers to observe that factors like limitations of time, energy, lack of proper knowledge and cooperation with teachers led to poor leadership among college Principals. The research was conducted among principals of Delhi higher secondary schools and the results revealed that headmasters did not attach much importance to supervisory techniques of leadership. However, they felt that they could use techniques like checking of correction work, dairy checking, inspection visits and teachers' meetings to improve their leadership outcomes.

Vats (1972) observed that the motivation and efforts for self-development that arise within the principal plays a major role in the implementation of policies and improving the efficiency of the organization. Administrative leadership qualities were affected personally due to the bureaucracy in the education department structure and this in turn created a formal relation between the leader and the subordinates. Although administrators had a clear perception of their role, the interference of the politicians in day-to-day administration was found to be non-conducive. This led to an authoritative style of leadership at various stages in education.

Shelat (1975) and Darji (1975) used the quadrant scheme of Halpin (1960) to observe the effect of leadership on staff morale, pupil motivation and school achievement. The study was conducted in secondary schools in the Baroda district and around 100 schools were selected for the study. Darji in one of his studies concluded that leadership of principals played a crucial role in staff morale, school innovativeness and organizational climate. Shelat found that all four leadership behaviour patterns indicated by Halpin's quadrant scheme (i.e. HH,HL, LH and LL patterns) are manifested by the principals. A significant correlation between open and closed climate types was found and all open climate

school principals manifested the HH (high-high) pattern of leadership whereas the LL (low-low) pattern was manifested by around 68% of the closed climate school principals.

BR Gupta (1976) found that educational administration in Punjab was bureaucratic, hierarchical, mechanical and undemocratic with teachers being highly frustrated and heads of schools being uncooperative. The hierarchical structure of administration led to no communication between stakeholders and it was an environment of top order domination over the lower levels. It was concluded by the researchers that a dominant style of leadership was present across government schools in Punjab.

Singh (1978) in his studies demonstrated that leadership behaviour was significantly related to four factors namely intelligence, outgoingness, assertiveness and emotional stability. He explored the relationship of variables such as personality, sex, age, teaching and administrative experience leadership. The main objective of his study was to select 100 schools in various districts across Haryana and 500 teachers who answered the leadership behaviour description questionnaire (LBDQ). It was found that the leadership behaviour of heads was not related to their age between 25 and 62 years. Principals with post-graduate qualifications were better than graduates and they also concluded that leadership behaviour was neither related to their teaching or administrative experience.

GP Gupta (1978) studied the academic environment in over 100 schools from Rajasthan state and found a significant relationship between leadership behaviour and the academic environment. Dimensions of leadership behaviour and factors of personality of leadership heads were analysed using stratified two stage random sampling technique. Caste, creed and political interests were great factors in affecting the organizational climate. High performing schools however had some reprieve where these headmasters seemed to be more homogeneous in their behaviour pattern. These studies raise serious questions on whether a single model can ever be predicted on the leadership styles of Principals.

Khera (1980) conducted a study on Sainik schools and found that there was a direct relation between the school's organizational climate and the leadership behaviours of Principals. Student achievement was also found to improve with better organizational climate. However, a similar study conducted by Bakshi (1980) revealed that there was no significant effect on the leadership behaviour in bringing about an attitude of change in the school.

Rajeev Lochana (1981) examined the administrative behaviour in 150 secondary schools of Tamilnadu. Data was collected using the Administrative Behaviour Description Scale (developed by Kaushik, S.P (1979)). The researchers found a positive relationship between the leadership behaviour of principals and the progressive characteristics of the school. However, a negative relationship was found when Principals laid down rules and regulations without the opinion and consideration of the teachers and this in turn led to bringing down the morale of the teachers.

Sharma (1982) conducted a study to identify the impact of leadership behaviours of the headmasters and the effect of school climate on the pupils. In his study 1346 students and 548 teachers were selected from 60 junior high schools of Agra district. The major findings in the study were 1) There was a significant difference between the school climates and the corresponding leadership behaviour 2) There was no significant difference among the various dimensions of the Leadership behaviour description questionnaire.3) Schools with familiar climates were found to show better performance and a positive relationship with leadership behaviour.

Lobo (1983) investigated the principals' competency and value system in relation to the institutional efficiency. The investigation involved 25 schools from Bombay and Pune city. The main objectives of his study were 1) to make an in-depth analysis of the traits or values adopted by the principals in order to achieve institutional efficiency and effectiveness 2) To study the existing school policies and its relation to school effectiveness. The major findings of the study were that factors like ethics, morals, goodness, trust and competence were found to be major factors towards contribution of school effectiveness. Effective principals established goals and priorities, classified their value systems regularly and communicated them successfully to others.

Patel (1983) studied the leadership behaviour of principals in the higher secondary schools of Gujarat state. The major objectives of the study were i) to identify the leadership pattern of the Principals as perceived by the teachers and to study the interrelationship between organizational climate and leader behaviour. 100 schools with over 1000 teachers were selected for the study and LBDQ developed by Halpin and Winer, OCDQ developed by Halpin and

Croft and a personal data sheet for principals were used as tools of measurement. T-test and corelation techniques were used to draw conclusions.

The major findings were that i) there was a positive relationship between the two dimensions of leadership behaviour, viz., initiating structure and consideration ii) The

morale of the teachers was also found to improve when the leadership behaviour was close to ideal iii) no significant differences were found between male and female leaders with respect to 'initiating structure' and 'consideration'.

Sampuran Singh (1985) in his study compared leadership development of heads of elementary and secondary schools with respect to organizational climate, leadership behaviour and moral development. The findings of the study were that i) elementary schools were higher in esprit and intimacy than secondary school teachers ii) elementary school leaders showed variation in almost all dimensions as compared to their secondary school counterparts iii) In both initiating structure and consideration, principals of elementary and secondary schools were alike and both leaders showed equal variation in leadership behaviour iv) In the case of moral development 14% of the elementary and 22% of the secondary schools were high.

Kumar (1986) compared the relationship between the work values of the principals and the administrative effectiveness. 675 teachers and 45 principals were selected from undergraduate and postgraduate colleges affiliated to Meerut university. Teachers were given the opportunity to rate the effectiveness of the Principal. Results showed that the work value of the principals was significantly related to the administrative effectiveness. Characteristics like trust, hard work, discipline, attitude and setting of a vision were found to be key characteristics required for administrative effectiveness.

Veeraraghavan (1986) compared the leadership adaptability, teacher effectiveness and organizational climate in high, average and low performance schools in government and private schools in various districts of Baroda. Some of his findings were

1. Dimensions of the organizational climate such as aloofness, consideration, disengagement varied significantly amongst all the schools with results showing that high performance schools show lower disengagement and alienation
2. High performance schools showed more open climate with the principal being less controlling
3. Irrespective of the type of schools, job satisfaction remained the same.
4. The four underlying factors that emerged as key factors for teacher effectiveness are leadership style, professional qualities, personal dispositions and personal tributes.

Krishnaraj (1989) compared leadership behaviour patterns of affiliated and autonomous heads of colleges using the LBPQ questionnaire and measured 15 leadership behaviour patterns. The results concluded that principals of affiliated

colleges take more efforts towards maintaining a well-knit organization and also were more vocal in acting as representatives of their institutions and taking accountability for performance. The major findings of the study were i) Professional qualification of the Principals did not play a role in the development of teachers and in shaping the climate of the schools ii) schools located in rural areas did not suffer any significant drawback with relation to leadership behaviour iii) no significant difference between Male and female administrators as perceived by teachers.

Upasani (1991) made a collective study of models of efficient and inefficient administration of schools in Pune city at the senior secondary school level and revealed that there was a significant difference in the following aspects 1) planning and implementation of curricular and co-curricular activities, b) scholastic and other achievement of students c) efficiency and enrichment of teaching staff d) administration and relationship with the community e) efficiency of school and its correlation with co-curricular activities. Results were found to be good correlation for all attributes of the school management with the leadership of the principals.

Diwan (1993) compared the leadership style in relation to the organizational context between government, government-aided and unaided schools in Delhi. The study comprised of 20 senior secondary school Principals of west Delhi and five teachers from each school was selected through stratified random sampling method. Questionnaires were prepared by the investigator to collect data measuring value patterns in the organization and stratified random sampling was used for analysis. Results were given as follows 1) The value patterns possessed by the principals and the leadership behaviour differed with the nature of institutions 2) The principals of government schools showed possession of all three dimensions of value patterns- personal, functional and relationship 3) The satisfaction of the Principals also depended on the daily lifestyle of the Principals.

Mundanmany (2003) 's research specifically focused on Salestian schools in India and the leadership behaviour observed in the administration. His research topic was titled' Manager or Visionary Leadership of Salestian Higher Secondary Schools'. The main objective of this research was to determine of personality traits affected leadership behaviours across different institutions. Correlation analysis and descriptive statistics were used to analyse the data. The research concluded that majority of the Salestian school principals have qualities like caring leadership, clear and original ideas, compassion and sound managerial capabilities.

Kinjal C (2011) conducted a study to identify the styles of functioning of the school principals and the level of effectiveness of teachers under them. The sample consisted of 120 teachers and thirty principals selected from both rural and urban schools of Sabarkantha District (Bhiloda taluk) and the researcher used the survey method of research and a self-made questionnaire for evaluation. Results showed that most of the principals were co-operative with all the teachers and their decision making was good. They were able to take quick and right decisions and wanted to be democratic in nature. However, power was vested in the hands of superior officers and this made administration difficult at times.

Sushil Kumar Dubey (2012) conducted a study on difference between leadership of principals of secondary schools in the Saurashtra region of Gujarat with respect to different groups of demographic variables. Self-constructed and standardized questionnaires were used and data was collected from both rural and urban areas. Statistical techniques like mean, Standard deviation, t-test, F-test, one way ANOVA, etc was used using SPSS software. Result showed that there is a significant difference in behaviour styles of rural and urban school principals. Further, it was also concluded that leadership behaviour was dependent on leadership experience and academic qualifications.

Mukherjee, Soma (2013) conducted a study of analysing the managerial skills of school principals and compared the performance outcomes. The study was conducted among 527 respondents (comprising of school teachers, heads of departments and vice principals) from government and private schools in Ghaziabad and Mathura (Uttar Pradesh). Statistical analysis was done using regression analysis and test of significance and study reveals that the need for effective management is all pervasive. If administration and management is not done effectively, use of monetary resources and time is of no use.

The study was aimed to explore if there was any significant relationship between a school principal's managerial effectiveness and school's performance. Results stated that senior managerial positions in educational institutions have a key responsibility towards the smooth functioning of an organization.

MK Desale (2017) conducted an investigation into the leadership styles of head masters of secondary schools in Nasik district. They first established that organizational effectiveness is directly related to the leadership behaviour of Principals. Large number of teachers believed that Principals were task oriented and study of leadership styles

revealed that authoritarian and bureaucratic leadership styles are negatively correlated with effectiveness. They concluded the study by saying that 'nurturant' style of leadership was found to be the most effective.

These literature reviews in India clearly show that social, cultural and political factors played a large role in affecting the leadership behaviour of Principals. It is quite unclear as to what exact style of leadership is adopted by Principals and there seems to be no set protocols on the methodology adopted by them.

2.3.2 STUDIES ON LEADERSHIP DIFFERENCES BETWEEN GOVERNMENT AND PRIVATE INSTITUTIONS (STUDIES IN INDIA)

Gyanchandra (1962) conducted an investigation into the supervision of senior secondary schools in the Municipal of Delhi and found that teachers felt the need to be encouraged and appreciated. The studies were descriptive in nature and was conducted using questionnaires made by the researchers themselves. They were very particular about their self-respect and wanted the principals to treat them like their friends and colleagues. Teachers expected their principals to train them with the latest teaching methodologies and suggested that they should evaluate teachers on the basis of their annual performance and not on the basis of a single examination.

Panda (1974) had previously studied over 168 schools and 1800 teachers in Rajasthan using the Headmasters Behaviour Description Questionnaire (HBDQ). Teachers in their survey reported that headmasters were self-oriented, traditional in attitude, academically apathetic and rejected views of teachers constantly. Headmasters of urban schools were more adaptable, out-come oriented and effective in communication. Other factors that contributed to effectiveness were level of literacy in the surrounding community, interference by local authorities and poor self-perception.

Pandey (1985) studied the relationship between leadership behaviour, organizational climate and teacher morale between government and private schools in Haryana. The sample in the study included 34 secondary schools and a total of 404 teachers participated in the study. Techniques like descriptive statistics, corelation analysis and chi square tests were done as part of the quantitative analysis. Results were as follows 1) No significant difference between leadership behaviour of rural and urban principals.2) A positive and significant relationship at 0.05 level was found between the initiating structure dimension of leadership behaviour and esprit. 3) The consideration dimension of leader behaviour was found to be positive and significant 4) teacher morale was positively related to the initiating structure and consideration dimensions

of leadership and growth. Chi-square value was found significant at 0.05 level between high vs low teacher morale and open vs closed climate.

Dixit (1986) studied the job satisfaction among primary school and secondary school teachers. The sample consisted of 300 primary and 300 secondary school teachers working in Lucknow. The data pertaining to job satisfaction was collected with the help of a Likert-type scale devised by the investigator. Results showed that primary school teachers of Hindi medium were more satisfied than secondary school teachers whereas in English medium schools, secondary school teachers were more satisfied. It was also seen that female teachers were more satisfied than male teachers.

Taj (1997) investigated the effect of organizational health and biographical variables on the teachers' perception of their school heads leadership effectiveness. Data was collected using 1) administrative behaviour scale (ABS); ii) job satisfaction inventory (JSI) and, iii) Ahluwalia's teacher attitude inventory (TAI). The data was analysed using correlation, multiple regression and two-way analysis of variance. All the three types of schools including government, aided and unaided were considered and the findings indicated that demographic variables including sex, type of management, administration experience and organizational health did not affect the leadership style and behaviour. It was also proved that teachers working in government schools did not find their leaders to be effective.

Gulhaue (2005) carried an evaluation of leadership supervision in Navodaya Vidyalaya schools across various districts in rural India and the results described were quite discouraging and shocking. It was found that many of the heads were under intense pressure from political pressure and were facing the wrath of the society when it came to students of Std X and Std XII. They were hesitant to take up any innovative measures to improve effectiveness of the school. Senior teachers were handed all the responsibilities and the heads refused to take up any leadership decisions that involved any risk of safety of the children.

Sunder (2005) conducted a study consisting of hundred senior secondary schools from ten districts including rural and urban areas in Tamil Nadu and it was found that that there was no noteworthy distinction between government and private senior secondary schools in terms of distribution of different climate categories. Independent t-tests and correlation analysis were used to compare the data between government and private schools. The leadership behaviour did not vary with respect to persuasiveness, predictive accuracy, integration and representation. However, factors like tolerance,

consideration, initiation of structure, tolerance of freedom and production-accentuation were found to vary fundamentally.

Kumar (2006) conducted a detailed study regarding the principal's leadership behaviour between private and government secondary schools in Orissa. Analysis was done using mean, standard deviation, simple rank difference correlation and ANOVA. It was found that there was a significant difference in the leadership style and they took different measures according to the circumstances of the school. They further went on to study the leadership behaviour between boys' school and girls' schools. It was found that principals of boys schools behaved differently as compared to girls school.

Gupta (2009) in her study titles 'a study of values among school principals, their attitude towards modernization and its relationship with the organizational climate' highlighted that there was a significant difference between the organizational climate of government and public schools. There was a controlled climate in public schools but government schools demonstrated a familiar type of school climate. There was no significant relationship between the modernization of the schools and the school's climate.

Tyagi (2009) in his research conducted a comparative study of selected government, private, and private aided senior secondary schools in Delhi, Chhattisgarh, and Uttarakhand to examine how administrative support and academic supervision helps improve the teaching learning process. The research examines how heads of governments place emphasis on providing instructional supervision and its effect on professional development of teachers. The paper argues for effective school based instructional supervision and support for teachers and discusses how principals follow reflective practices in different situations. The paper concludes by recommending various measures on how institutional leaders can strengthen their institute without support of external authorities.

Khanna (2011) conducted a comparative study of leadership behaviour of principals in relation to job satisfaction of teachers in government and non-government schools of Chandigarh. The population of the study comprised of 16 government and 8 non-government schools of Chandigarh and the total respondents was 120. Purposive sampling was done to select the teachers carefully and descriptive statistics including mean, standard deviation and 't' tests were used. Results showed that teachers of non-government schools were more satisfied compared to government school teachers. There was no significant relation between job satisfaction and leadership behaviour in both schools.

Principals of non-government schools were found to be slightly more effective than government schools as both dimensions 'initiating structure and consideration showed better trends in mean values.

Gupta and Gehlawat (2013) conducted research on comparing the job satisfaction and work motivation of secondary school teachers with respect to demographic variables. The sample consisted of 400 secondary school teachers selected by random stratified sampling technique. Independent variables in the study were gender, type of schools, teaching experience and educational qualifications. Studies showed that there were significant differences among teachers working in government and private schools with respect to job satisfaction. Significant differences were also reported in the work motivation of teachers having post-graduate qualifications.

Ranjeet Singh (2019) found that there were no significant differences in the transactional leadership behaviours of school principals of government and private schools. Government and private school principals have equal sources of information and facilities with regard to components of transactional leadership. Private school leaders were found to have more transformational leader characteristics overall.

2.3.3 STUDIES ON LEADERSHIP IN EDUCATION (GLOBAL CONTEXT)

According to **Lewin, Lippet and White (1959)** 'Leadership style is the manner and approach of providing direction, implementing plans and motivating people'. One of the early pioneers in leadership styles research, Lewin and team established three major leadership styles: authoritarian, participative, and delegating. Authoritarian or autocratic style is characterized by centralization of power in the hands of the superior, predominance of personal decisions and lack of freedom for subordinates. The other two styles were more hands on with the desire to maintain good relationship with the subordinates, encouraging ideas and giving them freedom of choice and action.

Jenson (1964) studied factors affecting leadership behaviour of Principals and laid out six phases of role structure of the principal in the context of school effectiveness

- Authority structure
- Formal work structure
- Communication structure
- Power structure
- Status and Privilege structure
- Informal structure

Gress (1975) observed the relationship between the leadership style of the principal and the teacher's desire for decision making. The main objectives of the study were to identify and describe the leadership behaviour pattern of the principal's self-perception of how he actually behaves and the teacher's perception. He further wanted to determine the extent of agreement between the principal and the teachers in their perception of faculty involvement in decision making. Data was obtained using LBDQ (Leader Behaviour Description Questionnaire). Statistical methods using co-relation analysis revealed that an inverse relationship existed between the level of involvement of the principal and the desire for decision making by the teachers.

The study also found that principals with higher levels of formal education defined their own roles and did not involve the teachers in decision making.

Maniudakis (1975) studied the relationship between democratic and authoritarian leadership style and the teacher's morale and instructional performance. Teachers who followed the democratic leadership style of Principals rated high on job performance and the style of leadership seemed to have a direct influence on the performance of the individual teacher. Studies showed that authoritarian leaders were clearer of their target objectives but were less likely to inspire the followers to achieve the goals. Conversely, democratic leaders shouldered responsibilities among the teachers hence creating a sense of self-responsibility.

Flynn (1975) designed a contingency model of leadership for schools that faced the threat of closing by studying styles of leader behaviour, leadership effectiveness and other situational variables. Data analysis proved that leadership styles was not a direct indicator of school effectiveness and in fact situational stress as perceived by the teachers played a more significant role. Results indicated that teachers who perceived themselves as having higher level of transformational leadership capacity experienced less job stress. These results showed that leadership behaviour was only one of the factors responsible for success in an educational institution. It also gave insight to researchers that variables within the teaching community like job satisfaction, teacher morale and teacher stress can be studied in relation to leadership styles and outcomes of effectiveness.

Shin and Gary (1976) investigated the relationship between the leadership style of principals and the degree of teachers' satisfaction with their principal's job performance. Results revealed that teachers' perception of satisfaction was dependent on the principal's leadership style during a particular situation. The population included all

high school teachers in the public and private high schools. Pearson product-moment correlation coefficient was used to analyse the relationship and it was concluded that job satisfaction must be present before the individual embraces' organizational commitment. The leadership style of the principals was found to have direct impact on organizational commitment of the teachers.

Maio (1976) conducted a study using the 'Bass Orientation Inventory' to study of the leadership behaviour of Principals is related to teachers self-rated satisfaction. The Bass Orientation Inventory measures self-orientation, interaction-orientation and task orientation. It was found that the number of task-oriented teachers was directly proportional to the number of educational programs but there was no corresponding relationship to the leadership styles of the heads. The other two components of self-orientation and interaction orientation played a smaller role in perception of leadership behaviour as compared to task orientation. These results showed that participative methods were not always effective and an effective leadership behaviour must encompass various other leadership styles.

Sumrall (1976) also conducted a similar type of study using the 'Leadership Opinion Questionnaire 'and 'Supervisory Behaviour Description' and found that leadership behaviour of supervisors was moderately high in consideration and lower in initiating structure. A negative relationship existed between teachers' satisfaction and leadership supervision. There was also no significant difference in job satisfaction between male and female teachers related to principal leadership style. The level of education and teaching experience was also found to not have a significant impact on job satisfaction.

Ogunlade (1980) compared the administrative effectiveness of secondary school principals in relation to demographic variables such as size of the school, age of the principal, co-education. Results revealed that demographic variables did not have a direct effect on administrative effectiveness. The survey data collected were analysed with Pearson product moment correlation and regression analysis. The research was conducted among schools in high schools in Nigeria and it was also observed that the principal tends to be more relationship oriented than task oriented. It was suggested that heads of institutions should facilitate effective work performance by regular social interaction with all stakeholders of the institution and this in turn would show a strong professional commitment to education. The results imply that

Clark (1981) conducted a study to examine leadership style with 50 Principals and 275 teachers using the Leader Effectiveness Scale and results showed that the follower

population is relative to the task chosen. The purpose of this study was to examine leadership in an entire school district and test the validity of Hersey and Blanchard's situational leadership theory. The results of the study showed that the follower population was at a high level of maturity. According to teacher's perception of teacher effectiveness, Styles S2(high task-high relationship) and S3(high relationship-low task) were considered to be the most effective. Style S4 was considered to be the least effective where low relationship behaviour by leaders was not to be desired at any maturity level.

Daniels S.C. (1981) conducted a study to determine what specific actions of principals lead to improve better teaching-learning situations. He found that factors like relating quickly to other people, developing good human relations, creative abilities and providing managerial support to teachers were key attributes of leadership behaviour which helped improve the teaching-learning environment. Questionnaires were based on LBDQ (Leadership Behaviour Description Questionnaire) and Job effectiveness questionnaire.

Descriptive statistical analysis and correlation analysis were the techniques used for data collection and interpretation. It was concluded that a leader should act as a mentor and must be more participative rather than authoritative in nature.

In the studies conducted by **Wheeler (1981),** 63 teachers from 10 schools were selected and a study on the relation between leadership style of the principal and the communication behaviour was conducted. Wheeler concluded that principals showing high initiating structure leader behaviour used more expressive and instrumental communication than those demonstrating low initiation structure. The leadership behaviour description questionnaire was used for survey and these studies further strengthen similar claims made by **Marrihue (1960), Gerloff and Cummins (1971)** who also strongly believed that leadership behaviour and communication behaviour are inter related and need to be studied together.

Abdul Waheed Al Hadhod (1986) compared the perceptions of leadership in Kuwait from the teachers' point of view and found that principals consider themselves superior to others and perceive their administrative behaviour as extremely effective. However, when the teachers' were critical of their behaviour and in fact found differences based on gender as well. The results clearly showed a skewed difference between the perceptions and this was also proved by statistical analysis using correlation and regression analysis. In contrast **Al-Maghamesi (1989)** in his study on administrative behaviour of secondary school principals of Arabia found that there was no significant

differences in the perception of leadership between the teachers and the principals. They further went on to state that age and experience did not make a significant difference in administrative behaviour.

Stebbins (1987) studied "Educational leadership: a study of principal's leadership of eight Michigan elementary schools selected for national recognition in 1985-1986 as perceived by the principals and teachers". The characteristics of leadership were instructional leadership, monitoring of student progress, clear and focused school mission, emphasis of student attainment of basic skills, positive school climate for learning, high level of effectiveness, high expectations for students and teachers, and general behaviours. The major findings were (i) principals perceived themselves to be highly effective leaders in all areas ii) Teachers perceived principals to be highly effective in all areas but instructional leadership.

Avolio and Bass (2002) found that 'no one specific style of leadership is appropriate for all situations and different styles of leadership may be required under different circumstances. They also believed that better leaders are more transformational than transactional. They went on further state that transformational leadership should not be confused with democratic, participative leadership as many times it can also be directive and decisive. Each leader has a profile that includes some or all of all these characteristics and the better leader practices the best of both styles.

Huffman and Jacobson (2003) conducted a study to determine the relationship between leadership styles of the principals and teachers' perception of their school as professional learning communities. The study was conducted among 83 principals with each one of them having three possible leadership styles a) directive b) collaborative and c) non-directive.

Participants in the study rated collaborative style Principals as more supportive in providing a safe environment for ideas, beliefs and strategies to grow and also believed that organization should be guided by positive principles, ethics and values.

Robison (2007) concluded that principals using participatory style of leadership were more productive than those using autocratic styles. Their research also went on to conclude that the morale of the teachers was directly impacted when autocratic styles were used. Teachers were more comfortable and participated more when leaders used a participative style. Principals who consciously practice some form of transformational leadership behaviours have a positive impact on the morale and productivity of the

teachers. This study was conducted to determine if a statistically significant relationship can be achieved between these two variables.

Nadarasa and Thuraisingam (2014) conducted research in Jaffna district of Sri Lanka to study the impact of leadership style on teacher job satisfaction. Questionnaires were designed by the researchers based on the multifactor leadership questionnaire (MLQ-5X) and statistical tools using regression analysis and correlation analysis were used to test the hypotheses. Results revealed that autocratic style of leadership had a profound negative impact on leadership and teachers in order to be satisfied with their jobs and environment wanted the teachers to practice democratic style of leadership.

Alwi, Rauf and Haider (2015) studied the role of principals for effective education in secondary schools of Karachi, Pakistan. The primary objective was to identify if the leadership style of the principal has an impact on student achievement in a positive way.

The research was conducted through focus group interviews of male and female teachers separately. Statistical tools included one way ANOVA, t-test and descriptive statistical analysis. The study concluded that most of the public sector school principals did not involve the teachers in decision making or in any form of administration. Teachers believed that job satisfaction can only increase when principals use a democratic style of leadership.

Eboka (2016) investigated the perception of teachers on the influence of principals' leadership styles and gender on teacher morale. A total of 72 Principals were selected from public secondary schools of Delta state. Standardized Multifactor Leadership Questionnaire (MLQ) and the Purdue teacher opinionnaire was adopted to obtain data on leadership styles. Simple descriptive statistics of mean and standard deviation were used and the t-test at 0.05 level of significance was used for analysis. The findings of the study revealed that leadership styles of principals and gender jointly influenced teacher morale. It was also found that male principals had a greater effect on teacher morale.

CONCLUSION

School management and leadership qualities have been researched across the world over many years now. Although most studies focus on the relationship between leadership and teacher effectiveness, the individual characteristics of successful academic leaders are not clearly distinguished in studies and there is no existing model for state run or private schools that describe common traits that can be adopted by Principals.

2.4 TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

Bass (1985) argued that transactional leadership builds the foundation for relationships between leaders and followers in terms of specifying expectations, clarifying responsibilities, negotiating contracts, providing rewards and recognition in order to achieve the expected performance.

Bass also portrays the transactional leader as the one who operates within the existing system or culture, avoids taking risks, deviates problems, avoids trying new methods for fear of reproach. They are concerned with getting done with processes rather than innovative ideas.

In the 1920's **(Avolio, Walumbwa and Weber, 2009)** provided a framework for transformational leadership by conceptualizing the concept of 'inspirational leadership'.

Bennis (1959) conceptualized the concept of transformational leadership as a person's capacity to raise the consciousness of his colleagues to build meaningful work and inspire human intent.

The concept of transformational leadership or in those days referred to as transforming leadership was once again revived by **James MacGregor Burns (1978).** The term was first used descriptively on political leaders and later transcended towards organizational psychology and then into education. Burns described transforming leadership as a process in which 'leaders and followers help each other to advance to a higher level of morale and motivation'.

Burns (1978) defines transformational leader as one who

1. raises the follower's level of consciousness about the importance and value of designated outcomes and ways pf reaching them;
2. gets the followers to forego their own self-interest for an outcome that will benefit others in the team.
3. raises the follower's level of need to higher levels for achievement and self-actualization

In the opinion of **Burns (1978**), 'One of the most important cravings of our time is a hunger for compelling and creative leadership.'

Burns agrees that transformational and transactional leadership are not opposed but in fact two different sides of the same coin **Bass(1985)** modified Burns' definition and

posed a theory that transformational and transactional leadership can complement each other Bass describes a transactional leader as

i) a person that recognizes the work of their associates and tries to see that they achieve it
ii) exchanges reward and promises for appropriate levels of effort
iii) responds to the requirements of his associates as long as they are getting the job done.

Kenneth Leithwood (1994) suggests that transformational leadership facilitates in restructuring a school's initiatives and is best suited for coping with the demands of the schools in the 21st century. He believes that transformational leadership in the school can help meet the demands of stakeholders and provide accountability. This form of leadership helps strengthen organization norms, establish new ¬ways of thinking and help leaders transform school culture.

Bass (1985) divides transformational leadership into four dimensions each comprising of individualized consideration, intellectual simulation, inspirational motivation and idealized influence.

a) Individualized consideration
Bass and Avolio (1994) believe that a leader plays the role of a mentor or a coach by focussing on the individual requirements by applying individualized consideration for each of his team members. Interaction is encouraged and leaders should walk around to create personalized relationships. Leaders should rotate the assignments to develop capabilities and transform potential of the staff.
b) Intellectual Simulation
Problem solving, creative thinking and developing new ideas helps in the intellectual simulation of the leader and his team when faced with problems.
Bass (1985) believes that a transformational leader when faced with a problem will not accept partial solutions and will think of different ways to be innovative at all levels of the organization. He will refuse to accept partial solutions and continue to think of different ways to be innovative at all levels of the organization.
Bass and Avolio (1994) also argue that intellectually stimulating a leader helps in approaching the underlying causes of the problem with creative solutions.

This in turn encourages followers to think of different ways without the fear of criticism.

c) Inspirational Motivation

Charlton (1993) believes that a leader who inspires other has the ability to provide a clear vision of the future and raise expectations of his or her followers. **Bass and Avolio (1994)** argue that transformational leaders provide meaning and challenge in their work by inspiring their team members with a willingness to believe in a future that is committed in achieving the vision.

d) Idealized Influence:

Levicki (1998) believes that people will follow their leaders only if they idealize them and enjoy being led by them.

According to **Avolio et al. (1991),** leaders put the needs of others before theirs , avoid using their power for self-interests, set standards of high levels, emphasize confidence, put forth moral values, pay attention to the objective , increase positive attitude and introduce a new perspective.

2.5 TRANSFORMATIONAL LEADERSHIP (STUDIES IN INDIA)

Singh and Bhandarkar (1990) were the early pioneers on studying transformational leadership in education by presenting a case study on five transformational leaders. They presented the six main characteristics of transformational leaders as follows

- Empowering
- Risk taking
- Clarity of mission
- Team building
- Equanimity
- Evolving trust

The researchers believe that transformational leaders became their own motivators constantly searching, serving and learning from different people. Their objective in life was to prove to themselves and pushed hard to achieve these goals. These initial studies on transformational leadership in public sectors slowly paved way for transformational leadership studies in education.

Khandwalla (1990) argued that India due to its social structure and demographic variance is one of the most suitable countries for the emergence of transformational leadership. Ground realities can be addressed by only Indian leaders who are adaptable to the local situation and take decisions accordingly.

Unique cultural requirements require different decision making in difficult situations and a scale based on only individual rights may not capture all the nuances of transformational leadership in a duty-bound nation like India. He suggested that all aspects of transformational leadership need to be adapted according to the situation and clear results may be obtained demographically when done so.

Bala (1990) attempted to study the teacher's perception on the transformational leadership style and behaviour of principals in the state of Haryana. Personality traits of Principals were analysed by taking each trait separately and it was found that leadership was distributed evenly among all dimensions of behaviour. The data was analysed by using descriptive statistics such as mean, standard deviation and product moment correlation. Some key attributes were reconciliation, tolerance of uncertainty, initiation structure, role assumption, consideration, production emphasis and leadership as a whole.

The study found that Principals have been rated high in transformational leadership but leadership behaviour was not significantly related to age, sex and administrative experience.

Nanda (1992) studied the leadership behaviour of heads of primary schools in Cuttack city. The sample for the present study consisted of 30 primary schools and 189 teachers, The leadership behaviour description questionnaire of Halpin and Croft was used to collect the data. Teachers of these schools rated the heads of the institutions based on two factors, e.g.: Initiating structure and consideration. The collected data was analysed using t tests and chi-square tests. Some of the findings were that 1) Only 10 leaders were found to be effective among the 30 selected for the study 2) Heads from primary schools were found to show more consideration and less initiating behaviour leading to inconsequential results 3) Only 6 leaders were found to manifest leadership in initiating structure and consideration both. These results were quite shocking and it was proposed that a radical transformation is necessary in leadership management.

Singh and Krishnan (2005), in 'Towards understanding Transformational Leadership in India: A grounded theory approach', attempted to study transformational leadership unique to the Indian culture. Their results were mostly drawn from previous works of Singh and Bhandarker's (1998) model. Singh believed that realities such as 'social stratification' and 'kinship orientation' made India an ideal environment for transformational leadership. They collected data using an open-ended questionnaire and the grounded theory approach was followed by exploratory factor analysis. They

suggested that while the core of transformational leadership is universal, timeless and immanent, its behaviour manifestations differ across cultures. Further studies by Singh (2011) also examined the realities of the Indian business environment filled with scams, scandals and corruption and observed how a transformational leader can develop ethics and incorporate morals, values and trust into a business organization.

Venkat (2005) found positive relationship between transformational leadership and attachment to the organization. Affective commitment was found to be high among employees. Employees spending more than five years with the organization showed positive effects to transformational leadership. Age also played an effect on transformational leadership and it was seen that higher the age group, more the commitment towards transformational leadership.

Lonita (2009) conducted a study on the effects of leadership behaviour on the faculty of the humanities department in the University of Mysore, India. Data was collected from 93 participants and the leadership behaviour questionnaire and the faculty commitment questionnaire was used. Results revealed that there was a significant difference in the behaviour of heads with respect to gender and interaction effects between age group and educational qualifications regarding faculty commitment scores were significant.

Sharma (2010) conducted a study in Malaysia where he selected 380 teachers and analysed what skills they prefer to see and follow in their leader. The studies were conducted using t-test, Anova and descriptive statistics. Results showed that humanistic skills such as empathy, communication skills, decision making, comfort and time management were some of the qualities that attracted followers towards the leader. He also undertook a study to identify the predominant decision-making style of principals and to examine the impact of organizational commitment among the teachers working under them.

It was reported that committed and satisfied teachers were high performers and contributed towards the productivity of the organization.

Mulla (2011) conducted pioneering research on one of India's most trusted business 'Godrej' by studying the transformational leadership style of Naoroji Pirojsha Godrej. The researchers identified six instances of Godrej's leadership behaviour where he was able to gain the highest levels of affection and commitment of his followers. These studies really gave a clear understanding of how transformational leadership can be adapted to the Indian context.

Attri (2013), in the research paper on 'Transformational Leadership: getting future ready' mentions that core traits of leadership have remained the same although styles of leadership have changed over the years. Attri focused on leadership values of influential personalities such as Mother Teresa, Mahatma Gandhi and Raja Ram Mohan Roy. Core traits observed in transformational leaders such as clear vision, intent, thought process, definite goals, strong values, and moral ethics strengthened Attri's ideas that these values are still applicable in today's context.

Hurakadli (2014) studied the relation between leadership behaviour (initiating structure and consideration) and type of management of heads of schools in Dharwad district. Out of 204 schools, 67 schools were selected and 450 assistant teachers were surveyed for the study. The leadership behaviour of the heads of the schools were found to influence the job satisfaction and organization culture of the schools. The study concluded that transformational leadership behaviour is very useful in understanding the personal and the institutional correlates of the heads of the schools.

2.6 TRANSFORMATIONAL LEADERSHIP (STUDIES ABROAD)

Carver (1989) in his essay 'Transformational Leadership: A bibliographic essay' mentions That Warren Bennis has given more than 350 definitions of the term leadership and he states that transformational leadership theories combine biographical, historical and behavioural data with a humanistic approach. Carver's paper was pioneering in its ability to influence the importance of the moral and ethical aspects of a leader which went on to form the core principles in Transformational Leadership.

Leithwood and Poplin (1992:8) lay down the three fundamental goals of a transformational leader in education:

1. Help stakeholders maintain a collaborative, professional school culture. This means that staff members have a collective responsibility to teach each other how to teach better. Transformational leaders involve their staff by sharing their leadership with the and actively communicating the school's norms and beliefs.
2. Fostering teacher development by giving them an opportunity in solving non-routine school problems and making sure that their goals are ambitious and not unrealistic.
3. Help teachers in approaching problems more efficiently by engaging them in activities that require critical thinking and problem solving.

Armocida (1993) conducted a study on the perceptions of transformational leadership of high school principals. The purpose of the study was to determine if a similar

transition from bureaucratic to transformational leadership that was occurring in the corporate sector was also seen in schools. Data indicated a positively surprising result showing that more experience principals started moving towards transformational leadership and were ready to empower their staff. Collaboration and a sense of community was perceived to be important as compared to less experienced principals who were hesitant to change the traditional leaderships methodologies. He concluded that a paradigm shift was occurring in schools from bureaucratic towards transformational leadership.

Lievens (1997) talks about identifying the qualities of transformational leadership with the help of a multifactor leadership questionnaire that is targeted at the followers. Lievens stressed on the importance of operationalizing behavioural sub-dimensions of idealized influence, individualized consideration, intellectual stimulation and inspirational motivation. MLQ ratings on three transactional leadership dimensions measured by the MLQ correlate highly cluster into one factor. Social desirability did not seem to be a strong biasing factor although the transformational leadership scale was found to be slightly more socially desired. Hence it becomes necessary to survey the leaders rather than the followers.

Barbuto (1997) in his paper 'Taking the charisma out of transformational leadership', identifies the differences in the essence of charismatic and transformational leadership. The purpose of the paper was to clarify the essence of transformational and charismatic leadership. Barbuto believed that the style of each leader is unique, and they can influence followers by choosing charismatic, transactional or transformational leadership. Barbuto concluded that recognizing the three important attributes of transformational leadership will enable the leader to excite the followers , pursue the organization's goals and recognize the importance of their contribution towards the organization.

Bass (1998) continued his research further in this area and determined that the three important criteria on which leaders are judged are in transformational leadership are trust, admiration and respect. Bass believed that this trust is obtained through self-determination, respect, commitment and loyalty. This relationship can be stronger or weaker due to interactions, experiences and specific context within each situation and leaders driven with a positive attitude can inspire their followers to achieve the goals.

Hallinger and Heck (1998) through their studies concluded that there were certain key influences of transformational leadership such as increasing the commitment,

motivation and capacity for teachers to develop new approaches to education. Hallinger stressed on the strong connection between instructional and transformational leadership and on the need for collective and collaborative achievement of vision. Hallinger's paper went on to help researchers in the framing of interview protocols, underscored the importance of coding and need to maintain a journal for observations.

Yuen & Cheng (2000) in their research on transformational leadership for action learning of teachers came up with a set of behavioural traits identified to be key for successful change in schools. The first trait was identified as 'inspiration' that referred to the leader being able to build a vision and strategy for transformation. This in turn helped inspire his teachers to achieve their goal. The second trait was found to be 'enabling' and this referred to the leader's ability to be open about innovation and find methods to enhance the knowledge and skills of his co-workers. The third most important characteristic was to be 'socially supportive' and this referred to the leader's ability to facilitate support networks in the society hence fostering a learning culture within the organization.

Miles (2002) conducted a study on understanding the relative impact of principal transformational leadership on school culture across 98 middle schools in America. Quantitative data using three types of questionnaires were collected and analyzed using the Pearson product-moment correlations and multiple regression equations. The results indicated that establishing high performance expectations, fostering the acceptance of group goals, identifying and articulating a clear vision and inspiring a culture of support were some of the key factors in success. One of the surprising findings from their study was that sometimes the presence and interference of the principal had a negative impact on certain aspects of school culture.

Hallinger (2003) described leadership as an organizational entity rather than the task of single individual. A few coherent changes in the existing school structure and programs when carried out effectively are far more useful and powerful than divergent programs poorly carried out. In 2003, Hallinger verified his earlier predictions by proving that the rise of transformational leadership was its ability to assist principals in coping with unplanned actions necessary for school reforms. Evers and Lakomski (1996) previously had suggested that models developed by them also heavily relied on the leader's psychological state and behaviour.

Arcuri (2003) compared the degree of fitness of transformational and transactional leadership styles in an educational environment and checked for their compatibility.

Correlation analysis was used to check whether these two styles are compatible or not and results revealed that transformational leadership was more effective than transactional leadership. Once again results revealed that transformational leadership is more effective than transactional leadership.

The results further revealed that principals tend to believe that they are more transformational than what the faculty perceives them to be.

Politis (2004) conducted a series of studies measuring effect of transformational leadership on student outcomes, achievement, motivation, and teacher credibility. Results revealed that transformational leaders who demonstrated encouragement, motivation, coaching, intellectual stimulation showed positive correlation with all the variables above. Further, it was also proved that student achievement, affective learning, motivation and student evaluations of teacher credibility are positively correlated with transformational instructors who demonstrated charismatic and intellectual traits.

Barnett (2005) examined the effects of different types of secondary principals' leadership behaviours on aspects of a school's learning environment in Australia. He undertook a massive task of investigating the impact of principal transformational leadership on more than 450 teachers across 52 schools in New South Wales. An interesting result showed that individual teachers seemed to be motivated more by the care and individualized concern shown to them by their leader rather than having a common vision. This contrasting result raised questions on ideal ways to extract performance from staff beyond what would normally be expected. It was also found that principals as transformational leaders need to continuously manipulate their leadership behaviour based on different aspects of the school's learning environment. Findings of the study indicated that a multitude of variables including teacher outcome, student satisfaction, school learning environment and leadership of teachers contributed directly in influencing the transformational leadership of the principal.

Gift Vinger, Frans Cilliers (2006) proposed that transformational leaders utilized certain cognitive, effective, motivational, and interpersonal influences to guide their leadership. They believed that leaders were often guided by their past events especially career changing events such as appointments, promotion, rewards, making unpopular decisions etc. This was one of the first studies which looked into the roles of the family and life mentor influences on the transformational leader. They stated that leaders often revoked certain cognitive, motivational and effective behaviours from their past to manage their current situation.

Kiper (2007) as part of the 'No Child Left Behind Act of 2001' attempted to determine if a relationship existed between practices associated with transformational leadership and student proficiency scores. The sample included 100 heads and 100 students selected by using random sampling technique. The Leadership behaviour description questionnaire and the achievement test was used for data collection. Results showed strong, positive relationship between transformational leadership practices and student's maths test scores. This showed that enabling teachers to create opportunities for risks and encouraging them by positive recognition would bring about improved student performance.

Ibrahim and Altaneiji (2007) in their study examined the effect of gender differences in the leadership style and the relationship between teacher learning opportunities and transformational leadership. The study was conducted across 230 teachers in United Arab Emirates and correlational statistics and independent sample t-tests were used to analyse data. It was shown that leadership characteristics tend to provide teachers with more learning opportunities and there was a significant relationship between the transformational leadership characteristics of the principal and the collegial enquiry and mentoring.

Lazzaro (2005) investigated the correlation between principal leadership and teacher retention. Using a quantitative research design and a web-based survey, data was gathered from teachers across various public schools in Massachusetts, America. Using the Principal Leadership Questionnaire (PLQ), the study found that engaging in transformational leadership practices may influence teacher retention rates positively. The principal's transformational leadership behaviour improves the efficiency of teacher's classroom management, self-efficacy, peer cohesion of school staff, teacher retention rates and teacher's commitment to change.

Marzano, et al. (2005) calculated the correlation between the 'behaviour of the principal in the school and the average academic achievement of student in the school to be 25. Their analysis showed that an increase of one standard deviation in the leadership skill of the principal would result in an increase of student achievement by ten percentile points. They identified leadership practices that recognized and rewarded individual accomplishments and proved awareness of personal aspects of staff led to successful leadership practices. His research showed that the involvement of the school leaders in the design and implementation of the curriculum had a statistically significant correlation with student achievement.

Kouzes and Posner (2007) found five major characteristics in transformational leaders:

- Their value system is defined publicly hence enabling them to commit to the same with the highest levels of integrity.
- They create a shared vision with their colleagues by understanding the hopes and dreams of their followers.
- Innovation plays a key role in their leadership strategy and transformational leaders recognize and respect that.
- Powers are distributed well amongst the team members enabling them to easily be able to communicate to the leader according to their area of supervision.
- Stakeholders are given utmost importance and transformational leaders appreciate their commitment and involvement.

Chin (2007) using the Multifactor Leader Questionnaire (MLQ) found a significant effect size between transformational leadership and student achievement with a correlation coefficient of 0.487 with $p<.001$. In the same year, **Kruger, Witziers and Sleegers (2007)** state that transformational leadership has a visible effect on teacher motivation, professional growth and contributes to a change in school culture as a whole.

Demir (2008) studied the collective roles of transformational leadership practices among principals, teachers and its effect on school culture. Results revealed that transformational leadership of the principals explained 35% of the variance of the collective teacher efficacy, 49% of the variance of self-efficacy of teachers and 58% of the variance of collaborative school culture. This study provided evidence that the collaborative school culture and teachers' self-efficacy moderated the relationship between transformational leaders and collective teacher efficacy.

Sun (2010) conducted a meta-analytical study identifying more than 30 components of transformational leadership with 17 school conditions, 23 teacher related outcomes, 11 leadership components and 5 types of student outcomes. Results revealed that leaders effectively influence teachers' psychological inner states and emotions.

They also observed small, positive effects on student achievements and although these effects vary when different schools or teacher variables are controlled, the effects still are significant in influencing student outcomes. The findings of this study started a chain of research on effects of transformational leadership and also simultaneously acted as a guidance for school administrators and policy makers.

Gill & Tibrewala (2010) studied the effects of transformational leadership on levels of student stress and student education satisfaction. Results showed that increase in the level of perceived transformational leadership reduces the student stress and improves their satisfaction. Another study on the effect of school climate was done by Mc Carley (2012) who analysed the perceived school climate (supportive principal behaviour, engaged teacher behaviour, frustrated teacher behaviour and directive principal behaviour) in response to the transformational leadership exhibited by the principal. Quantitative analysis using t tests, one way ANOVA and descriptive statistics demonstrated that there was a significant relationship between all the five transformational leadership factors and the four climate components mentioned above.

Nelson (2012) further went on to strengthen the above arguments in his study and showed that out of all four characteristics of transformational leadership, individualized consideration emerged as the best predictor for efficacy for classroom management. This was followed by **Socorro (2013)** who examined the effects of transformational leadership on teacher development and efficacy. Results revealed that three unique components were responsible for transformational leadership development of the teachers namely, developmental focus, learning environment and teacher recognition.

Salleh and Saidova (2013) studied the influence of ethnicity on transformational leadership of primary school heads in Malaysia. The results showed that majority of the multi ethnic heads showed positive perception of transformational leadership and acknowledged the importance of practicing all the four major components in this form of leadership. Intellectual stimulation was given the least preference and creating a productive school culture gained prominence.

Dennis and Johnson (2013) in their article 'Transformational Leadership: An effective Instrument for Governing Colleges of Education in Nigeria 'argued that creating a strong vision and mission statement was the first step required to be followed by the top management. Following this a clear and an effective strategy with supporting plans will help identify critical areas of review required and transformational leadership will help encourage effective non- teaching and teaching faculty participation.

Pokharel (2014) in his research arrived at four new dimensions of transformational leadership for a principal that included mentoring co-workers, 360-degree feedback, action based learning and continuous executive coaching. The study concluded by saying that these new dimensions have to be added to existing practices to strengthen the role of a transformational leader.

Hauserman and Stick (2013) conducted a study among 77 schools in Canada where teachers rated and stratified their principals into two groups, high and low performing transformational leaders. In depth interviews of teachers were conducted. Chi-square goodness of fit test was used to determine a normal distribution for the groups; and the hierarchical linear modelling (HLM) was used to analyse teacher ratings for principals on the variables of extra effort, effectiveness, and satisfaction. Results concluded that teachers strongly preferred leaders with high performing characteristics of transformational leadership only.

Ndiga et al (2014) conducted a study aimed at studying the principal's transformational leadership and student achievement and found that there was in fact a negative perception regarding student achievement. However, a high positive perception was found among the teachers and the research concluded by stating that principals as leaders need to understand the needs of the student community equally in order to be a successful transformational leader.

Damanik (2014) in a study in Indonesia measured the impact on the school climate and teacher's efficacy with respect to the leadership styles of the principals. Structural modelling using Liserel software was used to measure the influence of the principal behaviour. This study was first of its kind and results concluded that all the dimensions of the principal's leadership contributed to the teacher self-efficacy directly or indirectly.

Boateng (2014) conducted a study on measuring the transformational leadership characteristics among the leaders of Valley View University in Ghana. Results revealed that 50% of administrators revealed strong transformational leadership characteristics. The strongest variable was found to inspirational motivation while the weakest was individualized consideration. The study went on to also study the transformational characteristics of student leaders and it was seen that students do not perceive themselves capable of being a transformational leader. They still depended on the administrator's leadership behaviour for crucial decision making.

2.7 STUDIES ON EFFECTS OF DEMOGRAPHIC VARIABLES ON ORGANIZATIONAL COMMITMENT

A sizeable number of researches in the field of organizational commitment began from the 1990s' with **Pedro (1992)** attempting to study the teachers' organizational commitment and the organizational conditions and individual features affecting it. Results showed that organizational structure, collaboration climate, school orderly environment, encouragement for innovation, shared decision-making and frequency of

supervision directly affected teachers' organizational commitment. Female teachers were found to have higher commitment than their male counterparts and the female teachers were found to have a high sense of efficacy and motivation.

Sharma (1994) conducted a detailed study on the leadership behaviour perception of principals, teachers and guardians to understand the perceptions of organizational commitment. The tools used for the study were i) Organizational commitment questionnaire (Mowday 1979) ii) Sixteen personality factor questionnaire (Cattell) and iii) Bell Adjustment Inventory (H.M. Bell). The results showed that i) there is no significant relationship between teaching experience and academic qualification on organizational commitment ii) Teachers working in government colleges showed similar levels of commitment as private teachers iii) there was no significant difference between male and female college teachers with regard to their levels of organizational commitment.

Thomas (2003) studied the organizational commitment of degree college teachers in relation to their work values, demographic variables, self-actualization and leadership behaviour of the principals. The main objective was to i) investigate the interaction effect of work values, biographical variables and organizational commitment. Sample comprising of 450 teachers were drawn from aided, unaided and government colleges and a two-stage stratified random sampling technique was used for the same. The data was analysed using Pearson product moment of correlation, t-test and two-way ANOVA. The findings of the study were i) There is a significant relationship between organizational commitment and work values ii) Male teachers were more committed than female teachers iii) Older teachers had more normative commitment iv) More experienced teachers had more normative commitment.

Joseph (2003) conducted a study on the professional commitment of primary school teachers in relation to personal variables and the working environment of the school. Data was collected using the professional commitment scale and the result showed that i) A positive relationship was found between professional commitment and working conditions ii) A negative relationship was found between professional commitment and gender iii) A positive relationship was found between professional commitment and educational qualification of teachers iv) Marital status, type of teacher training and type of schools did not contribute significantly in the prediction of professional commitment.

Maheshwari (2004) conducted a study to ascertain the extent, variation and distribution of professional commitment among teachers in secondary education. The main

objectives of the study were to examine the differences between commitment based on personal characteristics like age, sex, academic career and socio-economic status and teaching experience. A special questionnaire consisting of personal identification was created and administered to 400 teachers of secondary education in Ghaziabad district, Uttar Pradesh. The data was analysed using t-test, F-test, multiple range test and Duncan procedure wherever needed. The results showed that i) Female teachers exhibited higher commitment than male co-professionals ii) Age, academic achievement, caste and community background did not have significant relationship to organizational commitment iii) Length of teaching experience and associated memberships showed significant relation to human values.

Kumar (2004) conducted a study on analysing the organizational commitment of post graduate teachers and their attitude towards work and job satisfaction. The study was conducted in the state of Goa in which 76 male teachers and 62 female teachers were selected. Data collection was done using the organizational commitment questionnaire and the job diagnostic survey questionnaire developed by Mowday (1979). Analysis was done using mean, standard deviation, t-test and correlational analysis. Results showed that i) male teachers were more committed than female counterparts ii) Attitude was related to organisational commitment i.e. those who are committed to the organization have positive attitude iii) male above 40 years with below 12 years' experience showed more commitment iv) female teachers below 40 yearls old and less than 12 years' experience showed better job satisfaction.

Kauts (2005) conducted research titled 'leadership style and organizational commitment on school effectiveness' among secondary school teachers in the city of Jalandhar, Punjab. The main objective of this study was to understand the correlation between dimensions of commitment and improvement of school effectiveness. The tool used for the study was organizational commitment scale (Meyer & Allen) and the school effectiveness scale designed by the researchers previously. Results showed that teachers in high effective government schools exhibit more commitment than their counterparts in less effective schools.

Sharma (2008) conducted a study on analysing the commitment among teachers with regard to their personal and some academic variables. The main objectives of the study was i) to compare the commitment among teachers with regard to their age and gender ii) to compare the commitment among teachers with regard to their qualification and level of experience. A sample of 100 teachers studying in different colleges across Meerut was selected using stratified cluster sampling technique. Analysis of data was done

using statistical techniques like mean, standard deviation and t-test of significance. The results showed that teachers of different age groups were equally committed. The results revealed that teachers belonging to the faculty of arts and science were both equally committed. Further, it was found that teachers holding post graduate and doctoral degrees showed higher levels of organizational commitment.

Mishra (2011) studied the institutional commitment, teacher effectiveness and job satisfaction among secondary school teachers in Kanpur city, India. The sample was selected using the purposive sampling technique and consisted of 60 teachers (30 male and 30 female). Questionnaires used for the study were i) institutional commitment questionnaire developed by the researchers themselves ii) teacher effectiveness scale and iii) job satisfaction scale. Results indicated that the interaction of students with the teachers, the level to which students appreciated their teachers, quality of policies and procedures in school affected the organizational commitment. Satisfied teachers in turn showed more commitment and male teachers in general were found to be more committed than female teachers.

Kauts (2012) examined the relationship between teacher commitment in relation to the qualification of the teachers, teaching experience at the secondary school level. The study was conducted by selecting 40 schools that included both government and private schools. In total the investigation was carried out with the help of 800 teachers who were administered the teacher commitment questionnaire developed by the researchers themselves. The results showed that i) Male teachers are more committed to attaining excellence in professional development as compared to their female counterparts ii) Teachers with more experience are more committed towards students iii) Teachers with less than required qualification and more than required qualification are more committee than appropriately qualified teachers.

Zilli and Zahoor (2012) investigated the relationship between all three dimensions of organizational commitment with respect to gender. It was hypothesized that female teachers would have greater affective, normative and continuance commitment as compared to male teachers. Data was analysed using descriptive statistics and inferential statistics like multiple regression analysis. The results revealed that female teachers possessed higher levels of organizational commitment than their male counterparts.

Kang (2013) conducted a study on the impact of personal factors on professional commitment in Korean special education. Schools offering special education programs

were selected for the study and a sample size of 501 teachers were selected. It was found that personal factors such as educational setting, teaching level, and age, employment of spouse, academic level, administrator attitudes, practices and support of administrators were highly correlated with teachers‟ professional commitment.

Garipagaoglu (2013) studied the organizational commitment of private school teachers in one of the largest school chains in Turkey. The sample consisted of 146 teachers and the three components model (TCM) employee commitment survey developed by **Meyer, Allen and Smith (1993)** was used for the study. Data analysis was done using descriptive statistics, t-test and ANOVA. The results of the study were that i) Teachers commitment towards the school did not differ by gender, age or total work experience ii) Married teachers were found to be more involved in their job than unmarried teachers iii) Experienced teachers showed more commitment than teachers with less experience.

Okubanjo, A.O (2014) conducted a study on 'Organizational commitment and job satisfaction as determinant of primary school teacher's turnover intention' in Ogun state, Nigeria. The sample of the study consisted of 200 schools and teachers were selected from the district of Ijebu north in Ojun state. The organizational commitment scale **by Meyer and Allen (1991)** and job satisfaction survey developed by Spector (1995) were used. Data was analysed using t-tests, correlation and multiple regression analysis. The findings of the study showed that i) the turnover of the teachers related largely on their commitment ii) teachers in the age group of 30 to 51 years showed more job satisfaction and commitment towards their organization.

Polatcan, M. (2015) conducted a study on the impact of secondary school teacher's organizational socialization on organizational commitment. The sample of the study consisted of 301 teachers from Karabuk city and Safranbolu district of Turkey. Data was collected using the organizational commitment scale developed by Balay (2000) . Statistical techniques including mean, SD, t-test, ANOVA and correlation analysis were used. The results of the study showed that i) commitment was not related to the gender and the school in which they graduated from ii) teachers with more experience were more committed than teachers with less experience.

Butucha (2015) conducted a study on secondary school teachers' perception on professional commitment and factors that influence the outcomes. The respondents of the study were 381 secondary school teachers from the East Shoa and West Arsi zones of Oromiya region, Ethiopia. A 2-part questionnaire based on demographic variables and a professional commitment scale developed by Allen, Meyer and Smith (1993) were

used for the study. Results showed that i) male teachers in Ethiopia were found to be of relatively higher level of affective professional commitment ii) Normative and continuance commitment of male and female teachers were similar iii) teachers in public secondary schools showed higher normative and continuance professional commitment compared to private secondary school teachers.

Gupta and Nain (2016) conducted a study on the influence of gender on organizational commitment, job satisfaction and role conflict of teacher educators. A sample of 200 teacher educators were selected using the simple random sampling technique from B.Ed. colleges. The Professional commitment scale was used for collecting data and statistical analysis was done using mean, SD and independent t-tests. The findings revealed that a) the professional commitment of male teacher educators was higher than female educators ii) Gender was found to have a significant impact on job satisfaction and organizational commitment.

2.8 THEORETICAL FRAMEWORK

During the first half of the 20th century, studies on leadership aimed at mapping personal traits among leaders. One of the earliest models of leadership was put forward by Kurt Lewin in which three types of leadership were described: democratic, autocratic and laissez-faire. Research was then diverted towards studying the behavioural patterns of leaders rather than their personality traits. However, research on behavioural styles was criticized for lack of environmental and situational analysis. This has contributed to the re-emergence of the personality trait theories. Personality traits constitute an important part of the newer leadership theories. The theoretical framework for this study was based on Bernard Bass' theory of transformational leadership (1985). The transformational leadership theory focuses on the connections formed between leaders and followers. The leader transforms and motivates followers through one of four means: idealized influence, inspirational motivation, intellectual stimulation and individual consideration. Transactional leaders give rewards and punishments to improve employee's performance. This leadership encompasses the three types of behaviours namely: contingent reward, passive management by exception and active management by exception. The concept of organizational commitment was first put forward by Porter, Steers, Mowday & Boulian (1974). It was defined as an 'attachment to the organization, characterized by an intention to remain in it; an identification with the values and goals of the organization; and a willingness to exert extra effort on its behalf'. The concept of organizational commitment is tri-dimensional characterized by the affective, continuance and normative dimensions. The purpose of this study is to

focus on the extent to which a leader is transactional or transformational in education, and is measured in terms of his/her influence on the followers (stakeholder's perception).

2.9 RESEARCH GAP

It is indisputable that the literature review studies above provide a clear and latest perspective on leadership styles and practices in education. However, there are important conceptual gaps with regard to how leaders effectively practice this form of leadership and its influence on the followers. The research gap has been further classified as shown in Fig below

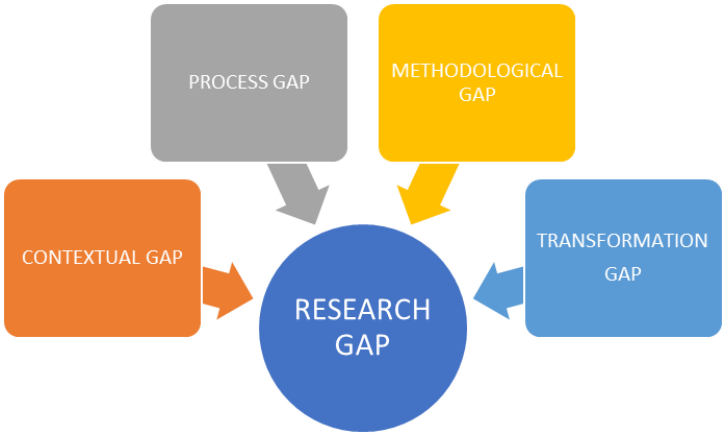


Figure 10: Research Gap

2.9.1 CONTEXTUAL GAP

Most of the studies on transformational leadership till date assumes its effectiveness independent from context. Avolio and Bass (2004) stress on the importance of using various constructs and studying its applicability in various countries. Goho (2006) also confirmed that the MLQ model is applicable to diverse cultural settings. Earlier Bass (1997) had also suggested that transformational leadership is applicable across all nations, but its manifestation may be of different forms depending on the country. Bass called it as 'variform universal'.

This is generally applicable in the context of leadership as well and it only seems ideal to amend transformational leadership perspectives based on the influence in different countries and their culture and environment.

There are extremely limited studies on leadership styles and behaviours across educational institutions in India and specially in Bengaluru city. First and foremost, it is important to assess whether leaders practice or exhibit dimensions of transformational leadership in both government and private schools. Understanding the personality traits of these leaders will help policy makers bridge the gap between leadership behaviour in government and private schools. Hence, there is a valid research gap in this area as no previous studies exist in this demographic environment.

2.9.2 PROCESS GAP

Transformational leadership involves leaders and followers 'engaging' with each other and 'raising' each other's motivation and morality. This is inherently defined as a 'process'. Till date, research on transformational leadership by large does not contain any process or dynamic perspective. It is assumed that leaders exhibit similar behaviours independent of time. It is unclear how transformational leaders in education interact with stakeholders and the exact process that leads to outcomes of effectiveness. There is a lack of clarity on how transformational leaders practice their behaviour during daily tasks and engage teachers and students to produce exemplary results in successful institutions. Bringing a perspective of 'process' into the dynamic styles of leadership will help us understand the functionality of transformational leadership in education.

This study bridges the above research gap by presenting the leaders with valuable suggestions based on statistical evidence on what factors influence the organizational commitment of the teachers.

2.9.3 TRANSFORMATION GAP

One of the focal points in transformational leadership according to Bass (1985) is to heighten the motivation of the followers and transform them in the larger context. This requires an 'assent to change' and a broad perspective on purpose and expectations. A large number of variables have been used by prior research to know the effects of autocratic and democratic leadership effects on outcomes of leadership. Only a handful of studies have been conducted in India in relation to impact of transformational leadership in education. The exact variables affecting the transformation of the follower remains unexplored. This study aims to explore every single attribute of transactional and transformational leadership that affect leadership styles and see which outcomes of leadership initiates transformation. The way transformational leaders communicate with their followers provoke transformation and foster growth is a relatively unexplored area and this research addresses the above gap.

Literature over the years have focussed on the outcomes of organizational commitment of the teachers in reference to demographic variables but there are extremely limited studies on how this affects the leadership behaviour and perception of the principals. There is no relevant literature on schools in the area of Bengaluru city that focus on organizational commitment of teachers in relation to demographic and academic variables. A multi-dimensional approach was missing in the previous studies and the present study aims to substantiate on the existing body of knowledge and fill the gap.

2.9.4 METHODOLOGICAL GAP

Although research in transformational leadership majorly deals with quantitative studies, it is quite surprising to see the limited number of studies on qualitative studies. Most of the studies use the standardized LBDQ approach and concentrate on behavioural characteristics derived from this questionnaire.

There is a gap in research on methods used by transformational leadership to initiate change. The present study has its distinctiveness in terms of its variables also. There are various variables selected in the present study like transactional leadership, transformational leadership, outcomes of leadership behaviour, personal variables of teachers (age, gender), academic variables (academic experience and qualification) and organizational commitment. There is no earlier related research in which such wide range of variables are included and compared in the same study. In terms of the sample and population also, no such research has been conducted earlier on this area. The tool used by the investigator was carefully selected and tested for reliability and validity and there has been no other research in the selected environment that have used similar tools for research analysis.

2.10 CONCLUSION

In this chapter, a detailed review of literature was presented on leadership styles in education, transactional and transformational leadership and organizational commitment of teachers. We all know that in education, no two leaders can administrate in the exact same way and extensive data verifies the existence of individual differences among the leadership styles of principals of various secondary schools. The autocratic leadership style alienates stakeholders while the democratic style has resulted in inefficiency and loss of control. There is an urgent need to create a unique model of leadership style for principals of higher secondary schools and the present research is aimed at providing valuable suggestions towards this direction.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

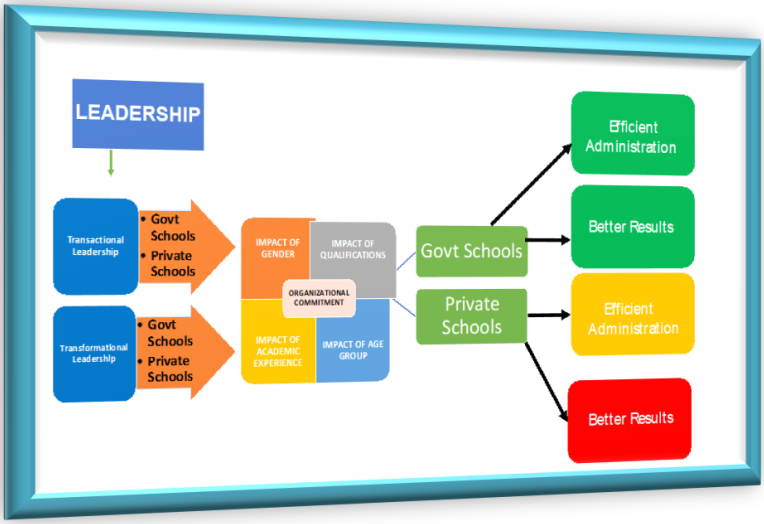
This chapter contains the research design, sampling design, sampling methods and the tools that were used to analyse the data for the research after thoroughly reviewing previous research studies. Hypotheses have been stated for empirical validation. The research model was developed on the basis of i) the previous work done on similar studies ii) original themes covered in this study. The procedures followed in selecting the sample and the tools used for data collection have been presented. Finally, the statistical techniques used for data analysis have been explained.

3.2 CONCEPTUAL FRAMEWORK

Conceptual framework is a theoretical structure of assumptions, principles and rules that holds together the ideas comprising a broad concept. The conceptual framework is the understanding of the researcher's ideas and how the variables considered in the study are connected to each other. In case of leadership styles, the researcher aimed to study the major factors that influence both transactional and transformational leadership across government and private schools. It is important to narrow down at few critical attributes that can be identified and mapped across schools and factor analysis is the ideal tool for the current objective. There may be direct influences of leadership styles on the organizational commitment of teachers but the research was also aimed at understanding the effect of moderator variables or demographic variables including age, gender, academic experience and academic qualifications. The study finally aimed to provide Principals knowledge on the important traits to be followed in leadership for efficient administration and the factors that may affect their implementation of the same. Fig 11 represents the conceptual framework of the study.

Figure 11 Conceptual Framework of the Study

Source: Author compiled Source: Author compiled



Source: Author compiled

3.3 RESEARCH HYPOTHESES

In order to ascertain the validity and reliability of the statistical analysis, the following research hypotheses were proposed

1.Null hypothesis (H0): There are no significant differences in leadership style of Principals in Bengaluru city.

Alternate hypothesis (H1): There are significant differences in leadership style of Principals in Bengaluru city.

SUB HYPOTHESES:

1A: Null hypothesis (H0): There are no significant differences in leadership style of Principals of government schools in Bengaluru city.

Alternate hypothesis (H1): There are significant differences in leadership style of Principals of government schools in Bengaluru city.

1B: Null hypothesis (H0): There are no significant differences in leadership style of Principals of private schools in Bengaluru city.

Alternate hypothesis (H1): There are significant differences in leadership style of Principals of private schools in Bengaluru city.

2. Null hypothesis (H0): There are no significant factors in transactional leadership that influence the leadership styles of Principals in Bengaluru city.

Alternate hypothesis (H0): There are significant factors in transactional leadership that influence the leadership styles of Principals in Bengaluru city.

SUB HYPOTHESES

2A: Null hypothesis (H0): There are no significant factors in transactional leadership that influence the leadership styles of Principals in government schools of Bengaluru city.

Alternate hypothesis (H1): There are significant factors in transactional leadership that influence the leadership styles of Principals in government schools of Bengaluru city.

2B: Null hypothesis (H0): There are no significant factors in transactional leadership that influence the leadership styles of Principals in private schools of Bengaluru city.

Alternate hypothesis (H1): There are significant factors in transactional leadership that influence the leadership styles of Principals in private schools of Bengaluru city.

3. Null hypothesis (H0): There are no significant factors in transformational leadership that influence the leadership styles of Principals in Bengaluru city.

Alternate hypothesis (H1): There are significant factors in transformational leadership that influence the leadership styles of Principals in Bengaluru city.

SUB HYPOTHESES

3A: Null hypothesis (H0): There are no significant factors in transformational leadership that influence the leadership styles of Principals in government schools of Bengaluru city.

Alternate hypothesis (H1): There are significant factors in transformational leadership that influence the leadership styles of Principals in government schools of Bengaluru city.

3B: Null hypothesis (H0): There are no significant factors in transformational leadership that influence the leadership styles of Principals in private schools of Bengaluru city.

Alternate hypothesis (H1): There are significant factors in transformational leadership that influence the leadership styles of Principals in private schools of Bengaluru city.

4. Null hypothesis (H0): There is no significant impact of gender on the organizational commitments of teachers in schools of Bengaluru City

Alternate hypothesis (H1): There is significant impact of gender on the organizational commitments of teachers in schools of Bengaluru City

SUB HYPOTHESES

4A: Null hypothesis (H0): There is no significant impact of gender on the organizational commitments of teachers in government schools of Bengaluru City

Alternate hypothesis (H1): There is a significant impact of gender on the organizational commitments of teachers in government schools of Bengaluru City.

4B: Null hypothesis (H0): There is no significant impact of gender on the organizational commitments of teachers in private schools of Bengaluru city.

Alternate hypothesis (H1): There is a significant impact of gender on the organizational commitments of teachers in private schools of Bengaluru city.

5. Null hypothesis (H0): There is no significant impact of educational qualifications on the organizational commitments of teachers in Bengaluru city.

Alternate hypothesis (H0): There is a significant impact of educational qualification on the organizational commitments of teachers in Bengaluru city.

SUB HYPOTHESES

5A: Null hypothesis (H0): There is no significant impact of educational qualifications on the organizational commitments of teachers in government schools of Bengaluru city.

Alternate hypothesis (H1): There is a significant impact of educational qualifications on the organizational commitments of teachers in government schools of Bengaluru city.

5B: Null hypothesis (H0): There is no significant impact of educational qualifications on the organizational commitments of teachers in private schools of Bengaluru city.

Alternate hypothesis (H1): There is a significant impact of educational qualifications on the organizational commitments of teachers in private schools of Bengaluru city.

6. Null hypothesis (H0): There is no significant impact of academic experience on the organizational commitments of teachers in schools of Bengaluru city.

Alternate hypothesis (H1): There is a significant impact of academic experience on the organizational commitments of teachers in schools of Bengaluru city.

SUB HYPOTHESES:

6A: Null hypothesis (H0): There is no significant impact of academic experience on the organizational commitments of teachers in government schools of Bengaluru city.

Alternate hypothesis (H1): There is a significant impact of academic experience on the organizational commitments of teachers in government schools of Bengaluru city.

6B: Null hypothesis (H0): There is no significant impact of academic experience on the organizational commitments of teachers in private schools of Bengaluru city.

Alternate hypothesis (H1): There is a significant impact of academic experience on the organizational commitments of teachers in private schools of Bengaluru city.

7. Null hypothesis (H0): There is no significant impact of age group on the organizational commitments of teachers in schools of Bengaluru city.

Alternate hypothesis (H1): There is a significant impact of age group on the organizational commitments of teachers in schools of Bengaluru city.

SUB HYPOTHESES:

7A: Null hypothesis (H0): There is no significant impact of age group on the organizational commitments of teachers in government schools of Bengaluru city.

Alternate hypothesis (H1): There is a significant impact of age group on the organizational commitments of teachers in government schools of Bengaluru city.

7B: Null hypothesis (H0): There is no significant impact of age group on the organizational commitments of teachers in private schools of Bengaluru city.

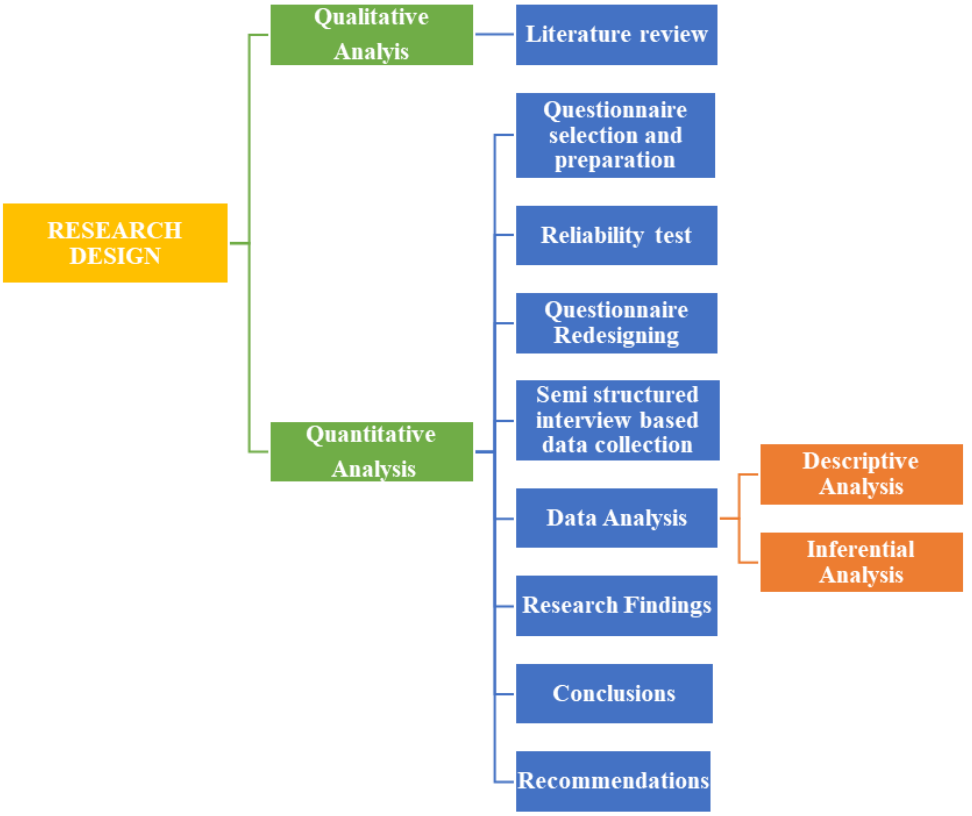
Alternate hypothesis (H1): There is a significant impact of age group on the organizational commitments of teachers in private schools of Bengaluru city.

3.4 RESEARCH DESIGN

The research design is a blueprint of the research and describes the methods used for collection, measurement and analysis of data. It identifies the questions to be investigated, process of sample selection and procedure to be followed.

This section also outlines the rationale for the application of specific procedures or techniques used to identify and critically analyze the study's overall validity and reliability.

Figure 12- Research Design of the study



3.4.1 RESEARCH VARIABLES

Research variables are the variables that affect the outcome of the study both directly and indirectly. Table 3.1 shows the research variables used in this study.

Table 3.1 Research variables of the study

S NO	STUDIES	INDEPENDENT VARIABLE	DEPENDENT VARIABLE
1.	STUDY 1	Leadership styles (Transactional and Transformational)	Outcomes of leadership (Attributes of transactional and transformational leadership)
2.	STUDY 2	Demographic variables (Age, gender, teaching experience, academic qualification)	Organizational Commitments

Source: Author compiled

3.4.2 POPULATION OF THE STUDY

The population refers to all of any specified group of entities taken into consideration for study. Johnson and Christensen (2008) state that population is the large group to which a researcher wants to generalize the sample results. A sample is a finite subset of the population selected for analysis. By observing the samples, certain inferences can be made about the population.

The population for the given study is school units in education industry which include both Government and Private managements in Bangalore city (urban) of Karnataka of India. The Department of Public Instruction in 2018-19 has put out a list of schools that have been verified as having all permissions. Table 3.2 shows the latest statistical record from the government.

Table 3.2 Population of the study

S NO	DATA	FIGURES
1.	Total Number of schools in Karnataka state	76,744
2.	Total number of Govt schools in Karnataka	48,210
3.	Total number of Private schools in Karnataka	19,769
4.	Gross Enrolment Rate	83.22 %
5.	Total No of students enrolled (Govt schools)	52,30,442
6.	Total No of students enrolled (private schools)	56,96,459
7.	Total no of teachers in Karnataka state	3,00,000
8.	Total no of teachers (Secondary)	86,804
9.	Total no of schools in Bangalore South (Urban- Govt, aided and private)	1790
10.	Total no of government schools in Bengaluru South (Urban)	280
11.	Total no of private schools in Bengaluru South (Urban)	1490

Source: Department of Public Instruction 2018-19

3.4.3 SAMPLE OF THE STUDY

Sample refers to a small proportion of the population from whom the information needed for the study is obtained. A good sample helps in saving resources without compromising the validity of the finding. The systematic procedure of selecting the sample from the population is called sampling. The following steps should be involved in the process of sampling

i. Define the population
ii. Procure accurate and complete list of all the units in the population
iii. Draw the representative units from the list
iv. Obtain sufficiently large sample to represent the characteristics of the population.

The investigator employed random sampling technique to collect the data. Random selection is probability based and the samples are the representative of the population. In order to establish every subject to get equal chances of being selected for the study, the researcher adopted random sampling technique to collect the data.

According to the list, there are 3,00,000 teachers in the state of Karnataka from which 86,804 teachers belong to the secondary schools. The target respondents for the proposed study are teachers of the select school units from each management of Government and Private. The survey on population is conducted during the period between April 2019 to March 2020.

Sample Size: After reviewing the past studies on the proposed study and through understanding about the sample size determination from various statistics text books, the following formula can be applied to determine the sample size subject to the nature of population. If nature of population is infinite (where the population is greater than 50000), the formula is;

$$SS = \frac{z^2 \text{ x } (p) \text{ x } (1-p)}{c2}$$

Where,

SS = Sample Size

Z = Z-value (e.g., 1.96 for a 95 percent confidence level)

P = Percentage of population picking a choice, expressed as decimal

C = Confidence interval, expressed as decimal (e.g., .04 = +/- 4 percentage points)

A Z-values (Cumulative Normal Probability Table) represent the probability that a sample will fall within a certain distribution.

The Z-values for confidence levels are:

1.645 = 90 percent confidence level

1.96 = 95 percent confidence level

2.576 = 99 percent confidence level

If nature of population is finite (where the population is less than 50000), the formula is;

$$SS = \frac{SS}{1+(SS-1/popu)}$$

As the number of teachers of Government and Private managements is infinite, to determine the sample size the percentage of population picking as a choice is 40 percent and z value at 95 percent level of confidence is 1.96 and confidence interval is 0.04. The above values need to be substituted in sample size equation.

$$SS = \frac{(1.96)^2 \text{ x } (0.4) \text{ x } (1-0.4)}{(0.04)2} \quad = \frac{0.614656}{0.0016} \quad = 384.16 \text{ Or } 384$$

Sample selection from the teachers' pool has been done in proportion to percentage of total registered Schools.

Percentage of sample units from teachers of Government Schools

The tables and graph in the subsequent sections give details on the respondents used in the study for reference.

$$SS = \frac{\text{Total Sample Size}}{\text{Total registered SMBs}} \text{ x Small Registered segments}$$

$$SS = \frac{384}{56} \text{ x } 16 \qquad = 107 \text{ Govt.Teachers (approximately)}$$

Percentage of sample units from teachers of Private Schools

$$SS = \frac{\text{Total Sample Size}}{\text{Total registered SMBs}} \text{ x Medium segistered segments}$$

$$SS = \frac{384}{56} \text{ x } 40 \qquad = 277 \text{ private teachers (approximately)}$$

The tables and graph in the subsequent sections give details on the respondents used in the study for reference.

Table 3.3 Sample of the research study

Type of School Management	No of Sample units (Schools)	No of Respondents (Teachers)
Government Schools	16	107
Private Schools	40	277
Sample Size (SS)	56	384

Source: Primary data

Table 3.4: Gender of Respondents for Government Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	87	81.3	81.3	81.3
	Female	20	18.7	18.7	100.0
	Total	107	100.0	100.0	

Source: Primary data

Graph: 3.1 Graph showing gender variation of respondents- Govt schools

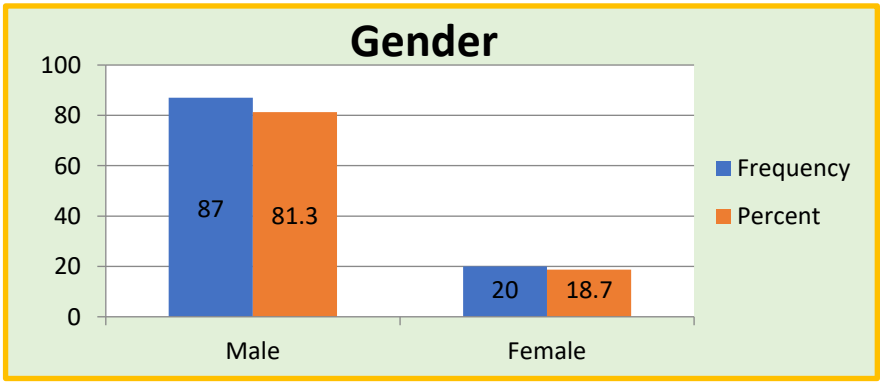


Table 3.5: Gender of Respondents for Private Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	196	70.8	70.8	70.8
	Female	81	29.2	29.2	100.0
	Total	277	100.0	100.0	

Graph: 3.2 Gender variation of respondent-private schools

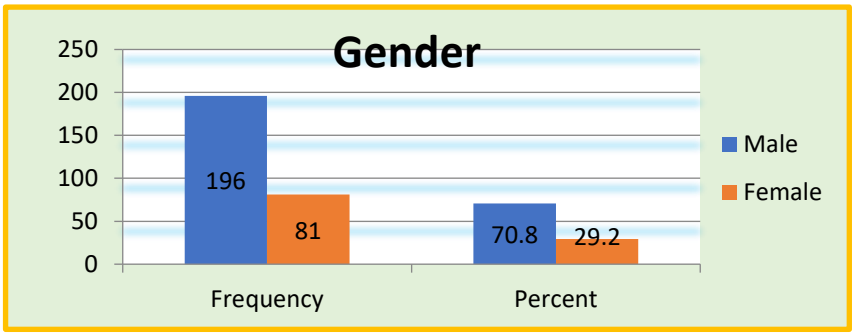


Table 3.6: Age group of Respondents for Government Schools

Age Groups		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-34	80	74.8	74.8	74.8
	35-44	12	11.2	11.2	86.0
	45-54	15	14.0	14.0	100.0
	Total	107	100.0	100.0	

Source: Primary data

Graph 3.3 Age group of Respondents for Government Schools

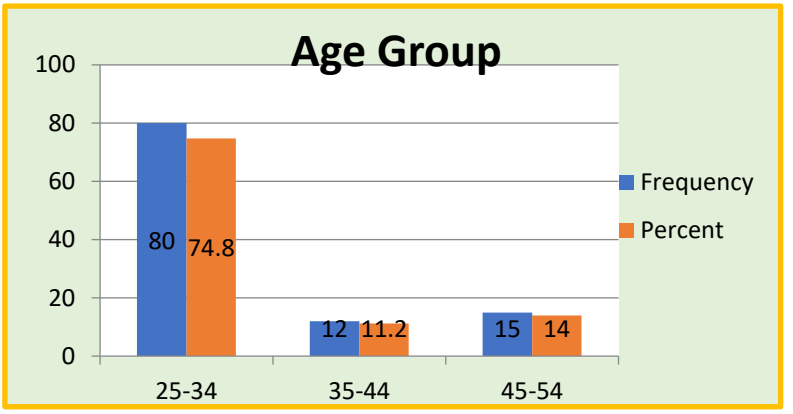


Table 3.7: Age group of Respondents for Private Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-34	29	10.5	10.5	10.5
	35-44	114	41.2	41.2	51.6
	45-54	134	48.4	48.4	100.0
	Total	277	100.0	100.0	

Source: Primary data

Graph 3.4 Age group of Respondents for private Schools

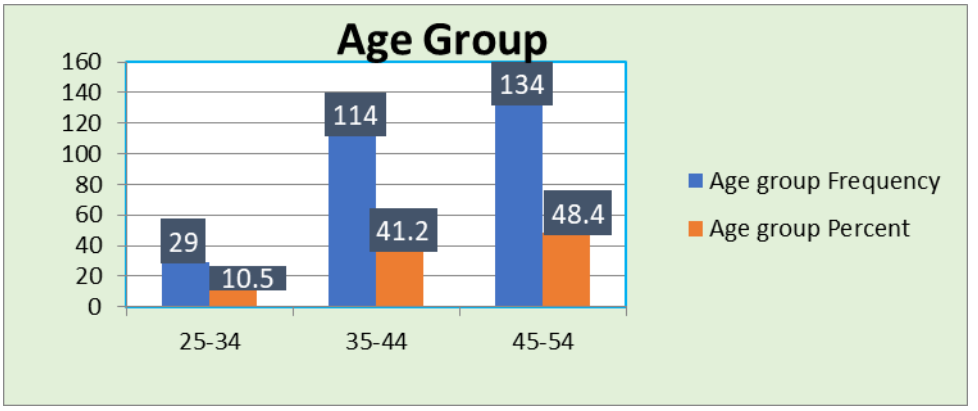


Table 3.8: Experience of Respondents for Government Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-10 years	87	81.3	81.3	81.3
	10-15 years	13	12.1	12.1	93.5
	15-20 years	7	6.5	6.5	100.0
	Total	107	100.0	100.0	

Graph 3.5 Experience of respondents- govt schools

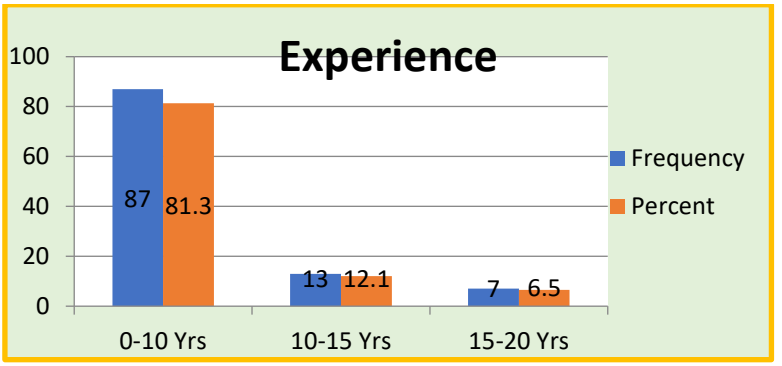


Table 3.9: Experience of Respondents for Private Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-10 years	203	73.3	73.3	73.3
	10-15 years	59	21.3	21.3	94.6
	15-20 years	15	5.4	5.4	100.0
	Total	277	100.0	100.0	

Graph 3.6 Experience of respondents- private schools

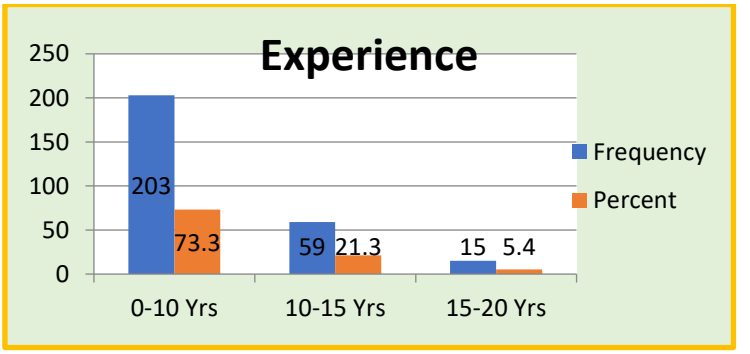


Table 3.10: Educational Qualifications of Respondents for Government Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduation with B.Ed	18	16.8	16.8	16.8
	Post-graduation with B.Ed	89	83.2	83.2	100.0
	Total	107	100.0	100.0	

Source: Primary data

Graph 3.7 Graph showing variance in educational qualification - Government schools

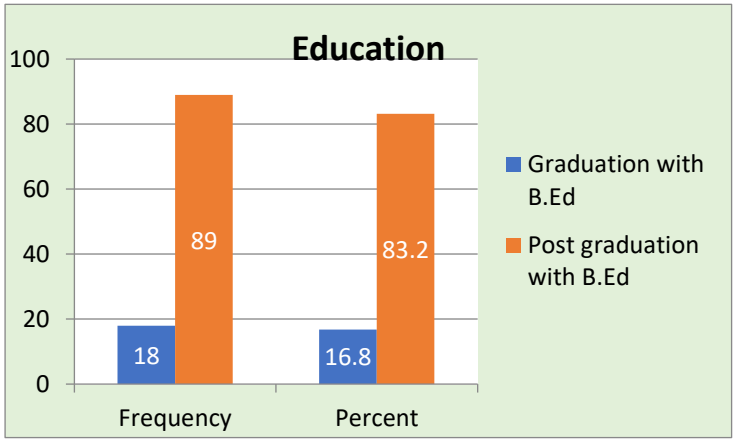
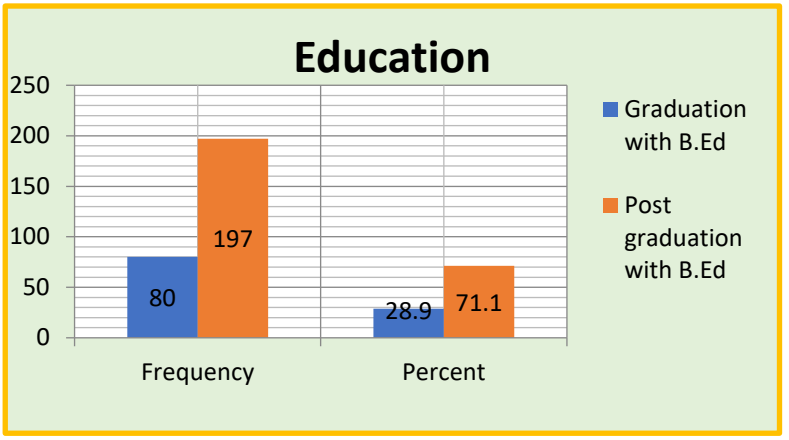


Table 3.11: Educational Qualifications of Respondents for Private Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduation with B.Ed	80	28.9	28.9	28.9
	Post-graduation with B.Ed	197	71.1	71.1	100.0
	Total	277	100.0	100.0	

Source: Primary data

Graph 3.8 Graph showing variance in educational qualification – private schools



3.4.4 DATA COLLECTION

The data collection was done by personally visiting the schools and circulating the research instrument to the teachers of schools after asking due permission from the administrators. A well-structured questionnaire was designed to collect the data.

1. Multifactor Leadership Questionnaire (MLQ) - Modified

Bernard Bass and Bruce Avolio (1995) developed this scale consisting of 45 items in total. Responses to each of the 45 items are rated using a four point Likert scale with anchors labelled as 0= Not at all , 1= Once in a while, 2= Sometimes, 3=Fairly often, 4= Frequently. Each item alternatively is assigned a weightage ranging from 0 to 4/ The total score on the leadership behaviour scale would be the sum of total of possible scores in all the items, i.e maximum (180/4 = 45 items). These 45 items reflects the leadership behaviour of Principals. The MLQ was modified according to the constraints of the research study and a shorter MLQ-5X short version of the questionnaire was used for the study. The respondents were instructed to answer only one of the response for each item and also were not allowed to leave any question unanswered. The test-retest method was used to administer the reliability of the tool. Initial responses were recorded, and the same set of questions was readministered after a few days to check for any changes in answers.

2. Organizational Commitment Questionnaire

Modified version of the organizational commitment questionnaire constructed by R.T. Mowday, R.M. Steers, L.W. Porter (1979) was used in this study.

The summary is given in the table below

Table 3.12 Summary of questionnaire used

S NO	RESEARCH TOOL	DEVELOPED AND VALIDATED BY	FACTORS ASSESSED
1.	Multifactor Leadership Questionnaire	Bernard Bass and Bruce Avolio (1995)	Leadership styles and its factors
2.	Organizational Commitment Scale	R.T. Mowday, R.M. Steers, L.W. Porter (1979)	Organizational Commitment and its factors

Source: Author compiled

3.4.5 RELIABILITY TEST

To check the internal consistency of the data collected, the researcher has applied the most used scale to measure reliability which is known as 'Cronbach's Alpha'. Cronbach's Alpha relationship over 0.6 are adequate to build unwavering quality for instruments estimating psychometric characteristics. The overall consistency of a measure where the scores are reliable and consistent at different time periods is termed as scale reliability.

It aims at helping the researcher to determine the extent, to which the scale items, in questionnaire, are related to each other. It acts as overall index of the repeatability or internal consistency of the scale as a whole. Further it helps the researcher in identify problem items which should be excluded from the scale. Detailed test results are provided in the subsequent chapters.

Table 3.13 Scale Reliability Test of sample data of Govt. Schools for exploring leadership attributes

Cronbach's Alpha	N of Items	Acceptable reliability

.801	15	0.6 to 0.7

Table 3.14 Reliability Statistics of sample data of Pvt. Schools for exploring leadership attributes

Cronbach's Alpha	N of Items	Acceptable reliability
.766	15	0.6 to 0.7

Table 3.15 Scale Reliability Test of sample data of government schools for organizational commitments

Cronbach's Alpha	N of Items	Acceptable reliability
.710	15	0.6 to 0.7

Table 3.16 Scale Reliability Test of sample data of private schools for organizational commitments

Cronbach's Alpha	N of Items	Acceptable reliability
.753	15	0.6 to 0.7

3.4.6 VALIDITY TEST

Validity of a tool means the degree of accuracy with which it measures the actual purpose of measure. A single test item is valid when it does the job expected of it. While developing the questionnaire, the Likert's scale technique was adopted by the researcher after detailed discussions with his supervisor and research committee. The researcher has maintained the validity and sensitivity of the instrument by choosing a number of

similar themed questions that were required for the completion of his study. Detailed results on validity tests are provided in the subsequent chapters.

3.5 RESEARCH ANALYSIS

Diagrammatic representation is useful for conveying quantitative data to people who might not have comprehension of numerical structures.

In this research, the following techniques were used

- Tables
- Figures
- Bar Charts

Descriptive statistics was used in the research study and Table gives details on the items and description of the same

Table 3.17 Details of descriptive statistics used in the study

S NO	ITEMS IN DESCRIPTIVE STATISTICS TABLE	DESCRIPTION
1.	N	Number of items under the study i.e no of respondents
2.	Mean	Mean is the average response given by the respondents, Likert scale indicates 0.1-1- Strong disagreement 1-2- Disagreement 2-3 Neutral response 3-4 Agreement 4-5 Strong agreement
3.	Standard deviation	It is a measure of dispersion and describes deviation in response from actual mean.
4.	Variance	It is also a measure of dispersion which describes how far the responses fall from the actual mean and other responses

5	Skewness	Skewness is a statistic which measures if the data is normally distributed, Skewness statistics gives how much difference or variation is there between the actual curve and symmetrical curve (Normal distribution)
6	Kurtosis	Kurtosis describes the tails in the distribution of the responses. It shows how many responses are inclined towards the extreme values, Acceptable range of Kurtosis: -3 to +3

Source: Author compiled

The data was analysed using the following analysis methods

Table 3.18 Data analysis Methods used in the research study

S NO	STATISTICAL TECHNIQUE USED	PURPOSE FOR WHICH THEY WERE USED
1.	Confirmatory Factor Analysis	To explore small number of dimensions
2.	Rotated Component Matrix	To minimize the overlaps in factor loadings
3.	Mean, Median and Standard Deviation	To check performance of study variables
4.	t-test	To compare the performance of study variables between two independent variables
5.	One way ANOVA	To analyse the variances among the independent variable groups of the study
6.	Multiple Comparison (Tukey test)	To find out the exact difference between the groups

3.6 CONCLUSION

The research design and methodology adopted is described in this chapter. The data collected using both questionnaires is analysed using appropriate statistical techniques for description and inferences. The details of the data analyses are presented in the next chapter.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents how the collected data are critically analysed through appropriate statistical techniques, the results with interpretation of the data analysis, objectives and hypotheses stated earlier in the thesis.

4.2 RESULTS ON DATA NORMALIZATION

The results discussed here are the profile statistics and sample data normalization of teacher respondents with respect to leadership styles of select institutions in Bengaluru city.

Data normalization of sample data: Normality of data is a prerequisite for many statistical tests. It can be done in two ways; numerically with skewness and kurtosis and also graphic presentation with Q-Q plots, Box plots and Histograms. Statistical tests have the advantage in judging normality, but a few times not sensitive enough at low sample sizes and overly sensitive to large sample sizes. Therefore, researchers prefer to use graphs to make subjective judgment about data normality. But again, it also suffers from objectivity.

Graphical interpretation has an advantage to make fair assessment of normality in situations where numerical tests might be over or under sensitive. Parametric tests require that dependent variable is approximately normally distributed for each category of independent variable. But the measures (kurtosis / Standard Error) are not too large compare to their Standard errors. Here the normality of sample data has been done with kurtosis. The values should be closure to '0' as possible. The sample data of teacher respondents for transactional and transformational leadership styles of government and private schools and its normality is tested by formulating the following hypothesis with kurtosis as a data normalization technique.

Null hypothesis (H0): The sampled population of government schools for transactional leadership styles is normally distributed (claim)

Alternate hypothesis (H1): The sampled population of government schools for transactional leadership styles is not normally distributed

Table 4.1: Data Normalisation Metrics-government schools-transactional leadership

Variable / Normalisation technique		Statistic	Std. Error	Measure (Statistic/SE)
CR1	Kurtosis	.42	.463	0.91
CR2	Kurtosis	-.24	.463	-0.51
CR3	Kurtosis	-.47	.463	-1.01
CR4	Kurtosis	-.66	.463	-1.42
PM1	Kurtosis	.92	.463	**2.00**
PM2	Kurtosis	-.17	.463	-0.37
PM3	Kurtosis	-.49	.463	-1.06
PM4	Kurtosis	-.78	.463	-1.68
PM5	Kurtosis	.96	.463	**2.08**
PM6	Kurtosis	-.56	.463	-1.21
PM7	Kurtosis	-.17	.463	-0.37
PM8	Kurtosis	-.18	.463	-0.40
AM1	Kurtosis	-.18	.463	-0.38
AM2	Kurtosis	.19	.463	0.41
AM3	Kurtosis	.99	.463	**2.14**

Source: Primary data

From table 4.1, it has been observed that the kurtosis statistic values for the considered transactional leadership attributes ranges from -0.78 to 0.99. According to standards, kurtosis measures should be neither below nor above ±1.96 for proving the normality for the sample data which has been picked from given population of the study.

Further, the kurtosis measures for the transactional leadership attributes remained in between ±1.96 except PM1, PM5 and AM3. Therefore, it can be validated that the teacher sample data for government schools in the dimension of transactional leadership does not differ significantly from normality.

Null hypothesis (H0): The sampled population of private schools for transactional leadership styles is normally distributed (claim)

Alternate hypothesis (H1): The sampled population of private schools for transactional leadership styles is not normally distributed

Table 4.2: Data Normalisation Metrics-private schools-transactional leadership

Variable / Normalisation technique		Statistic	Std. Error	Measure (Statistic/SE)
CR1	Kurtosis	-1.33	0.29	**-4.56**
CR2	Kurtosis	-0.32	0.29	-1.08
CR3	Kurtosis	-0.54	0.29	-1.84
PM1	Kurtosis	0.49	0.29	1.67
PM2	Kurtosis	-0.21	0.29	-0.71
PM3	Kurtosis	-0.58	0.29	**-1.99**
PM4	Kurtosis	-0.56	0.29	-1.91
PM5	Kurtosis	0.57	0.29	1.95
PM6	Kurtosis	-0.35	0.29	-1.22
PM7	Kurtosis	0.00	0.29	0.00
PM8	Kurtosis	0.17	0.29	0.60
AM1	Kurtosis	0.03	0.29	0.10
AM2	Kurtosis	0.15	0.29	0.52
AM3	Kurtosis	0.65	0.29	**2.23**

From the table 4.2 it has been observed that the kurtosis statistic values for the considered transactional leadership attributes ranges from -1.33 to 0.65. According to standards, the kurtosis measures should be neither below nor above ±1.96 for proving the normality for the sample data which has been picked from given population of the study. Further, the kurtosis measures for the transactional leadership attributes were in between ±1.96 except CR1, PM3 and AM3. Therefore, it can be validated that the teacher sample data for private schools in the dimension of transactional leadership does not differ significantly from normality.

Null hypothesis (H0): The sampled population of government schools for transformational leadership styles is normally distributed (claim)

Alternate hypothesis (H1): The sampled population of government schools for transformational leadership styles is not normally distributed

Table 4.3: Data normalisation metrics-government schools-transformational leadership

		Statistic	Std. Error	Measure (Statistic/Standard error)
IS 1	Kurtosis	.422	.463	0.91
IS 2	Kurtosis	-.184	.463	-0.40
IC 1	Kurtosis	-.237	.463	-0.51
IS 4	Kurtosis	5.710	.463	**12.33**
IIA 1	Kurtosis	-1.396	.463	**-3.01**
IIA 2	Kurtosis	-.237	.463	-0.51
IIA 3	Kurtosis	.399	.463	0.86
IIA 4	Kurtosis	-.173	.463	-0.37
IIB 1	Kurtosis	-.205	.463	-0.44
IIB 2	Kurtosis	-.598	.463	-1.29

IIB 3	Kurtosis	2.847	.463	**6.15**
IIB 4	Kurtosis	-.547	.463	-1.18
IM 1	Kurtosis	.188	.463	0.41
IM 2	Kurtosis	-.040	.463	-0.09
IM 3	Kurtosis	-.149	.463	-0.32
IS 3	Kurtosis	-.359	.463	-0.77
IC 2	Kurtosis	5.569	.463	**12.03**
IC 3	Kurtosis	-.154	.463	-0.33
IC 4	Kurtosis	-.361	.463	-0.78

Source: Primary data

From the table 4.3, it has been observed that the kurtosis statistic values for the considered transformational leadership attributes ranges from -0.59 to 5.70. According to standards, the kurtosis measures should be neither below nor above ±1.96 for proving the normality for the sample data which has been picked from given population of the study. Further, the kurtosis measures for the transactional leadership attributes remained in between ±1.96 except IS4, IIA1, IIB3 and IC2. Therefore, it can be validated that the teacher sample data for government schools in the dimension of transactional leadership does not differ significantly from normality.

Null hypothesis (H0): The sampled population of private schools for transformational leadership styles is normally distributed (claim)

Alternate hypothesis (H1): The sampled population of private schools for transformational leadership styles is not normally distributed

Table 4.4: Data normalisation metrics- pvt schools-transformational leadership

Variable/Normalisation technique		Statistic	Std. Error	Measure Statistic/Standard Serror)
IS 1	Kurtosis	-1.330	.292	**-4.56**
IS 2	Kurtosis	-1.472	.292	**-5.04**
IS 3	Kurtosis	-.001	.292	0.00
IS 4	Kurtosis	.174	.292	0.60
IIA 1	Kurtosis	-.566	.292	-1.94
IIA 2	Kurtosis	-.467	.292	-1.60
IIA 3	Kurtosis	-.362	.292	-1.24
IC 2	Kurtosis	-.316	.292	-1.08
IIB 1	Kurtosis	.285	.292	0.98
IIB 2	Kurtosis	6.094	.292	**20.89**
IIB 3	Kurtosis	.127	.292	0.43
IIB 4	Kurtosis	-1.140	.292	**-3.91**
IM 1	Kurtosis	-1.279	.292	**-4.38**
IM 2	Kurtosis	.174	.292	0.60
IM 3	Kurtosis	.369	.292	1.27
IC 1	Kurtosis	.242	.292	0.83
IIA 4	Kurtosis	-.506	.292	-1.74
IC 3	Kurtosis	5.694	.292	**19.52**
IC 4	Kurtosis	.173	.292	0.59

Source: Primary data

From the table 4.4, it has been observed that the kurtosis statistic values for the considered transformational leadership attributes ranges from -1.47 to 6.09. According to standards, the kurtosis measures should be neither below nor above ±1.96 for proving the normality for the sample data which has been picked from given population of the study.

Further, the kurtosis measures for the transformational leadership attributes were in between ±1.96 except IS1, IS2, IIB2, IIB4, IM1 and IC3. Therefore, it can be validated that the teacher sample data for private schools in the dimension of transformational leadership does not differ significantly from normality.

4.3 RESULTS ON LEADERSHIP STYLES OF PRINCIPALS

4.3.1 RESULTS ON TRANSACTIONAL LEADERSHIP OF PRINCIPALS

Null hypothesis (H0): There are no significant factors in transactional leadership that influence the leadership styles of Principals in Bengaluru city.

Alternate hypothesis (H0): There are significant factors in transactional leadership that influence the leadership styles of Principals in Bengaluru city.

SUB HYPOTHESES

2A: Null hypothesis (H0): There are no significant factors in transactional leadership that influence the leadership styles of Principals in government schools of Bengaluru city.

Alternate hypothesis (H1): There are significant factors in transactional leadership that influence the leadership styles of Principals in government schools of Bengaluru city.

Factor analysis was carried out to identify the underlying factors affecting transactional leadership in government schools. Before factor analysis, it is important to know whether there is data consistency with regard to the teacher respondents sample size and scale of attributes in order to validate the inferences from the investigation. The overall consistency of a measure where the scores are reliable and consistent at different time periods is termed as scale reliability. The Cronbach alpha is calculated with the help of scale reliability testing (SRT) and was found to be 0.801 (accepted reliability is 0.6-0.7 and above)

Table 4.5 KMO and Bartlett's Test- govt schools

Statistical tests		Calculated	Cut-off	Decision
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.720	0.70	Alternate hypothesis is accepted
Bartlett's Test of Sphericity	Approx. Chi Square	923.230		
	df	105		
	Sig.	.000	<0.05	

Source: Primary data

From the table 4.5, it is observed that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) is 0.720 which is more than the cut-off value (0.70) and hence, it is confirmed that there is sample adequacy for running the factor analysis and exploring the key dimensions which could have influence on the teacher respondents in predicting the appropriate leadership attributes of transactional leadership styles of the principals of government schools.

Bartlett's Test is used to test whether there is a correlation among variables or not, for conducting factor analysis. From the table it is seen that the sig ('p') value is 0.000 which is less than 0.05. Hence it enabled the researcher to conduct Factor Analysis.

Important attributes based on transactional leadership were coded together based on their similarity from the questionnaires and the final variables selected for transactional leadership are provided in the Table 4.6

Table 4.6: Decoding of transactional leadership variables

Code	**Variable**	**Code**	**Variable**	**Code**	**Variable**
AM1	Focussed	CR1	Self centered	PM1	Non interfering
AM2	Critical thinking	CR2	Accountability	PM2	Non-committal

AM3	Micromanagement	CR3	Recognition of performance	PM3	Absenteeism
		CR4	Appreciative	PM4	Reactive and not proactive
				PM5	Resistant to change
				PM6	Procrastinates
				PM7	Indecisive
				PM8	Red-tapism

Source: 'Leadership'- Bass (1985)

Table 4.7: Principal Component analysis

TS LS-Variables	Initial	Extraction
CR1	1.000	.184
CR2	1.000	.958
CR3	1.000	.818
CR4	1.000	.740
PM1	1.000	.646
PM2	1.000	.950
PM3	1.000	.730
PM4	1.000	.565
PM5	1.000	.660
PM6	1.000	.556

PM7	1.000	.611
PM8	1.000	.699
AM1	1.000	.668
AM2	1.000	.805
AM3	1.000	.748

Source: Primary data

The communality is the amount of variance that each variable shares with the other variables in transactional leadership attributes.

From the above table 4.7, it is observed that the variables like CR2, CR3, CR4, PM1, PM2, PM3, AM2 and AM3 are having higher communalities between factors and variables. Moderate communalities were established amongst PM4, PM5, PM6, PM7 and AM1. The least communality is established with CR1. In other words, the high amount of variance of these high communalities is explained by the extracted correlations.

Table 4.8 Total Variance Explained-govt schools-transactional leadership

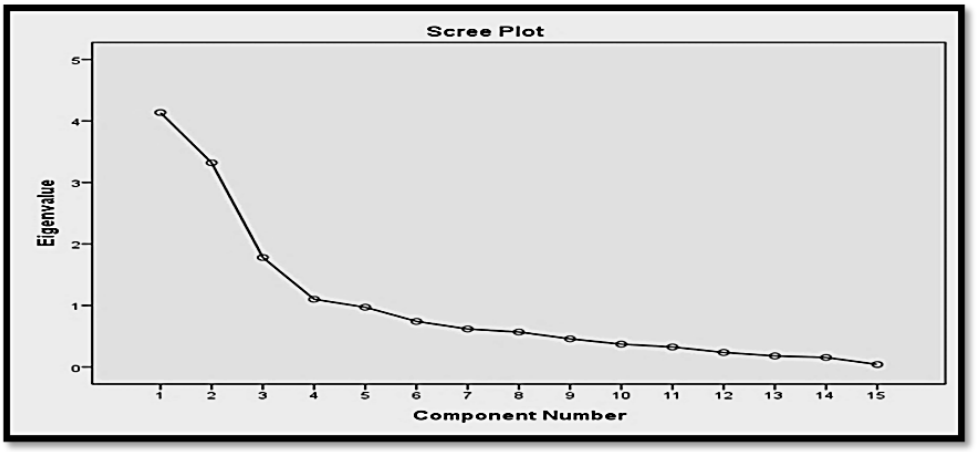
Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.13	27.58	27.58	4.13	27.58	27.58	3.36	22.43	22.43
2	3.32	22.13	49.71	3.32	22.13	49.71	2.91	19.43	41.86
3	1.78	11.86	61.58	1.78	11.86	61.58	2.06	13.75	55.62
4	1.10	7.34	68.92	1.10	7.34	68.92	1.99	13.30	68.92
5	.97	6.47	75.40						
6	.74	4.94	80.34						

7	.61	4.11	84.46						
8	.56	3.78	88.24						
9	.45	3.04	91.29						
10	.37	2.47	93.76						
11	.32	2.16	95.93						
12	.23	1.57	97.50						
13	.18	1.19	98.70						
14	.15	1.02	99.72						
15	.04	.27	100.00						

From the table 4.8, it was observed that there are four factors, which are useful for explaining the variance, whose Eigen values are more than 1. The rest of the factors are not able to explain much variance. The Eigen values of all possible factors are given in a decreasing order followed by their respective percentage of variance and cumulative percentage. The same has been reflected in the Scree plot from Graph 4.1. The figure under cumulative percentage indicates that the four extracted factors explain 68.92% or 69% of the variance.

The third part 'Rotation sums of squared loadings' showed that the relative value of Eigen values only slightly changed because of multiple iterations but the total variance explained is remains unchanged.

Graph 4.1 - Screen plot of transactional leadership attributes (Govt schools)



Source: Sample responses of Govt. Teachers for the transactional leadership attributes

Table 4.9: Component Matrix

TS LS-Variables	Component			
	1	2	3	4
AM1	.761			
AM2	.746		-.326	
PM6	.742			
PM5	.717			
PM4	.684			
AM3	.628	-.302	-.379	-.343
PM7	.586		.408	.318
PM8	.485		.408	.472
CR3		.801	-.343	
PM3		.762	-.341	

PM1	.337	.723		
CR4		.700	-.374	
PM2	.350	.569	.614	-.355
CR2	.321	.583	.613	-.374
CR1				.326
Extraction Method: Principal Component Analysis.				
a. 4 components extracted.				

Source: Sample responses of Govt. teachers for the transactional leadership attributes

From the table 4.9, it is observed that there are certain variables like AM2, AM3, PM7, PM8, CR3, PM3, PM1, CR4, PM2 AND CR2 that have overlapped in more than one Factor in the given factor matrix. This creates a problem for the researcher in assessing the respondent's experience with respect to transactional leadership attributes. Hence, Rotated factor matrix should be considered as a final solution for the same. The rotated factors can be understood from Table 4.10

Table 4.10: Rotated Component Matrix

TS LS -Variables	Component				Factor loading cut-offs
	1	2	3	4	
AM2	0.89				0.5
AM3	0.85				
PM5	0.80				
AM1	0.65				
PM6	0.60				
PM4	0.55				
CR3		0.89			

CR4		0.86			0.5
PM3		0.85			
PM1		0.72			
CR2			0.96		0.5
PM2			0.95		
PM8				0.79	0.5
PM7				0.71	
CR1				**0.40**	
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					
a Rotation converged in 5 iterations.					

Source: Primary data

From the table 4.10, the rotated factor matrix gives the information regarding the factor loading of each characteristic and the same is considered as criteria to identify the characteristics which have high loadings on one factor. From the above rotated factor matrix, it can be seen that the attributes of transactional leadership style like AM2 (.89), AM3 (.85), PM (.80), AM1 (.65), PM6(.60) and PM4 (.55) have high loadings on factor one. The attributes like CR3 (.89), CR4 (.86), PM3 (.85) and PM1 (.72) have high loadings on factor two. The attributes like CR2 (.96) and PM2 (.95) have high loadings on factor three. The attributes like PM8 (.79) and PM7 (.71) have high loadings on factor four but CR1 (.40) does not explain any variance.

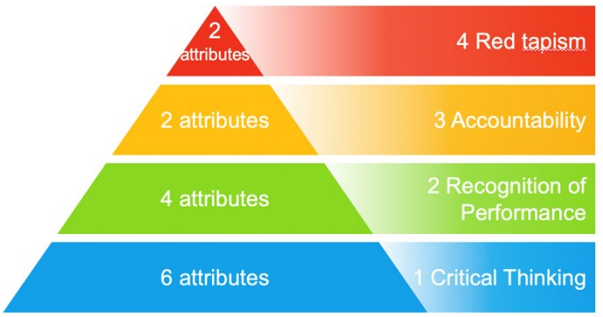
The extracted Four factors are labeled as Critical Thinking, Recognition of Performance, Accountability and Red-tapism and these are opined by the respondent teachers for their principals in the government schools as their practicing leadership styles. Critical Thinking is the most practiced style of leadership underlying 6 attributes, Recognition of Performance is underlying 4 attributes, Accountability is underlying 2 and Red-tapism is underlying 2 attributes.

Six attributes like AM2, AM3, PM, AM1, PM6 and PM4 are mostly influential attributes on the 'Critical Thinking' leadership style of principals of government schools in Bengaluru city. Four attribute like CR3, CR4, PM3 and PM1 are significantly impacting on the 'Recognition of Performance' leadership style of principals of government schools. Two attributes like CR2 and PM2 are moderately bearing on Accountability leadership style of principals of government schools. Two attributes like PM8 and PM7 have least impact on the Red-tapism leadership style of principals of government schools in the select region of the study.

Hence, the results reveal that there are significant factors that affect the transactional leadership style of principals. Therefore, the alternate hypothesis is accepted and the null hypothesis is rejected.

At the second stage, we built the model with specified dimensions which were drilled and driven by data reduction technique (Factor Analysis). The proposed model, based on the factor exploration, is devised as an ideal leadership style for effective and efficient functioning of government schools coupled with good governance. The proposed model of leadership styles is shown in Figure 13.

Figure 13: Transactional Leadership Model for Govt schools



4.3.2 TRANSACTIONAL LEADERSHIP AND PRIVATE SCHOOLS

SUB HYPOTHESIS

2B: Null hypothesis (H0): There are no significant factors in transactional leadership that influence the leadership styles of Principals in private schools of Bengaluru city.

Alternate hypothesis (H1): There are significant factors in transactional leadership that influence the leadership styles of Principals in private schools of Bengaluru city.

Table 4.11: KMO and Bartlett's Test- Pvt schools-transactional leadership

Statistical tests		Calculated	Cut-off	Decision
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.709	0.70	Alternate hypothesis is accepted
Bartlett's Test of Sphericity	Approx. Chi-Square	2379.335		
	df	105		
	Sig.	0.000	<0.05	

Source: Primary data

From the table 4.11, it is seen that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) is 0.709 which is more than the cut-off value (0.70) hence, it is confirmed that there is sample adequacy for running the factor analysis and exploring the key dimensions which could have an influence on the teacher respondents in predicting the appropriate leadership attributes of transactional leadership styles of the principals of private schools. Bartlett's Test is used to test whether there is a correlation among variable or not for running Factor Analysis. From the table it can be seen that the sig ('p') value is 0.000 which is less than 0.05. Hence, factor analysis can be conducted to explore the attributes.

Table 4.12: Communalities

Variable	Initial	Extraction
CR1	1.000	.963
CR2	1.000	.972
CR3	1.000	.851
CR4	1.000	.780
PM1	1.000	.566

PM2	1.000	.971
PM3	1.000	.773
PM4	1.000	.528
PM5	1.000	.661
PM6	1.000	.534
PM7	1.000	.642
PM8	1.000	.752
AM1	1.000	.638
AM2	1.000	.796
AM3	1.000	.705
Extraction Method: Principal Component Analysis.		

Source: Primary data

The communality is the amount of variance that each variable shares with the other variables in transactional leadership attributes. From the above table 4.12, it has been observed that the variables like CR1, CR2, CR3, CR4, PM2, PM3, PM8, AM2 and AM3 are having higher communalities between factors and variables. Moderate communalities were established amongst CR3, PM1, PM4, PM5, PM6, PM7 and AM1. In other words, the high amount of variance of these high communalities is explained by the extracted correlations.

Table 4.13: Table showing total variance

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.81	25.41	25.41	3.81	25.41	25.41	3.06	20.38	20.38

2	3.33	22.18	47.60	3.33	22.18	47.60	2.92	19.50	39.87
3	1.61	10.74	58.34	1.61	10.74	58.34	2.11	14.06	53.94
4	1.38	9.18	67.52	1.38	9.18	67.52	2.02	13.45	67.39
5	1.00	6.69	74.21	1.00	6.69	74.21	1.02	6.83	74.21
6	0.78	5.23	79.44						
7	0.61	4.08	83.52						
8	0.58	3.85	87.38						
9	0.51	3.39	90.77						
10	0.36	2.43	93.19						
11	0.35	2.30	95.50						
12	0.29	1.95	97.44						
13	0.21	1.38	98.82						
14	0.14	0.95	99.77						
15	0.03	0.23	100.00						
Extraction Method: Principal Component Analysis.									

Source: Primary data

From the table 4.13, it has been observed that there are Five factors, which are useful for explaining the variance, whose Eigen values are more than 1. The same has been reflected in the Scree plot from Graph 4.2. The figure under cumulative percentage indicates that the Five extracted factors explain 74.21% of the variance. The third part 'Rotation sums of squared loadings' shows that only the relative value of Eigen values have slightly changed because of multiple iterations but total variance remains unchanged.

Graph 4.2: Scree plot of transactional leadership of private schools

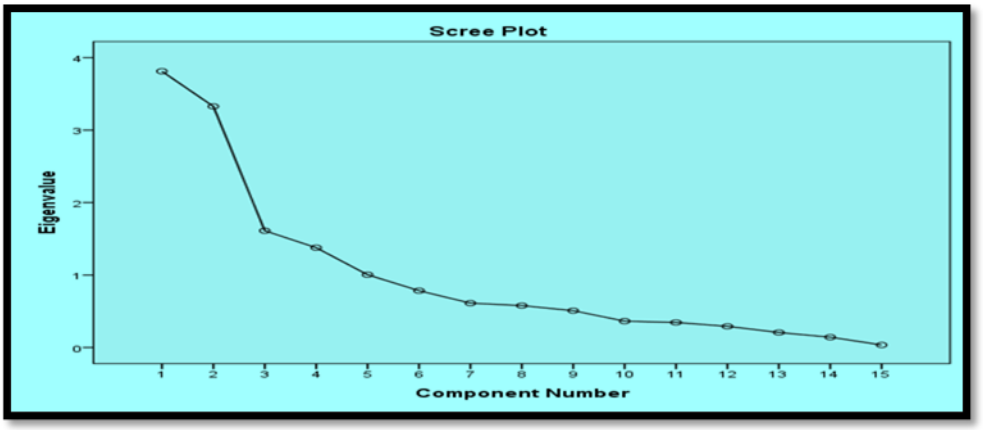


Table 4.14: Component Matrix- private schools-transactional leadership

Variable	Component				
	1	2	3	4	5
AM2	.785			-.396	
AM1	.785				
PM5	.717			-.363	
PM6	.708				
AM3	.677			-.439	
PM4	.676				
CR3		.820	-.359		
PM3		.817	-.300		
CR4		.747	-.455		
PM1		.713			
PM2		.620	.757		

CR2		.632	.751		
PM8	.511			.681	
PM7	.530			.567	
CR1					.952
Extraction Method: Principal Component Analysis.					
a. 5 components extracted.					

Source: Primary data

From the table 4.14, it is observed that there are certain variables like AM2, PM5, AM3, CR3, PM3, CR4, PM2, CR2, PM8 and PM7 that have been overlapped in more than one factor in the given factor matrix. This creates a problem for the researcher in assessing the respondent's experience with respect to transactional leadership attributes. Hence, rotated factor matrix should be considered as a final solution for the same.

Table 4.15: Rotated Component Matrix private schools-transactional leadership

Variable	Component				
	1	2	3	4	5
AM2	.86				
AM3	.86				
PM5	.77				
PM6	.63				
AM1	.58				
CR4		.91			
CR3		.88			
PM3		.86			

PM1		.67			
PM8			.86		
PM7			.78		
PM4			.55		
PM2				.97	
CR2				.97	
CR1					.98
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 5 iterations.					

Source: Primary data

The decoding of variable codes is furnished in the following table

Table 4.16 Decoding of variables- transactional leadership

Code	**Variable**	**Code**	**Variable**	**Code**	**Variable**
AM1	Focussed	CR1	Self centered	PM1	Non interfering
AM2	Critical thinking	CR2	Accountability	PM2	Non-committal
AM3	Micromanagement	CR3	Recognition of performance	PM3	Absenteeism
		CR4	Appreciative	PM4	Reactive and not proactive
				PM5	Resistant to change
				PM6	Procrastinates

		PM7	Indecisive
		PM8	Red-tapism

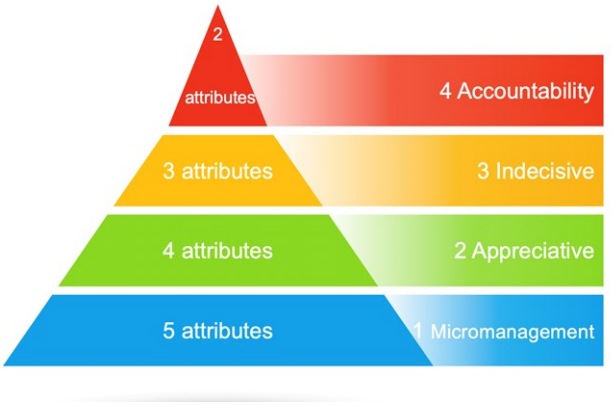
Source: Bass and Avolio (2002)

The extracted five factors are labelled as micromanagement, appreciative, indecisive, and Accountability are opined by the respondent teachers for their principals in the private schools as their practicing leadership styles. 'Micromanagement' is underlying 5 attributes, Appreciative is underlying 4 attributes, Indecisive is underlying 3 and Accountability is underlying 2 attributes. 'Micro-management' is the most practiced style of transactional leadership in private schools followed by 'appreciative' style of leadership.

Five attributes like AM2, AM3, PM5, PM6 and AM1 are mostly influential attributes on the 'micromanagement' leadership style of principals of private schools in Bengaluru city. Four attribute like CR3, CR4, PM3 and PM1 are significantly impacting on the 'appreciative' leadership style of principals of private schools. Three attributes like PM8, PM7 and PM4 are moderately bearing on the 'indecisive' leadership style of principals of private schools. Two attributes like PM2 and CR2 are also moderately bearing on the 'Accountability' leadership style of principals of private schools. One attribute CR1 is least influencing on the Self-centered leadership style of principals of private schools. Hence, the results reveal that there are significant factors that affect the transactional leadership style of private school principals. Therefore, the alternate hypothesis is accepted, and the null hypothesis is rejected.

At the second stage, a model with specified dimensions was built which was drilled and driven by data reduction technique (Factor Analysis). The proposed model, based on the factor exploration, is for ideal leadership style for effective and efficient functioning of private school administration coupled with good governance in Bengaluru city. The leadership model is shown in Figure 14.

Figure 14 Transactional Leadership Model for Private schools



4.3.3 RESULTS ON TRANSFORMATIONAL LEADERSHIP-GOVT SCHOOLS

SUB HYPOTHESES

3A: Null hypothesis (H0): There are no significant factors in transformational leadership that influence the leadership styles of Principals in government schools of Bengaluru city.

Alternate hypothesis (H1): There are significant factors in transformational leadership that influence the leadership styles of Principals in government schools of Bengaluru city.

The Cronbach alpha is calculated with the help of scale reliability testing (SRT) and was found to be 0.801 (accepted reliability is 0.6-0.7 and above). The communality is the amount of variance that each variable share with the other variables in transformational leadership attributes.

Table 4.17 Communalities of variables- transformational leadership

Variable	Initial	Extraction
IS 1	1.000	.14
IM 1	1.000	.83
IC 1	1.000	.98
IIB 1	1.000	.94

IIB 2	1.000	.89
IIA 2	1.000	.98
IM 2	1.000	.87
IIA 4	1.000	.95
IS 4	1.000	.80
IIA 1	1.000	.71
IIB 3	1.000	.67
IC 3	1.000	.90
IS 2	1.000	.86
IIA 3	1.000	.83
IM 3	1.000	.84
IS 3	1.000	.82
IC 4	1.000	.93
IC 3	1.000	.83
IC 2	1.000	.64
Extraction Method: Principal Component Analysis.		

Source: Primary data

From the above table 4.17, it is observed that the variables like IS2, IS3, IS4, IIA1, IIA2, IIA3, IIA4, IIB1, IIB2, IIB3, IIB4, IM1, IM2, IM3, IC1, IC2, IC3 and IC4 are having high communalities between factors and variables. The least communality is established with IS1 (.14). In other words, the high amount of variance of these high communalities is explained by the extracted correlations.

Table 4.18 Total Variance Explained

Components	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.42	23.25	23.25	4.42	23.25	23.25	3.10	16.34	16.34
2	3.30	17.35	40.61	3.30	17.35	40.61	2.98	15.70	32.05
3	2.81	14.78	55.39	2.81	14.78	55.39	2.94	15.52	47.56
4	1.88	9.90	65.29	1.88	9.90	65.29	2.49	13.12	60.69
5	1.77	9.30	74.59	1.77	9.31	74.59	2.19	11.53	72.22
6	1.30	6.81	81.41	1.30	6.82	81.41	1.75	9.19	81.41
7	.96	5.05	86.46						
8	.90	4.73	91.20						
9	.64	3.35	94.54						
10	.43	2.26	96.81						
11	.26	1.36	98.17						
12	.18	.97	99.14						
13	.08	.39	99.53						
14	.05	.27	99.81						
15	.02	.12	99.93						
16	.01	.05	99.98						
17	.00	.02	100.0						
18	1.12	5.92	100.0						
19	-1.45	-7.62	100.0						
Extraction Method: Principal Component Analysis.									

Source: Primary data

From the table 4.18, it has been observed that there are Six factors, which are useful for explaining the variance, whose Eigen values are more than 1. The same has been reflected in the Scree plot from Graph 4.3. The figure under cumulative percentage indicates that the Six extracted factors explain 81.41% of the variance. The third part 'Rotation sums of squared loadings' shows that only the relative value of Eigen values has slightly changed because of multiple iterations but total variance remains unchanged.

Graph 4.3: Scree plot for transformational leadership in government schools

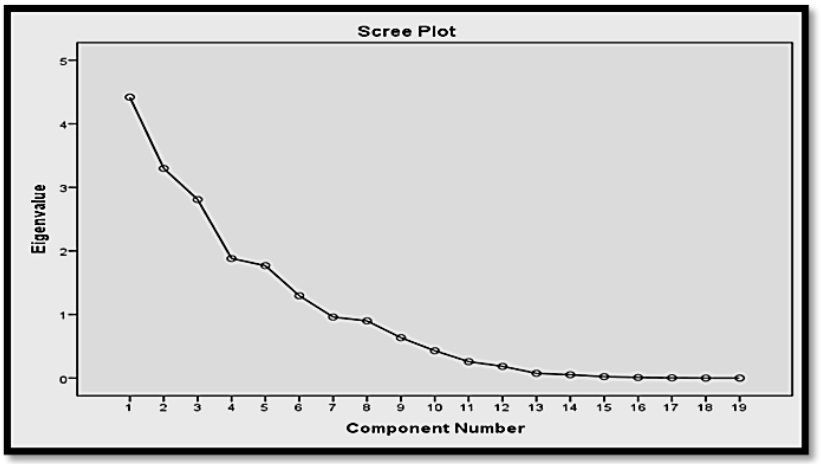


Table 4.19 Component Matrix

	Component					
	1	2	3	4	5	6
IC 1	.830					
IIA 2	.830					
IIA 4	.811					
IS 3	.699					
IS 4	.685					
IIA 1	.587					
IC 2	.539					
IS 1						
IIB 4	.526	.619				
IIA 3	.525	.614				
IC 3		.563	.538	-.441		

IIB 3		.521		-.408		
IM 3		.583	-.621			
IM 1		.589	-.613			
IC 4			.606		-.572	
IIB 1			.604		-.594	
IIB 2		.524	.562	-.488		
IM 2				.625		.583
IS 2		.471		.511		.560
Extraction Method: Principal Component Analysis.						
a. 6 components extracted.						

Source: Primary data

From the Table 4.19, it is observed that there are certain variables like IIB4, IIA3, IC3, IIB3, IM3, IM1, IC4, IIB1, IIB2, IM2 and IS2 have overlapped in more than one factor in the given component matrix. This creates a problem for the researcher in assessing the respondent's experience with respect to transactional leadership attributes. Hence, Rotated factor matrix should be considered as a final solution for the same. The rotated factors can be understood from table 4.20.

Table 4.20 Rotated Component Matrix

	Component					
	1	2	3	4	5	6
IS 3	.88					
IS 4	.87					
IIA1	.84					
IC 2	.78					
IIA 3		.85				

IIB 4		.85				
IM 1		.83				
IM 3		.83				
IS 1						
IC 1			.96			
IIA 2			.96			
IIA 4			.95			
IC 3				.94		
IIB 2				.94		
IIB 3				.80		
IIB 1					.96	
IC 4					.95	
IM 2						.93
IS 2						.90

Source: Primary data

Important attributes based on transformational leadership were coded together based on their similarity from the questionnaires and the final variables decoded for transformational leadership are provided in the Table 4.21.

Table 4.21: Decoding of variable codes-transformational leadership

Code	**Variable**	**Code**	**Variable**	**Code**	**Variable**	**Code**	**Variable**
IS 1	Critical Thinker	IC 1	Mentor	IM1	Enthusiast	IIA 1	Belongingness
IS 2	Innovative	IC2	Unbiased	IM2	Visionary	IIA 2	Selfless

IS 3	Participative	IC 3	Transparent	IM3	Optimistic	IIA 3	Dignified
IS 4	Problem Solver	IC 4	Accountability			IIA 4	Charismatic
						IIB 1	Honesty
						IIB 2	Reflective
						IIB 3	Integrity
						IIB 4	Collaborative

From the above rotated factor matrix, it is observed that the attributes of transformational leadership style like IS3 (.88), IS4 (.87), IIA1 (.84) and IC2 (.78) have high loadings on factor one. The attributes like IIA3 (.85), IIB4 (.85), IM1 (.83) and IM3 (.83) have high loadings on factor two. The attributes like IC1 (.96), IIA2 (.96) and IIA4 (.95) have high loadings on factor three. The attributes like IC3 (.94), IIB2 (.94) and IIB3 (.80) have high loadings on factor four. The attribute like IIB1 (.96) and IC4 (.95) are having higher loadings on factor five. The attribute like IM2 (.93) and IS2 (.90) have high loading on factor six.

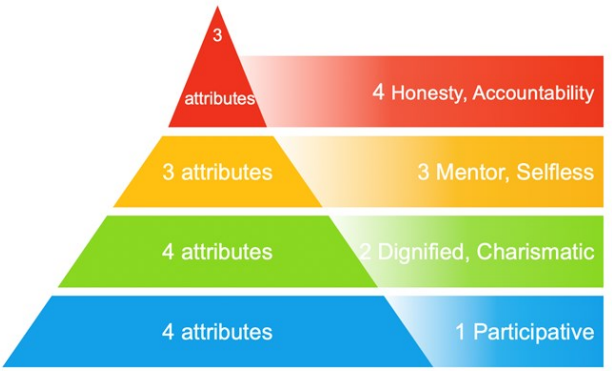
The extracted Six factors are labeled as Participative, Charismatic/Dignified, Mentor/Selfless, honesty and accountability and these are opined by the respondent teachers for their principals in the government schools as their practicing leadership styles. This shows that 'participative' style of leadership is the most practiced transformational style of leadership in government schools followed by 'dignified' style of leadership. Participative is underlying 4 attributes, Charismatic/Dignified is underlying 4 attributes, Mentor/Selfless is underlying 3, Honesty/Accountability is underlying 2 attribute.

Four attributes like IS3, IS4, IIA1 and IC2 are mostly influential attributes on the Participative leadership style of principals of government schools in Bengaluru city. Four attributes like IIA3, IIB4, IM1 and IM3 are significantly impacting on the dignified leadership style of principals of government schools. Three attributes like IC1, IIA2 and

IIA4 are moderately bearing on the Mentoring leadership style of principals of government schools. Three attributes like IC3, IIB2 and IIB3 are moderately bearing on the Transparency leadership style of principals of government schools. Two attribute IIB1 and IC4 are also moderately bearing on the Honesty leadership style of principals of government schools. Two attributes IM2 and IS2 are least influencing on the accountability leadership style of principals of government schools.

This shows that 'participative' style of leadership is the most practiced style of leadership in government schools followed by 'dignified' style of leadership. Hence, the results reveal that there are significant factors that affect the transformational leadership style of government school principals. Therefore, the alternate hypothesis is accepted, and the null hypothesis is rejected. The built model of leadership styles is exhibited here under with figure 15.

Figure 15 Transformational Leadership Model for Govt Schools



4.3.4 RESULTS ON TRANSFORMATIONAL LEADERSHIP-PRIVATE SCHOOLS

3B: Null hypothesis (H0): There are no significant factors in transformational leadership that influence the leadership styles of Principals in private schools of Bengaluru city.

Alternate hypothesis (H1): There are significant factors in transformational leadership that influence the leadership styles of Principals in private schools of Bengaluru city.

The Cronbach alpha is calculated with the help of scale reliability testing (SRT) and was found to be 0.716 (accepted reliability is 0.6-0.7 and above). The communality is the

amount of variance that each variable share with the other variables in transformational leadership attributes.

Table 4.22 KMO and Bartlett's Test-transformational leadership

Statistical tests		Calculated	Cut-off	Decision
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.660	0.70	Alternate hypothesis is accepted
Bartlett's Test of Sphericity	Approx. Chi-Square	6478.301		
	df	171		
	Sig.	0.000	<0.05	

Source: Primary data

From the table 4.22, it is observed that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) is 0.660 which is very close to the cut-off value (0.70) hence, the given sample is fairly adequate for running the factor analysis and exploring the key dimensions which could have influence on the teacher respondents in predicting the appropriate leadership attributes of transformational leadership styles of the principals of private schools.

Bartlett's Test is used to tests whether there is a correlation among variable or not for running Factor Analysis. From the table it is seen that the sig ('p') value is 0.000 which is less than 0.05. Hence it enabled the researcher to conduct factor analysis.

Table 4.23 Communalities of variables

Variable	Initial	Extraction
IS 1	1.000	.989
IS 2	1.000	.861
IS 3	1.000	.735
IS 4	1.000	.765

IIA 1	1.000	.846
IIA 2	1.000	.732
IIA 3	1.000	.954
IIA 4	1.000	.965
IIB 1	1.000	.728
IIB 2	1.000	.988
IIB 3	1.000	.879
IIB 4	1.000	.841
IM 1	1.000	.988
IM 2	1.000	.836
IM 3	1.000	.844
IC 1	1.000	.679
IC 2	1.000	.865
IC 3	1.000	.988
IC 4	1.000	.878
Extraction Method: Principal Component Analysis.		

Source: Primary data

The communality is the amount of variance that each variable share with the other variables in transformational leadership attributes. From the above table 4.23, it has been observed that all the variables are having high communalities between factors and variables. In other words, the high amount of variance of these high communalities is explained by the extracted correlations.

Table 4.24 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.16	21.91	21.91	4.16	21.91	21.91
2	3.87	20.35	42.26	3.87	20.35	42.26
3	2.06	10.85	53.12	2.062	10.85	53.12
4	1.94	10.19	63.31	1.94	10.19	63.31
5	1.68	8.83	72.14	1.68	8.83	72.14
6	1.44	7.55	79.69	1.44	7.55	79.69
7	1.22	6.43	86.12	1.22	6.43	86.12
8	.83	4.38	90.50			
9	.52	2.71	93.20			
10	.46	2.41	95.62			
11	.33	1.74	97.36			
12	.29	1.50	98.86			
13	.06	.32	99.17			
14	.05	.28	99.46			
15	.03	.18	99.63			
16	.02	.11	99.74			
17	.02	.10	99.84			
18	.02	.09	99.92			
19	.02	.08	100.00			

Extraction Method: Principal Component Analysis. Source: Sample responses of Pvt. Teachers for the transformational leadership attributes

From the table 4.24, it has been observed that there are seven factors, which are useful for explaining the variance, whose Eigen values are more than 1. The same has been reflected in the Scree plot from Graph 4.4. The figure under cumulative percentage indicates that the Five extracted factors explain 86.12% of the variance.

Graph 4.4 Scree plot of transformational leadership attributes (private schools)

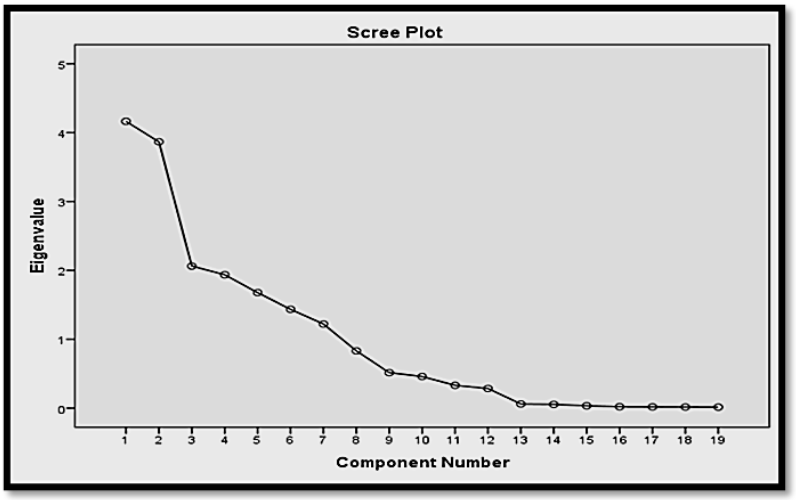


Table 4.25 Component Matrix- private schools- transformational leadership

	Component						
	1	2	3	4	5	6	7
IIB 1	.77						
IC 2	.76	-.42					
IC 1	.73						
IIA 1	.73	-.43					
IIA 2	.60	-.43					

IIB 3	.43	.75					
IC 4	.45	.75					
IIB 4	.54	.72					
IS 2	.52	.72					
IM 1			-.72	.62			
IS 1			-.71	.62			
IM 2			.54	.49			-.45
IM 3			.53	.46			-.52
IIA 3	.44				.50	.46	
IIA 4	.45				.49	.46	
IC 3		.54			-.52	.57	
IIB 2		.55			-.51	.57	
IS 4			.49				.59
IS 3			.44	.428			.58
Extraction Method: Principal Component Analysis.							
a. 7 components extracted.							

Source: Primary data

From the table 4.25, it is observed that except IIB1 and IC1, all attributes of transformational leadership style have overlapped in more than one factor in the given component matrix. Hence, Rotated factor matrix should be considered as a final solution for the same. The rotated factors can be understood from table 4.26.

Table 4.26 Rotated Component Matrixa- private schools- transformational leadership

Variable Codes	Component						
	1	2	3	4	5	6	7
IIA 4	.92						
IIB 2	.91						
IM 2	.84						
IM 3	.77						
IC 3	.74						
IIB 3		.93					
IC 4		.93					
IS 2		.91					
IIB 4		.88					
IC2			.96				
IIA 3			.95				
IS 1				.99			
IM 1				.99			
IC 1					.97		
IIA 1					.96		
IIB 1						.91	
IIA 2						.90	
IS 4							.86
IS 3							.84

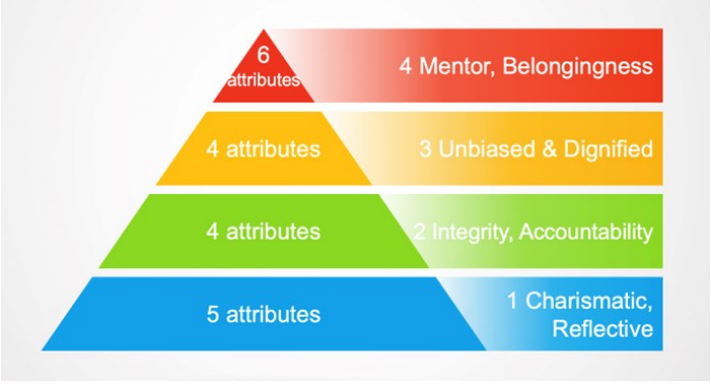
Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization. -a. Rotation converged in 5 iterations.

From the above rotated factor matrix, it is observed that the attributes of transformational leadership style like IIA4 (.92), IIB2 (.91), IM2 (.84), IM3 (.77) and IC3 (.74) have high loadings on factor one. The attributes like IIB3 (.93), IC4 (.93), IS2 (.91) and IIB4 (.88) have high loadings on factor two. The attributes like IC2 (.96) and IIA3 (.95) have high loadings on factor three. The attributes like IS1 (.99) and IM1 (.99) have high loadings on factor four. The attribute like IC1 (.97) and IIA1 (.96) are having higher loadings on factor five. The attribute like IIB1 (.91) and IIA2 (.90) have higher loading on factor six. The attribute like IS4 (.86) and IS3 (.84) have higher loading on factor seven.

These Seven factors are labelled as charismatic, integrity, unbiased, dignified, mentor, and belongingness transformational leadership styles of Principals in private schools of Bengaluru city. The most practiced transformational style of leadership in private schools is found to be 'charismatic' style of leadership followed by 'integrity' based style of leadership. Five attributes like IIA4, IIB2, IM2, IM3 and IC3 are mostly influential attributes on the charismatic leadership style of principals of private schools in Bengaluru city. Four attributes like IIB3, IC4, IS2 and IIB4 are highly influential attributes on the integrity leadership style of principals of private schools in Bengaluru city. Two attributes like IC2 and IIA3 are highly influential attributes on the Unbiased leadership style of principals of private schools in Bengaluru city. Two attributes like IS1 (.99) and IM1 are also highly influential attributes on the Critical Thinking leadership style of principals of private schools in Bengaluru city. Two attributes like IC1 and IIA1 are moderately influential attributes on the Belongingness leadership style of principals of private schools in Bengaluru city. Two attributes like IIB1 and IIA2 are least influence on the Honesty leadership style of principals in private schools. Two attributes like IS4 and IS3 are least influence on the Problem solver leadership style of principals in private schools. The proposed model of leadership style is shown in Figure 16.

Figure 16 Transformational Leadership Model for private schools



4.4 RESULTS ON DEMOGRAPHIC VARIABLES AND ORGANIZATIONAL COMMITMENT OF TEACHERS UNDER THE LEADERSHIP OF PRINCIPALS

This section describes how demographic variables measure the impact on the organizational commitments in both government as well as private schools of Bengaluru city. The hypotheses testing has been done with 't' test and ANOVA.

4.4.1 DATA CONSISTENCY TESTS

Before testing the hypothesis, it is important to know whether there is data consistency with regard to the sample size and scale of attributes for organizational commitments, in order to validate the inferences from the investigation. The Cronbach alpha is calculated for sample respondents of Government Schools with the help of scale reliability testing (SRT). From the SRT tests. it has been inferred that the calculated Cronbach's Alpha (0.610) is in between 0.7 to 0.6, and the scale reliability and internal consistency is acceptable for further statistical analysis.

Parametric tests require that dependent variable is approximately normally distributed for each category of independent variable. But the measures (kurtosis / Standard Error) are not too large compare to their Standard errors. Here the normality of sample data has been done with kurtosis. The values should be closer to '0' as much as possible. The sample data of teacher respondents, for gender, education (independent variables) and organizational commitments (dependent variables) of Government schools and its

normality is tested by formulating the following hypothesis with kurtosis as a data normalization technique.

Null hypothesis (H0): The sample population of teacher respondents for gender, education (independent variables) and organizational commitments (dependent variable) is normally distributed (claim)

Alternate hypothesis (H1): The sample population of teacher respondents for gender, education (independent variables) and organizational commitments (dependent variable) is not normally distributed.

Table 4.27 Data normalisation metrics of Organizational commitments-Gender & Education

Organisational Commitments	**Gender**				**Education**			
	Gender	Kurtosis	Std. Error	Measure (K/SE)	Education	Kurtosis	Std. Error	Measure (K/SE)
Effort beyond Expectation	M	-.161	.511	-0.32	UG,B.Ed	.137	1.038	0.13
	F	-1.719	.992	-1.73	PG,B.Ed	-1.085	.506	**-2.15**
Great Organization	M	-.362	.511	-0.71	UG,B.Ed	.019	1.038	0.02
	F	-.586	.992	-0.59	PG,B.Ed	-.461	.506	-0.91
Loyalty	M	-.572	.511	-1.12	UG,B.Ed	.425	1.038	0.41
	F	1.333	.992	1.34	PG,B.Ed	-.061	.506	-0.12
Accept any job	M	.205	.511	0.40	UG,B.Ed	.137	1.038	0.13
	F	-2.018	.992	**-2.03**	PG,B.Ed	-.380	.506	-0.75

Values sink with organisation	M	-.286	.511	-0.56	UG,B.Ed	-.814	1.038	-0.78
	F	-1.077	.992	-1.08	PG,B.Ed	-.307	.506	-0.61
Pride with Organization	M	-.150	.511	-0.29	UG,B.Ed	-.211	1.038	-0.20
	F	-.671	.992	-0.68	PG,B.Ed	-.239	.506	-0.47
Not devoted	M	-.951	.511	-1.86	UG,B.Ed	-1.356	1.038	-1.31
	F	-.716	.992	-0.72	PG,B.Ed	-.752	.506	-1.49
Giving best	M	-.362	.511	-0.71	UG,B.Ed	.019	1.038	0.02
	F	-.586	.992	-0.59	PG,B.Ed	-.461	.506	-0.91
Self-adjustment	M	-.456	.511	-0.89	UG,B.Ed	.137	1.038	0.13
	F	-1.719	.992	-1.73	PG,B.Ed	-1.207	.506	**-2.39**
Contented with atmosphere	M	-.362	.511	-0.71	UG,B.Ed	.019	1.038	0.02
	F	-.586	.992	-0.59	PG,B.Ed	-.461	.506	-0.91
No growth	M	-.005	.511	-0.01	UG,B.Ed	.137	1.038	0.13
	F	-2.018	.992	**-2.03**	PG,B.Ed	-.458	.506	-0.90
Strained policies	M	-.572	.511	-1.12	UG,B.Ed	.425	1.038	0.41
	F	1.333	.992	1.34	PG,B.Ed	-.061	.506	-0.12
Owning Organization	M	.900	.511	1.76	UG,B.Ed	3.117	1.038	**3.00**
	F	-.578	.992	-0.58	PG,B.Ed	.210	.506	0.41

Best Organization	M	-.286	.511	-0.56	UG,B.Ed	-.814	1.038	-0.78
	F	-1.077	.992	-1.08	PG,B.Ed	-.307	.506	-0.61
Wrong place	M	-.209	.511	-0.41	UG,B.Ed	.137	1.038	0.13
	F	-1.719	.992	-1.73	PG,B.Ed	-.847	.506	-1.68

Source: Primary data

From the table 4.27, it has been observed that the kurtosis statistic values for the considered organizational commitments based on gender attributes ranges from -2.018 to 1.33.

The kurtosis measures should be neither be below nor above ±1.96 for proving the normality for the sample data which has been picked from the given population of the study. As seen in Table 4.27, the kurtosis measures for the organizational commitment attributes were in between ±1.96 except accept any job (female) -2.03 and no growth (female) -2.03. Therefore, it can be concluded that the observed distribution of teacher sample data (organizational commitment) for government schools has been followed with theoretical distribution. In other words, the data does not differ significantly from normality.

Further observing data relating to education attributes from Table 4.27, it has been observed that the kurtosis statistic values for the considered organizational commitments based on education attributes ranges from -1.356 to 3.117. Further, the kurtosis measures were in between ±1.96 except effort beyond expectation (female) -2.15, self-adjustment (female) -2.39 and owning organization (male) 3.00. Therefore, it can be concluded that the observed distribution of teacher sample data (organizational commitment) for government schools has been followed with theoretical distribution. In other words, the data does not differ significantly from normality.

Null hypothesis (H0): The sample population of teacher respondents for age group and experience (independent variables) and organizational commitments (dependent variable) is normally distributed (claim).

Alternate hypothesis (H1): The sample population of teacher respondents for age group and experience (independent variables) and organizational commitments (dependent variable) is not normally distributed.

Table 4.28 Data normalisation metrics of Age group & Experience

Organisational Commitments	**Age group**				**Experience**			
	Age group	Kurtosis	Std. Error	Measure (K/SE)	Experience	Kurtosis	Std. Error	Measure (K/SE)
Effort beyond Expectation	25-34	-.987	.532	-1.86	0 to 10	-1.057	.511	**-2.07**
	35-44	-1.650	1.232	-1.34	10 to 15	-1.339	1.191	-1.12
	45-54	-.734	1.121	-0.66	15 to 20	7.000	1.587	**4.41**
Great Organization	25-34	-.447	.532	-0.84	0 to 10	-.357	.511	-0.70
	35-44	-1.261	1.232	-1.02	10 to 15	-.607	1.191	-0.51
	45-54	-.485	1.121	-0.43	15 to 20	-2.600	1.587	-1.64
Loyalty	25-34	.218	.532	0.41	0 to 10	-.262	.511	-0.51
	35-44	-.764	1.232	-0.62	10 to 15	.061	1.191	0.05
	45-54	-1.861	1.121	-1.66	15 to 20	3.000	1.587	1.89
Accept any job	25-34	-.386	.532	-0.73	0 to 10	-.661	.511	-1.29

	35-44	-1.650	1.232	-1.34	10 to 15	-.496	1.191	-0.42
	45-54	.378	1.121	0.34	15 to 20	7.000	1.587	**4.41**
Values sink with organisation	25-34	-.315	.532	-0.59	0 to 10	-.224	.511	-0.44
	35-44	.606	1.232	0.49	10 to 15	-.048	1.191	-0.04
	45-54	-.978	1.121	-0.87	15 to 20	.042	1.587	0.03
Pride with Organization	25-34	-.149	.532	-0.28	0 to 10	-.053	.511	-0.10
	35-44	-1.865	1.232	-1.51	10 to 15	-1.329	1.191	-1.12
	45-54	-.404	1.121	-0.36	15 to 20	2.361	1.587	1.49
Not devoted	25-34	-.933	.532	-1.75	0 to 10	-.701	.511	-1.37
	35-44	-1.399	1.232	-1.14	10 to 15	-1.294	1.191	-1.09
	45-54	.319	1.121	0.28	15 to 20	-.840	1.587	-0.53
Giving best	25-34	-.447	.532	-0.84	0 to 10	-.357	.511	-0.70
	35-44	-1.261	1.232	-1.02	10 to 15	-.607	1.191	-0.51
	45-54	-.485	1.121	-0.43	15 to 20	-2.600	1.587	-1.64

Self-adjustment	25-34	-1.065	.532	**-2.00**	0 to 10	-1.125	.511	-2.20
	35-44	-2.263	1.232	-1.84	10 to 15	-2.056	1.191	-1.73
	45-54	-.734	1.121	-0.66	15 to 20	7.000	1.587	**4.41**
Contented with atmosphere	25-34	-.447	.532	-0.84	0 to 10	-.357	.511	-0.70
	35-44	-1.261	1.232	-1.02	10 to 15	-.607	1.191	-0.51
	45-54	-.485	1.121	-0.43	15 to 20	-2.600	1.587	-1.64
No growth	25-34	-.495	.532	-0.93	0 to 10	-.518	.511	-1.01
	35-44	-1.650	1.232	-1.34	10 to 15	-.317	1.191	-0.27
	45-54	.378	1.121	0.34	15 to 20	7.000	1.587	**4.41**
Strained policies	25-34	.218	.532	0.41	0 to 10	-.262	.511	-0.51
	35-44	-.764	1.232	-0.62	10 to 15	.061	1.191	0.05
	45-54	-1.861	1.121	-1.66	15 to 20	3.000	1.587	1.89
Owning Organization	25-34	.320	.532	0.60	0 to 10	.050	.511	0.10
	35-44	-.726	1.232	-0.59	10 to 15	-.755	1.191	-0.63

	45-54	1.417	1.121	1.26	15 to 20	.336	1.587	0.21
Best Organization	25-34	-.315	.532	-0.59	0 to 10	-.224	.511	-0.44
	35-44	.606	1.232	0.49	10 to 15	-.048	1.191	-0.04
	45-54	-.978	1.121	-0.87	15 to 20	.042	1.587	0.03
Wrong place	25-34	-.758	.532	-1.43	0 to 10	-.824	.511	-1.61
	35-44	-1.650	1.232	-1.34	10 to 15	-1.339	1.191	-1.12
	45-54	-.734	1.121	-0.66	15 to 20	7.000	1.587	**4.41**

Source: Primary data

From the table 4.28, it has been observed that the kurtosis statistic values for the considered organizational commitments based on age group attributes ranges from -2.263 to 0.606.

Further, the kurtosis measures values should be neither below nor above ±1.96 for proving the normality for the sample data which has been picked from given population of the study. From table 4.28, it is seen that the kurtosis measures for the organizational commitment attributes were in between ±1.96 except for self-adjustment (25-34 age group) which was -2.00. Therefore, it can be concluded that the observed distribution of teacher sample data (organizational commitment) for government schools has been followed with theoretical distribution. In other words, the data does not differ significantly from normality.

Similarly, it has been observed that the kurtosis statistic values for the considered organizational commitments based on experience attributes are ranges from -2.6000 to 7.000. Further, the kurtosis measures for the organizational commitment attributes were in between ±1.96 except effort beyond expectation (25-34 experience group) i.e. -2.07,

(45-54 experience group) i.e. 4.41, accept any job (45-54 experience group) i.e. 4.41, no growth (45-54 experience group) i.e. 4.41 wrong place (45-54 experience group) i.e. 4.41. Therefore, it can be concluded that the observed distribution of teacher sample data (organizational commitment) for government schools has been followed with theoretical distribution. In other words, the data does not differ significantly from normality.

4.4.2 RESULTS ON GENDER AND ORGANIZATIONAL COMMITMENT

Null hypothesis (H0): There is no significant impact of gender on the organizational commitments of teachers in schools of Bengaluru City

Alternate hypothesis (H1): There is significant impact of gender on the organizational commitments of teachers in schools of Bengaluru City

SUB HYPOTHESES

4A: Null hypothesis (H0): There is no significant impact of gender on the organizational commitments of teachers in government schools of Bengaluru City

Alternate hypothesis (H1): There is a significant impact of gender on the organizational commitments of teachers in government schools of Bengaluru City.

Table 4.29 shows the frequencies, means and standard deviations of the respondents (both male and female) for 15 variables of organizational commitments for government schools of Bengaluru city.

Table 4.29: Gender Profile Statistics for Organizational Commitments

Organisational Commitments	Gender	N	Mean	Std. Deviation
Effort beyond Expectation	Male	87	3.68	.49
	Female	20	3.35	.49
Great Organization	Male	87	3.11	.97
	Female	20	3.10	1.02
Loyalty	Male	87	**2.90**	.84

	Female	20	**2.94**	1.00
Accept any job	Male	87	3.71	.55
	Female	20	3.40	.50
Values sink with organisation	Male	87	3.39	1.09
	Female	20	3.65	.93
Pride with Organization	Male	87	3.93	1.00
	Female	20	4.00	1.03
Not devoted	Male	87	3.97	1.01
	Female	20	4.05	1.05
Giving best	Male	87	3.11	.97
	Female	20	3.10	1.02
Self-adjustment	Male	87	3.66	.50
	Female	20	3.35	.49
Contented with atmosphere	Male	87	3.11	.97
	Female	20	3.10	1.02
No growth	Male	87	3.69	.56
	Female	20	3.40	.50
Strained policies	Male	87	2.90	.84
	Female	20	2.95	1.00
Owning Organization	Male	87	3.87	1.07
	Female	20	3.55	1.32
Best Organization	Male	87	3.39	1.09
	Female	20	3.65	.93

Wrong place	Male	87	3.67	.52
	Female	20	3.35	.49
Source: Primary data of Government Schools				

Results from Table 4.29 show that teachers (both male and female) have been contributing above average in all the areas of organizational commitments except loyalty and strained policies. The mean range of organizational commitments of government teachers is from 3.10 to 4.05.

Further, the mean value for loyalty of teachers is 2.90 and 2.94 respectively both for male and female. The mean value for strained policies of teachers is 2.90 and 2.95 respectively both for male and female. This means that the teacher's inclination towards loyalty of the organization and employee related policies is unfair as it is evidenced by its mean which is below average (<3 respectively).

Table 4.30 Impact of Gender on Organizational Commitments: t test

Organizational Commitments		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Effort beyond Expectation	Equal variances assumed	2.683	105	**.008**	.328
Great Organization	Equal variances assumed	.062	105	.951	.015
Loyalty	Equal variances assumed	2.478	105	**.015**	-.317
Accept any job	Equal variances assumed	2.335	105	**.021**	.313
Values sink with organisation	Equal variances assumed	-.981	105	.329	-.259

Pride with Organization	Equal variances assumed	-.277	105	.782	-.069
Not devoted	Equal variances assumed	-.336	105	.737	-.084
Giving best	Equal variances assumed	.062	105	.951	.015
Self-adjustment	Equal variances assumed	2.463	105	**.015**	.305
Contented with atmosphere	Equal variances assumed	.062	105	.951	.015
No growth	Equal variances assumed	2.135	105	**.035**	.290
Strained policies	Equal variances assumed	-.248	105	.804	-.053
Owning Organization	Equal variances assumed	1.170	105	.245	.324
Best Organization	Equal variances assumed	-.981	105	.329	-.259
Wrong place	Equal variances assumed	-0.248	105	.804	-0.053
Source: Primary data for organizational commitments of government schools					

Table 4.30 shows the t values, degree of freedom, sig (p) values and mean differences of respondents (both male and female) computed and interpreted for areas of organizational commitments between male and female teachers, where significant difference occurred for the growth and sustainability of the organizations.

It has been found from table 4.30 that, the variations in the contribution of teachers with respect to 'efforts beyond expectations', the computed 't' value, sig (p) value with mean difference are; 2.683, 0.008 and 0.328 respectively. Here, the sig (p) value is 0.008 which

is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it can be inferred that there is a significant difference in the contributions in terms of efforts rendered by male and female teachers beyond the principal (leader)'s expectation, driven by willingness of their own. Here male teachers are ahead of female teachers of government schools in Bengaluru City.

It has also been found that from the table 4.30, the variations in the contribution of teachers with respect to 'loyalty', the computed 't' value, sig (p) value with mean difference are; 0.062, 0.015 and -0.317 respectively. Here, the sig (p) value is 0.015 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it can be generalized that there is a significant difference in the contributions made by male and female teachers in meeting the principal expectation with regards to 'loyalty' shown for the organizational success. Here female teachers are ahead of male teachers in terms of loyalty to the principal of the school organization.

It has been found that from the table 4.30, the variations in the contribution of teachers with respect to 'accept any job', the computed 't' value, sig (p) value with mean difference are; 2.335, 0.021 and 0.313 respectively. Here, the sig (p) value is 0.021 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it can be generalized that there is a significant difference in the contributions made by male and female teachers in meeting the principal expectation with regards to 'accept any job' when situation demands for the organizational success. Male teachers are ahead of female teachers in the government schools of Bengaluru City.

It has been found that from the table 4.30, the variations in the contribution of teachers with respect to 'self-adjustment', the computed 't' value, sig (p) value with mean difference are; 2.463, 0.015 and 0.303 respectively. Here, the sig (p) value is 0.015 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it can be generalized that there is a significant difference in the contributions made by male and female teachers in meeting the principal expectation with regards to 'self-adjustment' when situation demands for the organizational success. Here male teachers are ahead of female teachers in the government schools of Bengaluru City.

It has been found that from the table 4.30, the variations in the contribution of teachers with respect to feeling of 'no growth', the computed 't' value, sig (p) value with mean difference are; 2.135, 0.035 and 0.290 respectively. Here, the sig (p) value is 0.035 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it has been evaluated that there is a significant difference in the contributions made by male and female teachers in meeting the principal expectation with regards to feeling of no growth when situation demands for the organizational success. Here male teachers are ahead of female teachers in the government schools of Bengaluru City.

From the t test results with regards to the gender impact, it also important to note what might be the components of organizational commitments where the gender impact was nullified. As such, the computed sig (p) values for great organization, values sink with organization, pride with organization, not devoted and giving best are; 0.951, 0.329, 0.782, 0.737 and 0.951 respectively. Here, the sig (p) values are >0.05. It is also seen that the computed sig (p) values for contented atmosphere, strained policies, owning organisation, best organization and wrong place are; 0.951, 0.804, 0.245, 0.329 and 0.804 respectively. Here also, the sig (p) values are >0.05. Hence the null hypothesis is accepted. Therefore, in these areas, it can be inferred that there is no significant difference in the contributions given by male and female teachers in the government schools of Bengaluru City.

4.4.3 RESULTS ON QUALIFICATION AND ORGANIZATIONAL COMMITMENT

Null hypothesis (H0): There is no significant impact of educational qualifications on the organizational commitments of teachers in Bengaluru city.

Alternate hypothesis (H0): There is a significant impact of educational qualification on the organizational commitments of teachers in Bengaluru city.

SUB HYPOTHESES

5A: Null hypothesis (H0): There is no significant impact of educational qualifications on the organizational commitments of teachers in government schools of Bengaluru city.

Alternate hypothesis (H1): There is a significant impact of educational qualifications on the organizational commitments of teachers in government schools of Bengaluru city.

Table 5.11 shows the frequencies, means and standard deviations of the respondents (UG B.Ed. and PG B.Ed) for 15 variables of organizational commitments for government schools of Bengaluru city.

Table 4.31 Educational Qualifications Statistics and Organizational Commitments

Organizational Commitments		N	Mean	Std. Deviation
Effort beyond Expectation	UG, B.Ed	18	3.78	.43
	PG, B.Ed	89	3.58	.52
Great Organization	UG, B.Ed	18	3.06	1.06
	PG, B.Ed	89	3.12	.96
Loyalty	UG, B.Ed	18	3.00	.84
	PG, B.Ed	89	2.89	.87
Accept any job	UG, B.Ed	18	3.78	.43
	PG, B.Ed	89	3.63	.57
Values sink with organisation	UG, B.Ed	18	3.72	.89
	PG, B.Ed	89	3.38	1.09
Pride with Organization	UG, B.Ed	18	3.89	.96
	PG, B.Ed	89	3.96	1.01
Not devoted	UG, B.Ed	18	3.39	1.14
	PG, B.Ed	89	4.10	.94
Giving their best	UG, B.Ed	18	3.06	1.06
	PG, B.Ed	89	3.12	.96
Self-adjustment	UG, B.Ed	18	3.78	.43
	PG, B.Ed	89	3.56	.52

Contented with atmosphere	UG, B.Ed	18	3.06	1.06
	PG, B.Ed	89	3.12	.96
No growth	UG, B.Ed	18	3.78	.43
	PG, B.Ed	89	3.61	.58
Strained policies	UG, B.Ed	18	3.00	.84
	PG, B.Ed	89	2.88	.87
Owning organisation	UG, B.Ed	18	4.00	1.03
	PG, B.Ed	89	3.78	1.14
Best Organization	UG, B.Ed	18	3.72	.89
	PG, B.Ed	89	3.38	1.09
Wrong place	UG, B.Ed	18	3.78	.43
	PG, B.Ed	89	3.57	.54
Source: Primary data				

By examining the results, it has been observed that the teachers (UG B.Ed. and PG B.Ed) have been contributing above average in all the areas of organizational commitments except loyalty and opinion of strained policies of organization (PG B.Ed). The organizational commitments of government teachers mean range from 2.88 to 4.10.

The mean value for loyalty attribute is 2.89 of teachers (PG B.Ed.). This means the teacher's education has inverse linearity with loyalty commitments. In other words, higher the qualification lesser would be the commitment towards school organization and vice versa. And the same was evidenced by its mean which is below average (<3 i.e disagree for loyalty). The mean value for opinion of strained policies of teachers is 2.88 (PG B.Ed). This means that the teacher's education might have an effect on perception of employee related policies of the organization, and it was proven by its mean which is below average (<3 i.e disagree for strained policies). In other words, higher the

education, the teachers are more rigid towards employee related policies of the school organization in the select region of the study.

Table 4.32 Impact of Educational Qualifications on Organizational Commitments: t test

Organizational Commitments		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Effort beyond Expectation	Equal variances assumed	1.484	105	.041	.19
Great Organization	Equal variances assumed	-.269	105	.788	-.07
Loyalty	Equal variances assumed	.502	105	.617	.11
Accept any job	Equal variances assumed	1.043	105	.299	.15
Values sink with organisation	Equal variances assumed	1.238	105	.218	.34
Pride with Organization	Equal variances assumed	-.255	105	.799	-.07
Not devoted	Equal variances assumed	-2.819	105	.006	-.71
Giving best	Equal variances assumed	-.269	105	.788	-.07
Self-adjustment	Equal variances assumed	1.647	105	.042	.22
Contented with atmosphere	Equal variances assumed	-.269	105	.787	-.07

No growth	Equal variances assumed	1.192	105	.236	.17
Strained policies	Equal variances assumed	.502	105	.617	.11
Owning Organization	Equal variances assumed	.777	105	.439	.22
Best Organization	Equal variances assumed	1.238	105	.218	.34
Wrong place	Equal variances assumed	1.510	105	.134	.20
Source: Primary data for Education and organizational commitments of government schools					

Table 4.32 shows the t values, degree of freedom, sig (p) values and mean differences of respondents (both UG B.Ed. and PG B.Ed) when equal variances are assumed for 15 variables of organizational commitments for government schools of Bengaluru city.

It can be seen from table 4.32 that the variations in the contribution of teachers (UG B.Ed. and PG B.Ed) with respect to 'efforts beyond expectations' are as follows; the computed 't' value, sig (p) value and mean difference are 1.484, 0.041 and 0.190 respectively. Here, the sig (p) value is 0.041 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it can be inferred that there is a significant difference in the contributions extended by UG B.Ed. and PG B.Ed. teachers in meeting the principal (leader)'s expectation. UG B.Ed. teachers are ahead of PG B.Ed. in this attribute.

It has been found from the table that, the variations in the contribution of teachers with respect to 'intensity of dedication', the computed 't' value, sig (p) value with mean difference are; -2.819, 0.006 and -0. 17 respectively. Here, the sig (p) value is 0.006 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore it can be generalized that there is a significant difference in the contributions made by UG B.Ed. and PG B.Ed teachers in meeting the Principal expectation with regards to intensity of dedication for the organization. From

the mean differences it can be observed that PG B.Ed. are teachers are less devoted than UG B.Ed.

It has been found that from the table 4.32, the variations in the contribution of teachers with respect to 'self-adjustment', the computed 't' value, sig (p) value with mean difference are; 1.647, 0.042 and 0.220 respectively. Here, the sig (p) value is 0.042 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it is generalized that there is a significant difference in the contributions made by UG B.Ed. and PG B.Ed. teachers in meeting the principal expectation with regards to self-adjustment. Here UG B.Ed. teachers are ahead and are more self-adjusting to the school environment compared to PG B.Ed. teachers in the government schools of Bengaluru City.

From the t test results with regards to the influence of education, it also important to note what might be the components of organizational commitments where the influence of education was nullified. As such, the computed sig (p) values for great organization, loyalty, accept any job, values sink with organization and pride with organization are; 0.788, 0.617, 0.299, 0.218 and 0.799 respectively. Here, the sig (p) values are >0.05. We can also see that the computed sig (p) values for giving best, contented with atmosphere, no growth, strained policies, owning organisation, best organization and wrong place are; 0.788, 0.787, 0.236, 0.617,0.439, 0.218 and 0.134 respectively. Here also the sig (p) values are >0.05. Hence the null hypothesis is accepted. Therefore, it can be inferred that there is no significant difference in the contributions given by UG B.Ed. and PG B.Ed. teachers for effective functioning of school organization in the select region of the study in the above attributes.

4.4.4 RESULTS ON ACADEMIC EXPERIENCE AND ORGANIZATIONAL COMMITMENT

Null hypothesis (H0): There is no significant impact of academic experience on the organizational commitments of teachers in schools of Bengaluru city.

Alternate hypothesis (H1): There is a significant impact of academic experience on the organizational commitments of teachers in schools of Bengaluru city.

SUB HYPOTHESES

6A: Null hypothesis (H0): There is no significant impact of academic experience on the organizational commitments of teachers in government schools of Bengaluru city.

Alternate hypothesis (H1): There is a significant impact of academic experience on the organizational commitments of teachers in government schools of Bengaluru city.

Table 4.33 shows the frequencies, means and standard deviations of the respondents (0-10 years, 10-15 years and 15-20 years) with respect to 15 variables of organizational commitments for government schools of Bengaluru city.

Table 4.33 Academic Experience Profile statistics and Organizational Commitments

Organizational Commitments	Experience	N	Mean	S. D
Effort beyond expectation	0-10 years	87	3.59	.52
	10-15 years	13	3.69	.48
	15-20 years	7	3.86	.38
	Total	107	3.62	.51
Great organization	0-10 years	87	3.16	.96
	10-15 years	13	2.85	1.07
	15-20 years	7	3.00	1.00
	Total	107	3.11	.97
Loyalty	0-10 years	87	2.87	.91
	10-15 years	13	3.08	.64
	15-20 years	7	3.00	.58
	Total	107	2.91	.86
Accept any job	0-10 years	87	3.72	.58

	10-15 years	13	3.00	.58
	15-20 years	7	3.43	.79
	Total	107	3.62	.64
Values sink with organization	0-10 years	87	3.46	1.11
	10-15 years	13	3.31	.85
	15-20 years	7	3.43	.98
	Total	107	3.44	1.07
Pride with organization	0-10 years	87	2.92	.41
	10-15 years	13	4.00	.00
	15-20 years	7	5.00	.00
	Total	107	3.19	.70
Not devoted	0-10 years	87	4.01	1.01
	10-15 years	13	4.00	1.08
	15-20 years	7	3.57	.98
	Total	107	3.98	1.01
Giving best	0-10 years	87	3.16	.96
	10-15 years	13	2.85	1.07
	15-20 years	7	3.00	1.00
	Total	107	3.11	.97
Self-adjustment	0-10 years	87	3.09	.47
	10-15 years	13	4.46	.52
	15-20 years	7	3.29	.49
	Total	107	3.27	.65

Contented with atmosphere	0-10 years	87	3.16	.96
	10-15 years	13	2.85	1.07
	15-20 years	7	3.00	1.00
	Total	107	3.11	.97
No growth	0-10 years	87	3.61	.56
	10-15 years	13	3.69	.63
	15-20 years	7	3.86	.38
	Total	107	3.64	.56
Strained policies	0-10 years	87	2.87	.91
	10-15 years	13	3.08	.64
	15-20 years	7	3.00	.58
	Total	107	2.91	.86
Owning organization	0-10 years	87	3.75	1.18
	10-15 years	13	4.23	.73
	15-20 years	7	3.86	.69
	Total	107	3.81	1.12
Best organization	0-10 years	87	3.46	1.11
	10-15 years	13	3.31	.85
	15-20 years	7	3.43	.98
	Total	107	3.44	1.07
Wrong place	0-10 years	87	3.57	.54
	10-15 years	13	3.69	.48
	15-20 years	7	3.86	.38

	Total	107	3.61	.53

Source: Primary data

By examining the results there from, it has been observed that the respondents have been contributing above average in all the areas of organizational commitments except great organization(10-15 years), loyalty(0-10 years) , pride with organization(0-10 years), giving best(10-15 years), contented atmosphere(10-15 years) and opinion of strained policies of organization(0-10 years). The organizational commitments of government teachers mean range from 2.85 to 5.00. This means that the teachers have made enough contribution in proportion to their experience gained for the success of the school organization.

The mean value for 'great organization' attribute is 2.85 of teachers with 10-15 years of experience. This means the teacher's commitment is low with regards to great organization. The mean value for loyalty is 2.87 which mean the teachers with 0-10 years of experience do not show enough loyalty in this age group. The mean value for pride with organization is 2.92 which mean the teachers with 0-10 years of experience do not feel any pride with organization. The mean value for contented atmosphere is 2.85 which mean the teachers with 10-15 years of experience did not find the atmosphere contented and found faults constantly. The mean value for opinion of strained policies of teachers is 2.87 with 0-10 years of experience and this might affect the employee's perception on related policies of the organization.

Table 4.34: ANOVA Test of Variance of Teaching Experience on Organizational Commitments

Organizational Commitments		df	Mean Square	F	Sig.
Effort beyond Expectation	Between Groups	2	.280	1.089	.340
Great Organization	Between Groups	2	.607	.635	.532
Loyalty	Between Groups	2	.267	.353	.703

Accept any job	Between Groups	2	3.098	8.686	.000
Values sink with organisation	Between Groups	2	.131	.114	.893
Pride with Organization	Between Groups	2	18.912	136.242	.000
Not devoted	Between Groups	2	.630	.614	.543
Giving best	Between Groups	2	.607	.635	.532
Self-adjustment	Between Groups	2	10.608	46.116	.000
Contented with atmosphere	Between Groups	2	.607	.635	.532
No growth	Between Groups	2	.223	.717	.491
Strained policies	Between Groups	2	.267	.353	.703
Owning organization	Between Groups	2	1.330	1.067	.348
Best Organization	Between Groups	2	.131	.114	.893
Wrong place	Between Groups	2	.312	1.122	.330

Source: Primary data

Table 4.34 has revealed the 'f' value, degrees of freedom and 'p'-value with mean squares computed and interpreted for organizational commitments between seniority groups, where-ever significant variances occurred in the government schools of select region of the study.

From above table 4.34, it is observed that the 'f' value, mean square and 'p' value with 2 degrees of freedom for 'accept any job'; 8.686, 3.098 and 0.000 respectively at 5% level of significance. Here the computed 'p' value (0.000) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means the 'accepting any job' is differentiated among the three experience groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e., multiple comparison).

The calculated 'f' value, mean square and 'p' value with 2 degrees of freedom for pride with organization; 136.242, 18.912 and 0.000 respectively at 5% level of significance. Here the computed 'p' value (0.000) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means that 'pride with organization' is differentiated among the three experience groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e., multiple comparison).

The calculated 'f' value, mean square and 'p' value with 2 degrees of freedom for self-adjustment; 46.116, 10.608 and 0.000 respectively at 5% level of significance. Here the computed 'p' value (0.000) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted.

This means that 'self-adjustment' is differentiated among the three experience groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e., multiple comparison).

Table 4.35 Tukey HSD test- Teaching experience and OC- govt schools

Dependent Variable	Independent Variable		Mean Difference (I-J)	Std. Error	Sig.
	I	J			
Accept any job	0-10 years	10-15 years	.724*	.178	.000
		15-20 years	.296	.235	.421
		0-10 years	-.724*	.178	.000

	10-15 years	15-20 years	-.429	.280	.281
	15-20 years	0-10 years	-.296	.235	.421
		10-15 years	.429	.280	.281
Pride with organization	0-10 years	10-15 years	-1.080*	.111	.000
		15-20 years	-2.080*	.146	.000
	10-15 years	0-10 years	1.080*	.111	.000
		15-20 years	-1.000*	.175	.000
	15-20 years	0-10 years	2.080*	.146	.000
		10-15 years	1.000*	.175	.000
Self-adjustment	0-10 years	10-15 years	-1.370*	.143	.000
		15-20 years	-.194	.188	.561
	10-15 years	0-10 years	1.370*	.143	.000
		15-20 years	1.176*	.225	.000
	15-20 years	0-10 years	.194	.188	.561
		10-15 years	-1.176*	.225	.000
*. The mean difference is significant at the 0.05 level.					

Source: ANOVA table 5.14

From the table 4.35, it has been examined that the calculated Mean Difference and 'p' values for accept any job between 0-10 years and 10-15 years' experience are 0.724 and 0.000. It means there is a significant difference in 'accepting any job' between 0-10 years and 10-15 years' experience teachers. There was no significant difference between 0-10 and 15-20, 10-15 and 15-20 years of experience with respect to 'accept any job' as its mean difference is insignificant.

From the table 4.35, it has been examined that the calculated mean difference and 'p' values for pride with organization between 0-10 years and 10-15 years' experience are; -1.080 and 0.000. The same was evidenced from its mean difference which is significant at 5% level of significance. A significant difference has also been witnessed between 0-10 and 15-20, and 10-15 years and 15-20 years' experience as its mean difference is significant at 5% level of significant. In other words, all experience groups are differentiated with each other regarding 'pride with organization'.

From the table 4.35, it has been examined that the calculated Mean Difference and 'p' values for Self-adjustment between 0-10 years and 10-15 years' experience are; -1.370 and 0.000. The same was evidenced from its mean difference which is significant at 5% level of significance. A significant difference has also been witnessed between 10-15 years and 15-20 years' experience as its mean difference is significant at 5% level of significant.

4.4.5 RESULTS ON IMPACT OF AGE ON ORGANIZATIONAL COMMITMENTS

Null hypothesis (H0): There is no significant impact of age group on the organizational commitments of teachers in schools of Bengaluru city.

Alternate hypothesis (H1): There is a significant impact of age group on the organizational commitments of teachers in schools of Bengaluru city.

SUB HYPOTHESES:

Null hypothesis (H0): There is no significant impact of age group on the organizational commitments of teachers in government schools of Bengaluru city

Alternate hypothesis (H1): There is a significant impact of age group on the organizational commitments of teachers in government schools of Bengaluru city.

Table 4.36 shows the frequencies, means and standard deviations of the respondents (25-34, 35-44 and 45-54 years) with respect to variables of organizational commitments for government schools of Bengaluru city.

Table 4.36 Age Group profile statistics and organizational commitments

Organizational Commitments	Age group	N	Mean	SD
Effort beyond expectation	25-34	80	3.59	.52
	35-44	12	3.67	.49
	45-54	15	3.73	.46
	Total	107	3.62	.51
Great organization	25-34	80	3.11	1.02
	35-44	12	2.92	.79
	45-54	15	3.27	.88
	Total	107	3.11	.97
Loyalty	25-34	80	2.86	.82
	35-44	12	4.25	.62
	45-54	15	2.87	.64
	Total	107	3.02	.89
Accept any job	25-34	80	3.59	.59
	35-44	12	3.42	.51
	45-54	15	3.47	.92
	Total	107	3.55	.63
Values sink with organization	25-34	80	3.29	.86
	35-44	12	3.25	1.06

	45-54	15	4.40	.51
	Total	107	3.44	.92
Pride with organization	25-34	80	3.16	.66
	35-44	12	3.25	.97
	45-54	15	3.27	.70
	Total	107	3.19	.70
Not devoted	25-34	80	4.00	1.01
	35-44	12	3.75	1.06
	45-54	15	4.07	1.03
	Total	107	3.98	1.01
Giving best	25-34	80	3.11	1.02
	35-44	12	2.92	.79
	45-54	15	3.27	.88
	Total	107	3.11	.97
Self-adjustment	25-34	80	3.25	.67
	35-44	12	3.42	.67
	45-54	15	3.27	.59
	Total	107	3.27	.65
Contented with atmosphere	25-34	80	3.11	1.02
	35-44	12	2.92	.79
	45-54	15	3.27	.88
	Total	107	3.11	.97
No growth	25-34	80	3.60	.56

	35-44	12	3.67	.49
	45-54	15	3.80	.56
	Total	107	3.64	.56
Strained policies	25-34	80	2.86	.76
	35-44	12	2.50	1.00
	45-54	15	4.33	.49
	Total	107	3.03	.93
Owning org.	25-34	80	3.84	1.07
	35-44	12	3.33	1.50
	45-54	15	4.07	.96
	Total	107	3.81	1.12
Best organization	25-34	80	3.63	.93
	35-44	12	3.08	.90
	45-54	15	2.80	1.15
	Total	107	3.45	1.00
Wrong place	25-34	80	3.58	.55
	35-44	12	3.67	.49
	45-54	15	3.73	.46
	Total	107	3.61	.53

Source: Primary data

By examining the results, it has been observed that the respondents have been contributing above average in all the areas of organizational commitments except great organization, loyalty, giving best, contented atmosphere, opinion of strained policies of organization and best organization in some age groups. The organizational commitments of government teachers mean range from 2.85 to 5.00. This means that

the teachers have made enough contribution proportion to their age group for the success of the school organization.

The mean value for 'great organization' attribute is 2.92 of teachers with 35-44 age group. This means that this age group teacher's do not believe that the organization for which they work is the best. The mean value for loyalty is 2.86 in the 25-34 age group and 2.87 for the age group 45-54, which means that the teachers in both extreme ends of the age group have some reason for not being 'loyal'. The mean value for 'giving best is 2.92 which mean the teachers with 35-44 age groups just contribute sufficient enough towards the school. The mean value for 'contented atmosphere' is 2.92 which means that the teachers with 35-44 age group were not amicable with the school atmosphere. The mean value for opinion of strained policies of teachers is 2.87 with 25-34 age group and this might suggest that younger teachers find it hard to agree to the strict policies of the organization. Finally, the mean value for 'best organization' of teachers is 2.80 with 45-54 age group and this suggests that experienced teachers continue to find faults in administration and do not find that their organization is the best.

Table 4.37 Showing Variance of Age Group on Organizational Commitments – ANOVA

Organizational Commitments	Age Group	Sum of Squares	df	Mean Square	F	Sig.
Effort beyond expectation	Between Groups	.30	2	.151	.582	.560
Great Organization	Between Groups	.82	2	.408	.425	.655
Loyalty	Between Groups	20.49	2	10.246	16.788	.000
Accept any job	Between Groups	.43	2	.215	.532	.589
Values sink with organization	Between Groups	16.12	2	8.059	11.290	.000

Pride with organization	Between Groups	.19	2	.095	.191	.827
Not devoted	Between Groups	.78	2	.390	.378	.686
Giving best	Between Groups	.82	2	.408	.425	.655
Self-adjustment	Between Groups	.29	2	.145	.336	.715
Contented with atmosphere	Between Groups	.82	2	.408	.425	.655
No growth	Between Groups	.52	2	.259	.835	.437
Strained policies	Between Groups	31.10	2	15.548	27.030	.000
Owning organization	Between Groups	3.77	2	1.887	1.527	.222
Best organization	Between Groups	10.40	2	5.200	5.630	.005
Wrong place	Between Groups	.36	2	.182	.649	.524

Source: Primary data

Table 4.37 shows the 'f' values, degrees of freedom and sig. (p) values with mean square of teachers' age groups (25-34, 35-44 and 45-54) with respect to organizational commitments in the government schools of select region of the study.

From above Table 4.37, it is observed that the 'f' value and 'p' value with 2 degrees of freedom for loyalty; 10.246 and 0.000 respectively at 5% level of significance. Here the computed 'p' value (0.000) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means that 'loyalty' is differentiated

among the three age groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e., multiple comparison).

The calculated 'f' value, mean square and 'p' value with 2 degrees of freedom for values sink with organization; 8.059, 11.290 and 0.000 respectively at 5% level of significance. Here the computed 'p' value (0.000) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means that the attribute 'values sink with organization' is differentiated among the three experience groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e., multiple comparison)

The calculated 'f' value, mean square and 'p' value with 2 degrees of freedom for strained policies; 15.548, 27.030 and 0.000 respectively at 5% level of significance. Here the computed 'p' value (0.000) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means that the attribute 'strained policies' is differentiated among the three experience groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e., multiple comparison)

The calculated 'f' value, mean square and 'p' value with 2 degrees of freedom for best organization; 5.200, 5.630 and 0.005 respectively at 5% level of significance. Here the computed 'p' value (0.000) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means that 'best organization' is differentiated among the three experience groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e., multiple comparison).

Table 4.38 Multiple comparisons between age groups- Tukey HSD

Dependent Variable	Independent variable		Mean Difference (I-J)	Std. Error	Sig.
	I	J			
Loyalty	25-34	35-44	-1.388*	.242	.000
		45-54	-.004	.220	1.000
	35-44	25-34	1.388*	.242	.000

		45-54	1.383*	.303	.000
	45-54	25-34	.004	.220	1.000
		35-44	-1.383*	.303	.000
Values sink with organization	25-34	35-44	.038	.262	.989
		45-54	-1.113*	.238	.000
	35-44	25-34	-.038	.262	.989
		45-54	-1.150*	.327	.002
	45-54	25-34	1.113*	.238	.000
		35-44	1.150*	.327	.002
Strained policies	25-34	35-44	.363	.235	.275
		45-54	-1.471*	.213	.000
	35-44	25-34	-.363	.235	.275
		45-54	-1.833*	.294	.000
	45-54	25-34	1.471*	.213	.000
		35-44	1.833*	.294	.000
Best organization	25-34	35-44	.542	.298	.168
		45-54	.825*	.270	.008
	35-44	25-34	-.542	.298	.168
		45-54	.283	.372	.728
	45-54	25-34	-.825*	.270	.008
		35-44	-.283	.372	.728
*. The mean difference is significant at the 0.05 level.					

From the table 4.38, it has been examined that the calculated Mean Difference and 'p' values for loyalty between 25-34 and 35-44 are; -1.388 and 0.000. It means there is a significant difference in loyalty shown by teachers. The same was evidenced from its mean difference which is significant at 5% level of significance. There was no significant difference between 25-34 and 45-54 age groups with respect to loyalty as its mean difference is insignificant.

From the table 4.38, it has been examined that the calculated Mean Difference and 'p' values for 'value sink with organization' between 25-34 and 45-54 are; -1.133 and 0.000. It means there is a significant difference in values 'sink with organization'. The same was evidenced in the age group between 35-44 and 45-54 from its mean difference which is significant at 5% level of significance. There was no significant difference between 25-34 and 35-44 age groups with respect to values 'sink with organization' as its mean difference is insignificant.

From the table 4.38, it has been examined that the calculated Mean Difference and 'p' values for strained policies between 25-34 and 45-54 are; -1.471 and 0.000. It means there is a significant difference in strained policies. The same was evidenced in the age groups between 35-44 and 45-54 from its mean difference which is significant at 5% level of significance. There was no significant difference between 25-34 and 35-44 age groups with respect to 'strained policies' as its mean difference is insignificant.

From the table 4.38, it has been examined that the calculated Mean Difference and 'p' values for 'best organization' between 25-34 and 45-54 are; 0.825 and 0.008. It means there is a significant difference in best organization. The same was evidenced from its mean difference which is significant at 5% level of significance. There was no significant difference between 25-34 and 35-44, 35-44 and 45-54 age groups with respect to 'best organization' as its mean difference is insignificant.

4.5 RESULTS ON DEMOGRAPHIC VARIABLES AND ORGANIZATIONAL COMMITMENT OF PRIVATE SCHOOLS

4.5.1 DATA CONSISTENCY AND NORMALIZATION TESTS:

Before testing the hypothesis, it is important to know whether there is data consistency with regard to the sample size and scale of attributes for organizational commitments, in order to validate the inferences from the investigation. The Cronbach alpha is

calculated for sample respondents of private schools with the help of scale reliability testing (SRT). It has been inferred that the calculated Cronbach's Alpha (0.753) is in between 0.7 to 0.8 and this means that the scale reliability and internal consistency is good and acceptable for further statistical analysis.

Null hypothesis (H_0): The sample population of teacher respondents for gender, education (independent variables) and organizational commitments is normally distributed (claim)

Alternate hypothesis (H_1): The sample population of teacher respondents for gender, education (independent variables) and organizational commitments is not normally distributed

Table 4.39: Data normalisation metrics of OCs, Gender & Education- Pvt schools

Organizational Commitments	Gender				Education			
	Gender	Kurtosis	Std. Error	Measure (K/SE)	Education	Kurtosis	Std. Error	Measure (K/SE)
Effort beyond Expectation	M	1.182	.346	3.42	UG,B.Ed	.864	.532	1.626
	F	1.937	.529	3.66	PG,B.Ed	1.551	.345	4.499
Great Organization	M	-.396	.346	-1.15	UG,B.Ed	-.426	.532	-.801
	F	-.478	.529	-0.90	PG,B.Ed	-.428	.345	-1.241
Loyalty	M	.008	.346	0.02	UG,B.Ed	-.563	.532	-1.059
	F	.481	.529	0.91	PG,B.Ed	.487	.345	1.414
Accept any job	M	-.603	.346	-1.74	UG,B.Ed	-.265	.532	-.499
	F	1.035	.529	1.96	PG,B.Ed	-.254	.345	-.738
Values sink with organisation	M	-.420	.346	-1.22	UG,B.Ed	-.236	.532	-.444
	F	-.219	.529	-0.41	PG,B.Ed	-.392	.345	-1.136
	M	-.823	.346	-2.38	UG,B.Ed	-.495	.532	-.930

Pride with Orgn.	F	-.288	.529	-0.54	PG,B.Ed	-.788	.345	-2.285
Self-adjustment	M	-.826	.346	-2.39	UG,B.Ed	-1.076	.532	-2.023
	F	-1.359	.529	-2.57	PG,B.Ed	-1.038	.345	-3.011
Giving best	M	-.396	.346	-1.15	UG,B.Ed	-.426	.532	-.801
	F	-.478	.529	-0.90	PG,B.Ed	-.428	.345	-1.241
Not devoted	M	-1.272	.346	-3.68	UG,B.Ed	-1.347	.532	-2.532
	F	-1.261	.529	-2.38	PG,B.Ed	-1.227	.345	-3.560
Contented with atmosphere	M	-.396	.346	-1.15	UG,B.Ed	-.426	.532	-.801
	F	-.478	.529	-0.90	PG,B.Ed	-.428	.345	-1.241
No growth	M	.085	.346	0.24	UG,B.Ed	-.217	.532	-.407
	F	.432	.529	0.82	PG,B.Ed	.372	.345	1.078
Strained policies	M	.008	.346	0.02	UG,B.Ed	-.563	.532	-1.059
	F	.481	.529	0.91	PG,B.Ed	.487	.345	1.414
Owning organization	M	1.182	.346	3.42	UG,B.Ed	.864	.532	1.626
	F	1.937	.529	3.66	PG,B.Ed	1.551	.345	4.499
Best Organization	M	-.420	.346	-1.22	UG,B.Ed	-.236	.532	-.444
	F	-.219	.529	-0.41	PG,B.Ed	-.392	.345	-1.136
Wrong place	M	-.603	.346	-1.74	UG,B.Ed	-.265	.532	-.499
	F	1.035	.529	1.96	PG,B.Ed	-.254	.345	-.738

Source: Primary data

From the **table 4.39**, it has been observed that the kurtosis statistic values for the considered organizational commitments based on 'gender' attributes ranges from -1.359 to 1.93.

Further, the kurtosis measures should be neither below nor above ±1.96 for proving the normality for the sample data which has been picked from given population of the study. As we can see from the table above, the kurtosis measures for the organizational commitment attributes were in between ±1.96 except effort beyond expectation (male) 3.42 (female) 3.66, pride with organisation (male) -2.38, self-adjustment (male) -2.39 and (female) -2.57, not devoted (male) 3.68 (female) 2.38 and owning organization (male) 3.42 and (female) 3.66. Therefore, it can be concluded that the observed distribution of teacher sample data (organizational commitment) for private schools has been followed with theoretical distribution. In other words, the data does not differ significantly from normality.

Further, it has been observed that the kurtosis statistic values for the considered organizational commitments based on 'education' attributes ranges from -1.347 to 1.551.

The kurtosis measures should be neither below nor above ±1.96 for proving the normality for the sample data which has been picked from the given population of the study. As we can see from the table above, the kurtosis measures for the organizational commitment attributes were in between ±1.96 except effort beyond expectation (female) 4.499, pride with organization (female) -2.285, self-adjustment (male) -2.023 (female) -3.011, not devoted (male) -2.532 (female) -3.560 and owning organization (female) 4.499. Therefore, it can be concluded that the observed distribution of teacher sample data (organizational commitment) for private schools has been followed with theoretical distribution. In other words, the data does not differ significantly from normality.

Null hypothesis (H_0): The sample population of teacher respondents for age group and experience (independent variables) and organizational commitments is normally distributed (claim)

Alternate hypothesis (H_1): The sample population of teacher respondents for age group and experience (independent variables) and organizational commitments is not normally distributed

Table 4.40: Data normalisation metrics of Age group, Experience & Organizational Commitments

Organizatio-nal Commitments	Age Group				Experience			
	Age Group	Kurtosis	Std. Error	Measure (K/SE)	Experience (years)	Kurtosis	Std. Error	Measure (K/SE)
Effort beyond Expectation	25-34	.425	.845	0.50	0 to 10	2.251	.340	6.63
	35-44	1.478	.449	3.29	10 to 15	.169	.613	.28
	45-54	1.219	.416	2.93	15 to 20	-1.157	1.121	-1.03
Great Organization	25-34	.990	.845	1.17	0 to 10	-.370	.340	-1.09
	35-44	-.720	.449	-1.60	10 to 15	-.524	.613	-.85
	45-54	-.355	.416	-0.86	15 to 20	-.646	1.121	-.58
Loyalty	25-34	-.676	.845	-0.80	0 to 10	.386	.340	1.13
	35-44	.268	.449	0.60	10 to 15	-.092	.613	-.15
	45-54	.133	.416	0.32	15 to 20	-1.348	1.121	-1.20
Accept any job	25-34	.563	.845	0.67	0 to 10	-.387	.340	-1.14
	35-44	-.754	.449	-1.68	10 to 15	1.197	.613	1.95
	45-54	.151	.416	0.36	15 to 20	-1.544	1.121	-1.38
Values sink with organization	25-34	-.574	.845	-0.68	0 to 10	-.187	.340	-.55
	35-44	-.309	.449	-0.69	10 to 15	-.916	.613	-1.49
	45-54	-.484	.416	-1.16	15 to 20	-.083	1.121	-.07
Pride with Orgn.	25-34	-.580	.845	-0.69	0 to 10	-.754	.340	-2.22
	35-44	-.822	.449	-1.83	10 to 15	-.058	.613	-.09
	45-54	-.614	.416	-1.48	15 to 20	-1.622	1.121	-1.45

Not devoted	25-34	-1.143	.845	-1.35	0 to 10	-.869	.340	-2.56
	35-44	-1.025	.449	-2.28	10 to 15	-1.236	.613	-2.02
	45-54	-1.094	.416	-2.63	15 to 20	-.979	1.121	-.87
Giving best	25-34	.990	.845	1.17	0 to 10	-.370	.340	-1.09
	35-44	-.720	.449	-1.60	10 to 15	-.524	.613	-.85
	45-54	-.355	.416	-0.86	15 to 20	-.646	1.121	-.58
Self-adjustment	25-34	-1.182	.845	-1.40	0 to 10	-1.256	.340	-3.70
	35-44	-1.389	.449	-3.09	10 to 15	-1.309	.613	-2.13
	45-54	-1.175	.416	-2.83	15 to 20	-.260	1.121	-.23
Contented with atmosphere	25-34	.990	.845	1.17	0 to 10	-.370	.340	-1.09
	35-44	-.720	.449	-1.60	10 to 15	-.524	.613	-.85
	45-54	-.355	.416	-0.86	15 to 20	-.646	1.121	-.58
No growth	25-34	-.097	.845	-0.11	0 to 10	.254	.340	.75
	35-44	.094	.449	0.21	10 to 15	-.587	.613	-.96
	45-54	.302	.416	0.73	15 to 20	1.728	1.121	1.54
Strained policies	25-34	-.676	.845	-0.80	0 to 10	.386	.340	1.13
	35-44	.268	.449	0.60	10 to 15	-.092	.613	-.15
	45-54	.133	.416	0.32	15 to 20	-1.348	1.121	-1.20
Owning org.	25-34	.425	.845	0.50	0 to 10	2.251	.340	6.63
	35-44	1.478	.449	3.29	10 to 15	.169	.613	.28
	45-54	1.219	.416	2.93	15 to 20	-1.157	1.121	-1.03
Best Orgn.	25-34	-.574	.845	-0.68	0 to 10	-.187	.340	-.55
	35-44	-.309	.449	-0.69	10 to 15	-.916	.613	-1.49

	45-54	-.484	.416	-1.16	15 to 20	-.083	1.121	-.07
Wrong place	25-34	.563	.845	0.67	0 to 10	-.387	.340	-1.14
	35-44	-.754	.449	-1.68	10 to 15	1.197	.613	1.95
	45-54	.151	.416	0.36	15 to 20	-1.544	1.121	-1.38

Source: Primary data

From the table 4.40, it has been observed that the kurtosis statistic values for the considered organizational commitments based on age group attributes ranges from –1.389 to 1.478.

The kurtosis measures should be neither below nor above ±1.96 for proving the normality for the sample data which has been picked from given population of the study. Further, the kurtosis measures for the organizational commitment attributes were in between ±1.96 except efforts beyond expectation; for 35-44 is 3.29, for 45-54 is 2.93, not devoted; for 35-44 is -2.28 and for 45-54 is -2.63, self-adjustment; for 35-44 is -3.09 and for 45-54 is -2.83 and owning organization; for 35-44 is 3.29 and for 45-54 is 2.93. Therefore, it can be concluded that the observed distribution of teacher sample data (organizational commitment) for private schools has been followed with theoretical distribution. In other words, the data does not differ significantly from normality.

Further, it has been observed that the kurtosis statistic values for the considered organizational commitments based on experience attributes are ranges from -1.622 to 2.251. The kurtosis measures should be neither below nor above ±1.96 for proving the normality for the sample data which has been picked from given population of the study. From the table above, it is observed that the kurtosis measures for the organizational commitment attributes were in between ±1.96 except pride with organization; for 0-10 is -2.22, not devoted; for 0-10 is -2.56 and for 10-15 is -2.02, self-adjustment; for 0-10 is -3.70 and for 10-15 is -2.13 and owning organization; for 0-10 is 6.63. Therefore, it can be concluded that the observed distribution of teacher sample data (organizational commitment) for private schools has been followed with theoretical distribution. In other words, the data does not differ significantly from normality.

4.5.2 IMPACT OF GENDER ON ORGANIZATIONAL COMMITMENT IN PRIVATE SCHOOLS

Null hypothesis (H_0): There is no significant impact of gender on the organizational commitments of teachers in private schools of Bengaluru City

Alternate hypothesis (H_1): There is a significant impact of gender on the organizational commitments of teachers in private schools of Bengaluru City

Table 4.41 shows the frequencies, means and standard deviations of the respondents (both male and female) for 15 variables of organizational commitments for private schools of Bengaluru city.

Table 4.41: Gender Profile Statistics- organizational commitments of Private schools

Organizational Commitments	Gender	N	Mean	Std. Deviation
Efforts beyond expectation	Male	196	3.85	.948
	Female	81	4.09	.883
Great organization	Male	196	3.06	1.051
	Female	81	3.10	1.032
Loyalty	Male	196	3.15	.812
	Female	81	3.35	.744
Accept any job	Male	196	4.07	1.161
	Female	81	4.25	1.101
Values sink with organisation	Male	196	3.48	1.040
	Female	81	3.64	.991
Pride with organisation.	Male	196	3.98	1.013
	Female	81	4.20	.967
Self-adjustment	Male	196	3.86	.987

	Female	81	3.58	1.117
Giving best	Male	196	3.06	1.051
	Female	81	3.10	1.032
Not devoted	Male	196	3.06	1.344
	Female	81	3.06	1.298
Contented with atmosphere	Male	196	3.06	1.051
	Female	81	3.10	1.032
No growth	Male	196	3.84	.963
	Female	81	3.99	.915
Strained policies	Male	196	3.15	.812
	Female	81	3.35	.744
Owning organisation.	Male	196	3.85	.948
	Female	81	4.09	.883
Best organisation	Male	196	3.48	1.040
	Female	81	3.64	.991
Wrong place for me	Male	196	4.07	1.161
	Female	81	4.25	1.101

Source: Primary data

By examining the results there, it has been observed that the teachers (both male and female) have been contributing above average in all the areas of organizational commitments. The mean range of organizational commitments of teachers is from 3.06 to 4.25. This means that both male and female teachers have given their best and are committed to the schools.

Table 4.42: Showing Impact of Gender on Organizational Commitments: t test- Pvt schools

Organizational Commitments		t-test for Equality of Means			
		t	df	Sig.(2-tailed)	Mean Difference
Effort beyond Expectation	Equal variances assumed	-1.950	275	.049	-.239
Great Organization	Equal variances assumed	-.272	275	.786	-.038
Loyalty	Equal variances assumed	-1.887	275	.048	-.198
Accept any job	Equal variances assumed	-1.161	275	.247	-.175
Values sink with organisation	Equal variances assumed	-1.198	275	.232	-.162
Pride with Organization	Equal variances assumed	-1.651	275	.100	-.218
Self-adjustment	Equal variances assumed	2.042	275	.042	.277
Giving best	Equal variances assumed	-.272	275	.786	-.038
Not devoted	Equal variances assumed	-.032	275	.975	-.006
Contented with atmosphere	Equal variances assumed	-.272	275	.786	-.038
No growth	Equal variances assumed	-1.204	275	.230	-.151

Strained policies	Equal variances assumed	-1.887	275	.049	-.198
Owning organization	Equal variances assumed	-1.950	275	.047	-.239
Best Organization	Equal variances assumed	-1.198	275	.232	-.162
Wrong place	Equal variances assumed	-1.161	275	.247	-.175

Source: Primary data

Table 4.42 shows the t values, degree of freedom, sig (p) values and mean differences of respondents (both male and female) when equal variances are assumed for 15 variables of organizational commitments for private schools of Bengaluru city.

It has been found that from the **table 4.42**, the variations in the contribution of teachers with respect to 'efforts beyond expectations', the computed 't' value, sig (p) value with mean difference are; -1.950, 0.049 and -.239 respectively. Here, the sig (p) value is 0.049 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it can be inferred that there is a significant difference in the contributions rendered by male and female teachers in meeting the leader (Principal)'s expectation with regards to efforts beyond expectations for the organizational success. Here female teachers are ahead of male teachers in the private schools of Bengaluru city.

It has been found that from the **table 4.42**, the variations in the contribution of teachers with respect to 'loyalty' shown, the computed 't' value, sig (p) value with mean difference are; -1.887, 0.048 and -.198 respectively. Here, the sig (p) value is 0.048 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it can be inferred that there is a significant difference in the contributions made by male and female teachers in meeting the leader (Principal) expectation with regards to loyalty and integrity shown for the organizational success. Here female teachers are ahead of male teachers and are more loyal in private schools of Bengaluru city.

It has been found that from the table 4.42, the variations in the contribution of teachers with respect to 'self-adjustment' shown, the computed 't' value, sig (p) value with mean difference are; 2.042, 0.042 and .277 respectively. Here, the sig (p) value is 0.042 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it can be inferred that there is a significant difference in the contributions made by male and female teachers in meeting the principal expectation with regards to self-adjustment shown for the organizational success. Here male teachers are ahead of female teachers in the private schools of Bengaluru city. They seem to adjust more to the organizational climate compared to female teachers.

It has been found that from the table 4.42, the variations in the contribution of teachers with respect to strained policies, the computed 't' value, sig (p) value with mean difference are; -1.887, 0.049 and -.198 respectively. Here, the sig (p) value is 0.049 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it can be inferred that there is a significant difference in the contributions made by male and female teachers in meeting the leader (Principal) expectation with regards to strained policies for the organizational success. Here female teachers are more rigid towards agreeing on the organization's policies on employees as compared to male teachers in the private schools of Bengaluru city.

It has been found that from the table 4.42, the variations in the contribution of teachers with respect to 'owning organization', the computed 't' value, sig (p) value with mean difference are; -1.950, 0.047 and -.239 respectively. Here, the sig (p) value is 0.047 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it can be inferred that there is a significant difference in the contributions made by male and female teachers in meeting the leader (Principal) expectation with regards to 'owning of organization'. Here female teachers are ahead of male teachers in the private schools of Bengaluru city and care about the organization as their own.

From the t test results with regards to the gender impact, it also important to note what might be the components of organizational commitments where the gender impact was nullified. As such, the computed sig (p) values for great organization, accept any job, values sink with organization, pride with organization and giving best are; 0.786, 0.247, 0.232, 0.100 and 0.786 respectively. Here, the sig (p) values are >0.05. Hence the null

hypothesis is accepted. Therefore, it can be inferred that there is no significant difference in the contributions given by male and female teachers in the private schools of Bengaluru city.

From the t test results with regards to the gender impact, it also important to note what might be the components of organizational commitments where the gender impact was nullified. As such, the computed sig (p) values for not devoted, contented with atmosphere, no growth, best organisation and wrong place are; 0.975, 0.786, 0.230, 0.232 and 0.247 respectively. Here, the sig (p) values are >0.05. Hence the null hypothesis is accepted. Therefore, it can be inferred that there is no significant difference in the contributions given by male and female teachers in these attributes for effective functioning of school organization in the select region of the study.

4.5.3 IMPACT OF EDUCATIONAL QUALIFICATIONS ON ORGANIZATIONAL COMMITMENT OF TEACHERS IN PRIVATE SCHOOLS

Null hypothesis (H0): There is no significant impact of educational qualifications on the organizational commitments of teachers in private schools of Bengaluru city

Alternate hypothesis (H1): There is a significant impact of educational qualifications on the organizational commitments of teachers in private Schools of Bengaluru city.

Table 4.43 shows the frequencies, means and standard deviations of the respondents (UG B.Ed. and PG B.Ed) for 15 variables of organizational commitments for private schools of Bengaluru city.

Table 4.43: Educational Qualifications Profile Statistics-Pvt schools

Organizational Commitments	Education	N	Mean	Std. Deviation
Effort beyond Expectation	UG, B.Ed	196	3.85	.95
	PG, B.Ed	81	4.09	.88
Great Organization	UG, B.Ed	196	3.06	1.05
	PG, B.Ed	81	3.10	1.03
Loyalty	UG, B.Ed	196	3.15	.81

	PG, B.Ed	81	3.35	.74
Accept any job	UG, B.Ed	196	4.07	1.16
	PG, B.Ed	81	4.25	1.10
Values sink with organisation	UG, B.Ed	196	3.48	1.04
	PG, B.Ed	81	3.64	.99
Pride with Organization	UG, B.Ed	196	3.98	1.01
	PG, B.Ed	81	4.20	.97
Self-adjustment	UG, B.Ed	196	3.86	.99
	PG, B.Ed	81	3.58	1.12
Giving best	UG, B.Ed	196	3.06	1.05
	PG, B.Ed	81	3.10	1.03
Not devoted	UG, B.Ed	196	3.06	1.34
	PG, B.Ed	81	3.06	1.30
Contented with atmosphere	UG, B.Ed	196	3.06	1.05
	PG, B.Ed	81	3.10	1.03
No growth	UG, B.Ed	196	3.84	.96
	PG, B.Ed	81	3.99	.92
Strained policies	UG, B.Ed	196	3.15	.81
	PG, B.Ed	81	3.35	.74
Owning org.	UG, B.Ed	196	3.85	.95
	PG, B.Ed	81	4.09	.88
Best Organization	UG, B.Ed	196	3.48	1.04
	PG, B.Ed	81	3.64	.99

Wrong place	UG, B.Ed	196	4.07	1.16
	PG, B.Ed	81	4.25	1.10

Source: Primary data

By examining the results from the table above, it has been observed that the teachers (UG B.Ed. and PG B.Ed) have been contributing above average in all the areas of organizational commitments. The organizational commitments of private teacher's mean range from 3.06 to 4.25. This means that the teachers have made outstanding contribution irrespective of their level of education for the successful administration of the school.

Table 4.44: Impact of Educational Qualifications on Organizational Commitments: t test

Organizational commitments		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Effort beyond Expectation	Equal variances assumed	-1.950	275	.042	-.239
Great Organization	Equal variances assumed	-.272	275	.786	-.038
Loyalty	Equal variances assumed	-1.887	275	.060	-.198
Accept any job	Equal variances assumed	-1.161	275	.247	-.175
Values sink with organisation	Equal variances assumed	-1.198	275	.232	-.162
Pride with Organization	Equal variances assumed	-1.651	275	.100	-.218

Self-adjustment	Equal variances assumed	2.042	275	.042	.277
Giving best	Equal variances assumed	-.272	275	.786	-.038
Not devoted	Equal variances assumed	-.032	275	.975	-.006
Contented with atmosphere	Equal variances assumed	-.272	275	.786	-.038
No growth	Equal variances assumed	-1.204	275	.230	-.151
Strained policies	Equal variances assumed	-1.887	275	.046	-.198
Owning org	Equal variances assumed	-1.950	275	.052	-.239
Best Organization	Equal variances assumed	-1.198	275	.232	-.162
Wrong place	Equal variances assumed	-1.161	275	.247	-.175

Source: Primary data

Table 4.44 shows the t values, degree of freedom, sig (p) values and mean differences of respondents (UG B.Ed. and PG B.Ed) when equal variances are assumed for 15 variables of organizational commitments for private schools of Bengaluru city.

It has been found that from the table 4.44, the variations in the contribution of teachers (UG B.Ed. and PG B.Ed) with respect to 'efforts beyond expectations', the computed 't' value, sig (p) value with mean difference are; -1.950, 0.042 and 0.239 respectively. Here, the sig (p) value is 0.042 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it can be inferred that there is a significant difference in the contributions extended by UG B.Ed. and PG B.Ed. teachers in meeting the leader (Principal)'s expectation. PG B.Ed teachers are ahead in terms of meeting 'efforts beyond expectation of the principal' as compared to UG B.Ed.

It has been found that from the table 4.44, the variations in the contribution of teachers with respect to self-adjustment, the computed 't' value, sig (p) value with mean difference are; 2.042, 0.042 and 0. 277 respectively. Here, the sig (p) value is 0.042 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it can be generalized that there is a significant difference in the contributions made by UG B.Ed. and PG B.Ed. teachers in meeting the principal expectation with regards to 'self-adjustment' when organizational requirement demands for supporting the leadership of school organization. Here UG B.Ed. teachers are ahead of PG B.Ed. teachers. In other words, U.G B.Ed. teachers are better in adjusting to the school environment as compared to PG B.Ed. teachers.

It has been found that from the table 4.44, the variations in the contribution of teachers with respect to strained policies, the computed 't' value, sig (p) value with mean difference are; -1.887, 0.046 and -0.198 respectively. Here, the sig (p) value is 0.046 which is less than the critical value (0.05). Hence the alternate hypothesis is accepted and null hypothesis is rejected. Therefore, it is generalized that there is a significant difference in the attitude of organizational policies between UG B.Ed. and PG B.Ed. teachers in meeting the principal expectation with regards to strained policies. Here PG B.Ed. teachers are more rigid towards employee related policies of the organization as compared to UG B.Ed. teachers in the school organization.

From the t test results with regards to the influence of education, it also important to note what might be the components of organizational commitments where the influence of education was nullified. As such, the computed sig (p) values for the attributes- great organization, loyalty, accept any job, values sink with organization, pride, giving best, not devoted, contented with atmosphere, no growth, wrong place, best organization are greater than 0.05. Therefore, it can be inferred that there is no significant difference in the contributions given by UG B.Ed. and PG B.Ed. teachers for effective functioning of school organization in those attributes in the select region of the study.

4.5.4 IMPACT OF ACADEMIC EXPERIENCE ON ORGANIZATIONAL COMMITMENT OF TEACHERS

Null hypothesis (H_0): There is no significant impact of experience on the organizational commitments of teachers in private schools of Bengaluru city.

Alternate hypothesis (H_1): There is a significant impact of experience on the organizational commitments of teachers in private schools of Bengaluru city.

Table 5.31 shows the frequencies, means and standard deviations of the respondents (0-10 years, 10-15 years and 15-20 years) with respect to variables of organizational commitments for private schools of Bengaluru city.

Table 4.45: Experience Profile statistics and OC's-Pvt schools

Organizational Commitments	Experience	N	Mean	SD
Effort beyond Expectation	0-10 years	203	3.95	.90
	10-15 years	59	3.88	1.02
	Above 15 years	15	3.67	1.11
	Total	277	3.92	.93
Great Organization	0-10 years	203	3.11	1.04
	10-15 years	59	3.03	1.07
	Above 15 years	15	2.67	.98
	Total	277	3.07	1.04
Loyalty	0-10 years	203	3.21	.78
	10-15 years	59	3.22	.87
	Above 15 years	15	3.07	.80
	Total	277	3.21	.80
Accept any job	0-10 years	203	4.11	1.08
	10-15 years	59	4.25	.94
	Above 15 years	15	2.67	.90
	Total	277	4.06	1.09

Values sink with organization	0-10 years	203	3.55	1.01
	10-15 years	59	3.44	1.07
	Above 15 years	15	3.53	1.19
	Total	277	3.53	1.03
Pride with organization	0-10 years	203	3.69	.85
	10-15 years	59	4.58	.56
	Above 15 years	15	3.00	.85
	Total	277	3.84	.90
Not devoted	0-10 years	203	3.81	1.01
	10-15 years	59	3.58	1.05
	Above 15 years	15	4.07	1.16
	Total	277	3.78	1.03
Giving best	0-10 years	203	3.56	.91
	10-15 years	59	3.08	.93
	Above 15 years	15	2.67	.90
	Total	277	3.41	.95
Self-adjustment	0-10 years	203	3.58	1.01
	10-15 years	59	3.51	1.10
	Above 15 years	15	2.67	1.05
	Total	277	3.51	1.05
Contented with atmosphere	0-10 years	203	3.32	.99
	10-15 years	59	3.12	1.00
	Above 15 years	15	2.73	.88

	Total	277	3.24	.99
No growth	0-10 years	203	3.96	.90
	10-15 years	59	3.66	1.06
	Above 15 years	15	3.73	1.10
	Total	277	3.88	.95
Strained policies	0-10 years	203	3.21	.78
	10-15 years	59	3.22	.87
	Above 15 years	15	3.07	.80
	Total	277	3.21	.80
Owning organization	0-10 years	203	3.95	.90
	10-15 years	59	3.88	1.02
	Above 15 years	15	3.67	1.11
	Total	277	3.92	.93
Best organization	0-10 years	203	3.55	1.01
	10-15 years	59	3.44	1.07
	Above 15 years	15	3.53	1.19
	Total	277	3.53	1.03
Wrong place	0-10 years	203	4.09	1.16
	10-15 years	59	4.39	.95
	Above 15 years	15	3.53	1.46
	Total	277	4.12	1.14

By examining the results there from, it has been observed that the respondents have been contributing above average in all the areas of organizational commitments except

the age group of teachers with experience of more than 15 yrs in great organization, giving best, self-adjustment and contented atmosphere of organization. The organizational commitments of private teachers' mean range from 2.67 to 4.58.

The mean value for 'great organization' attribute is 2.67 of teachers with above 15 years of experience. This means that experienced teachers do not attribute their school as a great organization. The mean value for 'accepting any job' is 2.67 which mean the teachers with above 15 years of experience are not accepting any job as situation demands. The mean value for 'giving best' is 2.67 which mean the teachers with above 15 years of experience do not give their best at all times and may be lethargic. The mean value for self-adjustment is 2.67 which mean the teachers with above 15 years of experience are not ready to adjust as per the organization's wishes every time and are more rigid towards change. The mean value for contented atmosphere is 2.73 which mean the teachers with above 15 years of experience often found faults with the organization and were not contented with the overall atmosphere.

Table 4.46: Teacher Experience and OC's– ANOVA-Pvt schools

Organizational Commitments	Experience	df	Mean Square	F	Sig.
Effort beyond Expectation	Between Groups	2	.59	.676	.510
Great organization	Between Groups	2	1.45	1.333	.265
Loyalty	Between Groups	2	.16	.243	.785
Accept any job	Between Groups	2	15.91	14.623	.000
Values sink with organisation	Between Groups	2	.28	.266	.767
Pride with organization	Between Groups	2	23.58	36.737	.000
Not devoted	Between Groups	2	1.95	1.839	.161
Giving best	Between Groups	2	9.60	11.538	.000
Self-adjustment	Between Groups	2	5.78	5.430	.005
Contented with atmosphere	Between Groups	2	2.93	3.012	.051

No growth	Between Groups	2	2.16	2.415	.091
Strained policies	Between Groups	2	.16	.243	.785
Owning organization	Between Groups	2	.59	.676	.510
Best organization	Between Groups	2	.28	.266	.767
Wrong place	Between Groups	2	4.83	3.756	.025

Source: Primary data

Table 4.46 shows the 'f' values, degrees of freedom and sig. (p) values with mean square of respondents' teaching experience (0-10 years, 10-15 years and 15-20 years) between three groups with respect to organizational commitments in the private schools of select region of the study.

From above table 4.46, it is observed that the 'f' value and 'p' value with 2 degrees of freedom for 'accept any job'; 14.623 and 0.000 respectively at 5% level of significance. Here the computed 'p' value (0.000) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means the 'accepting any job' is differentiated among the three experience groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e., multiple comparison).

The calculated 'f' value, mean square and 'p' value with 2 degrees of freedom for pride with organization; 36.737 and 0.000 respectively at 5% level of significance. Here the computed 'p' value (0.000) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means that 'pride with organization' is differentiated among the three experience groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e., multiple comparison).

The calculated 'f' value, mean square and 'p' value with 2 degrees of freedom for giving best; 11.538 and 0.000 respectively at 5% level of significance. Here the computed 'p' value (0.000) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means that 'giving best' is differentiated among the three experience groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e. multiple comparison).

The calculated 'f' value, mean square and 'p' value with 2 degrees of freedom for self-adjustment; 5.430 and 0.005 respectively at 5% level of significance. Here the computed 'p' value (0.005) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means 'self-adjustment' is differentiated among the three experience groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e., multiple comparison).

The calculated 'f' value, mean square and 'p' value with 2 degrees of freedom for wrong place; 3.012 and 0.051 respectively at 5% level of significance. Here the computed 'p' value (0.025) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means that 'wrong place' is differentiated among the three experience groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e., multiple comparison).

Table 4.47: Tukey HSD for Organizational Commitments and Experience groups

Dependent Variable	Experience (I)	Experience (J)	Mean Difference (I-J)	Std. Error	Sig.
Accept any job	0-10 years	10-15 years	-.146	.154	.612
		Above 15 years	1.442*	.279	.000
	10-15 years	0-10 years	.146	.154	.612
		Above 15 years	1.588*	.302	.000
	Above 15 years	0-10 years	-1.442*	.279	.000
		10-15 years	-1.588*	.302	.000
Pride with organization	0-10 years	10-15 years	-.887*	.118	.000
		Above 15 years	.690*	.214	.004
	10-15 years	0-10 years	.887*	.118	.000
		Above 15 years	1.576*	.232	.000
	Above 15 years	0-10 years	-.690*	.214	.004

		10-15 years	-1.576*	.232	.000
Giving best	0-10 years	10-15 years	.477*	.135	.001
		Above 15 years	.895*	.244	.001
	10-15 years	0-10 years	-.477*	.135	.001
		Above 15 years	.418	.264	.254
	Above 15 years	0-10 years	-.895*	.244	.001
		10-15 years	-.418	.264	.254
Self-adjustment	0-10 years	10-15 years	.068	.153	.897
		Above 15 years	.910*	.276	.003
	10-15 years	0-10 years	-.068	.153	.897
		Above 15 years	.842*	.298	.014
	Above 15 years	0-10 years	-.910*	.276	.003
		10-15 years	-.842*	.298	.014
Wrong place	0-10 years	10-15 years	-.301	.168	.173
		Above 15 years	.555	.303	.162
	10-15 years	0-10 years	.301	.168	.173
		Above 15 years	.856*	.328	.026
	Above 15 years	0-10 years	-.555	.303	.162
		10-15 years	-.856*	.328	.026

*. The mean difference is significant at the 0.05 level.

Source: ANOVA Table 5.32

From the table 4.47, it has been examined that the calculated Mean Difference and 'p' values for 'accept any job' between 0-10 and above 15 years of experience are for are; 1.442 and 0.000. And in between 10-15 and above 15 years of experience are; 1.588 and

0.000 respectively. It means there is a significant difference in 'accepting any job' by teachers between these groups. The same was evidenced from its mean difference which is significant at 5% level of significance. There was no significant difference between 0-10 and 10-15 years of experience.

From the table 4.47, it has been examined that the calculated Mean Difference and 'p' values for pride with organization between 0-10- and 10-15-years' experience are; -1.080 and 0.000, between 0-10 and above 15 years of experience; 0.690 and 0.004, between 10-15 and above 15 years of experience; 1.596 and 0.000 respectively. And the same was evidenced from its mean difference which is significant at 5% level of significance. The significant difference has been witnessed with respect to pride with organization between all three groups of experience in the private school organizations.

From the table 4.47, it has been examined that the calculated Mean Difference and 'p' values for 'giving best' between 0-10- and 10-15-years' experience are; 0.477 and 0.001, in between 0-10 and above 15 years of experience are; 0.895 and 0.001 respectively. The same was evidenced from their mean difference which is significant at 5% level of significance. As such, a significant difference has been established in the attribute 'giving best' between 0-10 years and 10-15 years, 0-10 years and above 15 years' experience. There was no significant difference between 10-15 years and above 15 years of experience.

From the table 4.47, it has been examined that the calculated Mean Difference and 'p' values for self-adjustment between 0-10 and above 15 years' experience are; 0.910 and 0.003, in between 10-15 and above 15 years of experience are; 0.842 and 0.014 respectively. The same was evidenced from their mean difference which is significant at 5% level of significance. As such, a significant difference has been established between 0-10 and above 15 years age groups, 10-15 and above 15 years' experience in the attribute 'self-adjustment'. There was no significant difference between 0-10 years and 10-15 years of experience.

From the table 4.47, it has been examined that the calculated Mean Difference and 'p' values for 'wrong place' between 10-15 and above 15 years of experience are; 0.856 and 0.026. The same was evidenced from its mean difference which is significant at 5% level of significance. A significant difference has been witnessed between 10-15 and above 15 years' experience towards the attribute named 'wrong place'. In other words, this group

is differentiated with each other regarding wrong place. There was no significant difference between 0-10 years and above 15 years of experience and 0-10 years and 10-15 years of experience.

4.5.5 IMPACT OF AGE GROUP ON ORGANIZATIONAL COMMITMENT OF TEACHERS

Null hypothesis (H_0): There is no significant impact of age group on the organizational commitments of teachers in private Schools of Bengaluru city

Alternate hypothesis (H_1): There is a significant impact of age group on the organizational commitments of teachers in private schools of Bengaluru city.

Table 4.48 shows the frequencies, means and standard deviations of the respondents (25-34, 35-44 and 45-54 years) with respect to variables of organizational commitments for private schools of Bengaluru city.

Table 4.48: Age Group Profile statistics- private schools

Organizational Commitments	Age Group	N	Mean	SD
Effort beyond expectation	25-34	29	3.90	.82
	35-44	114	3.97	1.03
	45-54	134	3.87	.87
	Total	277	3.92	.93
Great organization	25-34	29	3.90	.62
	35-44	114	2.99	2.97
	45-54	134	2.87	.66
	Total	277	3.03	1.99
Loyalty	25-34	29	2.97	.68
	35-44	114	3.18	.87

	45-54	134	3.28	.75
	Total	277	3.21	.80
Accept any job	25-34	29	4.17	.89
	35-44	114	4.01	1.13
	45-54	134	4.08	1.10
	Total	277	4.06	1.09
Values sink with organization	25-34	29	2.45	.57
	35-44	114	3.37	.94
	45-54	134	4.03	.75
	Total	277	3.59	.96
Pride with organization	25-34	29	3.76	.95
	35-44	114	3.81	.94
	45-54	134	3.89	.86
	Total	277	3.84	.90
Not devoted	25-34	29	3.90	.90
	35-44	114	3.68	1.02
	45-54	134	3.83	1.07
	Total	277	3.78	1.03
Giving best	25-34	29	3.76	.64
	35-44	114	3.39	1.04
	45-54	134	3.36	.90
	Total	277	3.41	.95
Self-adjustment	25-34	29	3.59	.95

	35-44	114	3.54	1.07
	45-54	134	3.47	1.05
	Total	277	3.51	1.05
Contented with atmosphere	25-34	29	3.45	.83
	35-44	114	3.18	1.07
	45-54	134	3.25	.96
	Total	277	3.24	.99
No growth	25-34	29	3.90	.86
	35-44	114	3.86	.96
	45-54	134	3.90	.97
	Total	277	3.88	.95
Strained policies	25-34	29	2.93	.65
	35-44	114	4.08	.53
	45-54	134	3.27	.75
	Total	277	3.57	.79
Owning organization	25-34	29	3.90	.82
	35-44	114	3.97	1.03
	45-54	134	3.87	.87
	Total	277	3.92	.93
Best organization	25-34	29	3.66	.90
	35-44	114	3.58	.99
	45-54	134	3.46	1.08
	Total	277	3.53	1.03

Wrong place	25-34	29	4.17	1.23
	35-44	114	4.09	1.17
	45-54	134	4.14	1.11
	Total	277	4.12	1.14

Source: Primary data

By examining the results there from, it has been observed that the respondents have been contributing above average in all the areas of organizational commitments except great organization, loyalty, values sink with organization and strained policies. The organizational commitments of government teachers mean range from 2.45 to 4.17. This means that the teachers have made enough contribution proportion to their age group for the success of the school organization.

The mean value for great organization attribute is 2.97 of teachers with 35-44 age group and 2.87 for 45-54 years. The mean value for loyalty is 2.97 which mean the teachers with 25-34 age group are not loyal to the organization and may leave if a better opportunity arises. The mean value for values sinks with organization is 2.45 with 25-34 age group. The mean value for opinion of strained policies of teachers is 2.93 in the 25-34 age group. These results show that teachers in the youngest age group are not committed to the school compared to others with respect to their perception of employee related policies and their values towards the organization.

Table 4.49: Teacher Age Groups and Organizational Commitments – ANOVA

Organizational Commitments	Age Groups	df	Mean Square	F	Sig.
Effort beyond expectation	Between Groups	2	.32	.363	.696
Great organization	Between Groups	2	12.78	3.293	.039
Loyalty	Between Groups	2	1.20	1.894	.152

Accept any job	Between Groups	2	.37	.304	.738
Values sink with organization	Between Groups	2	34.66	51.734	.000
Pride with organization	Between Groups	2	.31	.385	.681
Not devoted	Between Groups	2	.87	.820	.442
Giving best	Between Groups	2	1.97	2.225	.110
Self-adjustment	Between Groups	2	.25	.231	.794
Contented with atmosphere	Between Groups	2	.81	.817	.443
No growth	Between Groups	2	.04	.048	.953
Strained policies	Between Groups	2	26.77	61.903	.000
Owning organization	Between Groups	2	.32	.363	.696
Best organization	Between Groups	2	.74	.698	.499
Wrong place	Between Groups	2	.13	.099	.906

Source: Primary Data

Table 4.49 shows the 'f' values, degrees of freedom and sig. (p) values with mean square of teachers' age groups (25-34, 35-44 and 45-54) with respect to organizational commitments in the private schools of select region of the study.

From above table 4.49, it is observed that the 'f' value and 'p' value with 2 degrees of freedom for great organization; 3.292 and 0.039 respectively at 5% level of significance. Here the computed 'p' value (0.039) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means the great organization is differentiated among the three age groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e. multiple comparison).

The calculated 'f' value and 'p' value with 2 degrees of freedom for values sink with organization; 51.734, and 0.000 respectively at 5% level of significance. Here the computed 'p' value (0.000) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means the values sink with organization is differentiated among the three experience groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e. multiple comparison)

The calculated 'f' value and 'p' value with 2 degrees of freedom for strained policies of the organization; 61.903, and 0.000 respectively at 5% level of significance. Here the computed 'p' value (0.000) is less than the critical value (0.05). Hence the null hypothesis is rejected and alternate hypothesis is accepted. This means the values sink with organization is differentiated among the three experience groups. Where the actual difference among the experience groups is further explored with Tukey test (i.e., multiple comparison)

Table 4.50: Tukey HSD Comparison for Organizational Commitments and Age

Dependent Variable	Age Group (I)	Age Group (J)	Mean Difference (I-J)	Std. Error	Sig.
Great organization	25-34	35-44	.905	.410	.071
		45-54	1.031*	.403	.030
	35-44	25-34	-.905	.410	.071
		45-54	.126	.251	.871

	45-54	25-34	-1.031*	.403	.030
		35-44	-.126	.251	.871
Values sink with organization	25-34	35-44	-.920*	.170	.000
		45-54	-1.582*	.168	.000
	35-44	25-34	.920*	.170	.000
		45-54	-.661*	.104	.000
	45-54	25-34	1.582*	.168	.000
		35-44	.661*	.104	.000
Strained policies	25-34	35-44	-1.148*	.137	.000
		45-54	-.338*	.135	.034
	35-44	25-34	1.148*	.137	.000
		45-54	.810*	.084	.000
	45-54	25-34	.338*	.135	.034
		35-44	-.810*	.084	.000

Source: Primary data

From the table 4.50, it has been examined that the calculated Mean Difference and 'p' values for great organization between 25-34 years and 45-54 years are; 1.031 and 0.030. It means there is a significant difference in the feeling of great organization by teachers between these age groups. The same was evidenced from its mean difference which is significant at 5% level of significance. There was no significant difference between 25-34 and 35-44, 35-44 and 45-54 age groups with respect to great organization as its mean difference is insignificant.

From the table 4.50, it has been examined that the calculated Mean Difference and 'p' values for 'value sink with organization' between 25-34 and 35-44 are; -0.920 and 0.000. The calculated Mean Difference and 'p' values for value sink with organization between 25-34 and 45-54 are; -1.582 and 0.000. The calculated Mean Difference and 'p' values for value sink with organization between 35-44 and 54-54 are; -0.661 and 0.000. It means

there is a significant difference in values sink with organization of all age groups of teachers in the school organizations. The same was evidenced from its mean difference which is significant at 5% level of significance.

From the table 4.50, it has been examined that the calculated Mean Difference and 'p' values for strained policies between 25-34 and 35-44 are; -1.148 and 0.000. The calculated Mean Difference and 'p' values for strained policies between 25-34 and 45-54 are; -0.338 and 0.034. The calculated Mean Difference and 'p' values for 'strained policies' between 35-44 and 54-54 are; 0.810 and 0.000. It means there is a significant difference in 'strained policies' of all age groups of teachers in the school organizations. The same was evidenced from its mean difference which is significant at 5% level of significance.

CHAPTER 5

FINDINGS AND CONCLUSIONS

5.1 INTRODUCTION

The present study was carried out on leadership styles of principals as perceived by the teachers and the organizational commitments of teachers of secondary schools in Bengaluru city. Further, the studies have been extended to analyse two important dimensions of leadership i.e. the transactional and transformational leadership styles in government and private schools of select region of the study. The analysis and discussion of statistical results were made in line with the objectives presented in the first chapter. In summary, the first objective aims to describe the leadership styles of principals of higher secondary schools of Bengaluru city. The second objective is aimed to examine what set of factors influence the leadership styles in the higher secondary educational institutions. Third objective covers how demographic factors (personal and academic) influence on organizational commitments of the teachers. The fourth objective is to devise a new leadership model designed by the researcher after the analysis of results. Conclusion of the study along with future scope of research is provided at the end.

5.2 FINDINGS ON LEADERSHIP STYLES

The findings of the present study are summarized below:

Profile of the respondents: The respondents are teachers from both Government and private schools of Bengaluru city. The sample population includes 16 government and 40 private schools.

The sample respondents from government schools is 107 and from private schools is 277 of which male and female respondents from government schools are; 81 percent and 19 percent respectively. Similarly, from private schools the male and female respondents are; 71 percent and 29 percent respectively.

5.2.1 FINDINGS ON LEADERSHIP STYLES OF GOVERNMENT SCHOOLS

Null hypothesis (H_0): There are no significant differences in leadership style of Principals of government schools in Bengaluru city.

Alternate hypothesis (H_1): There are significant differences in leadership style of Principals of government schools in Bengaluru city.

Detailed qualitative and quantitative study was conducted covering all styles of leadership including autocratic, bureaucratic, laissez-faire, transactional and transformational leadership. From the literature, it was observed that autocratic leadership was the style that was followed the least in private schools and democratic leadership was observed in some government and private schools. After ensuring that the data was tested for sample adequacy and normalisation, factor analysis was conducted to examine if there are any factors of transactional and transformational leadership practised by Principals in the select region of study.

It was evident from the research study that most Principals in this study adopted either a transactional or a transformational style of leadership in the study. Hence the null hypothesis is rejected, and the alternate hypothesis is accepted. To reveal exactly the underlying characteristics, attributes relating to transactional (3 attributes namely- contingent reward, active management and passive management) and 4 attributes in transformational leadership (individualized consideration, idealized influence, intellectual stimulation, inspirational motivation) were individually mapped against each Principal's response and statistical analysis was carried out to develop a model for each style of leadership.

OBJECTIVE 2: To examine the set of factors that influence the leadership styles in the higher secondary educational institutions.

The findings of confirmatory factor analysis with respect to leadership styles (transactional and transformational) of principals in government and private schools are presented and discussed in the sections below. A pyramid leadership model for each style of leadership is developed by the researcher. The bottom factor of the pyramid of respective leadership styles is the one which is mostly influencing the principals of school organization. Next to bottom is moderately influencing the principals of school organization and rest of the factors on pyramid are least influencing the principals of school organization.

5.2.2 FINDINGS ON KEY FACTORS AFFECTING LEADERSHIP IN GOVERNMENT SCHOOLS

TRANSACTIONAL LEADERSHIP

- The key factors influencing transactional leadership in government schools are '**critical thinking', 'recognition of performance', 'accountability' and 'red-tapism'.** In terms of outcomes of leadership, it was found that **'critical thinking'** was the transactional style that was practiced the most in government schools. The next common style of leadership was most found to be 'recognition of performance' based.
- Critical thinking is generally 'out of the box' thinking that helps decision making easier and it is obvious that government school leaders are exposed to such situations almost daily due to the social and political environment. This is probably the reason why this style is practiced the most.
- "Critical thinking' should be encouraged among staff and students as it promotes creativity, helps evaluate their decisions and behaviour patterns, challenges them and improves their sense of inquiry and empathy towards others. The head of the institution is the right person to set this example for others to follow in his footsteps.
- Although red-tapism has been found to be one of the influencing factors, its effect is relatively less, and this is quite surprising as the result is contrary to the perception of the common man. Red tapism is nothing but the excessive or rigid conformity to formal rules and regulations that hinders action or decision-making. It is encouraging to see that principals of government are not influenced to a large extent by this.
- It is also not surprising that 'accountability' is found to have only a moderate impact on transactional leadership style of government school principals. This may be due to the fact that principals are not blamed single-handedly if results are poor in government schools. Social, economic, infrastructure and funding from government are often reasons for blame.

- Principals are also often transferred from one school to another if results are poor. During one term, the principal may not have enough time and resources to implement changes and he/she may hesitate to do so as they may be held accountable if results are adverse.

TRANSFORMATIONAL LEADERSHIP:

- The key factors influencing **transformational leadership in government schools are found to be 'participative', 'charismatic', 'mentor' and 'honesty'.**
- 'Participative' is found to be the style of transformational leadership that is practiced the most. At the local and state level, this may be due to the fact that leaders attend lot of policy-based meetings and share their suggestions and opinions. It is also encouraging to see that principals are participative with the teachers and students as this will ultimately bring good results for the school.
- 'Dignified' style of leadership is also practiced by government school principals and this may be due to the fact that government jobs command more respect in the society and principals work hard to maintain their position. The role of a headmaster in rural areas are valued the most and maintaining a 'dignified' status will set good examples for teachers and students in the organization.
- Principals are also found to practise 'charismatic' style of leadership and this involves eloquent and regular communication, persuasion and charm to influence the followers. This style proves to be particularly useful during crisis.
- 'Honesty and accountability' is found to have the least impact as most of the principals of government schools have a short term period and are most often transferred from one school to another. Political pressure, compulsion to achieve targets and constant interference from the government may lead to poor results and must be avoided under any circumstances.

5.2.3 FINDINGS ON FACTORS AFFECTING LEADERSHIP IN PRIVATE SCHOOLS

TRANSACTIONAL LEADERSHIP

- The key factors influencing **transactional leadership in private schools are 'micromanagement', 'appreciative', 'indecisive' and 'accountability.**
- **'Micromanagement'** is found to be the most influencing style of leadership in private schools. This may be due to the fact that principals in private schools are often in charge of everything from admissions to results and they are always conscious about every management aspect in the school.
- Private schools' principals are also seen to be practising 'appreciative' style of leadership. This style helps followers believe share a conviction that working together is more important than authority. It improves confidence, boosts people's energy and helps build effective relationships.
- A moderate effect is seen on 'indecisive' style of leadership. Principals of private schools are mostly working under a trust or an external management and this makes decision making a bureaucratic process. Decisions involving funding, changes in infrastructure and important communication with parents has to be passed by a resolution first and this probably hinders day to day functioning.
- '**Accountability' is found to have the least impact** on the principal's leadership style. Positions are often temporary in private schools (unless owned by the management themselves) and principals mostly follow set policies and do not deviate as they do not want to be held accountable for any adverse effects.

TRANSFORMATIONAL LEADERSHIP:

- The key factors influencing **transformational leadership in private schools are ''charismatic/reflective', 'integrity', 'unbiased' and 'mentor'.** The attribute defined as '**charismatic'** is the most practiced style of leadership as principals have to deal with various stakeholders and keep them satisfied on a day-to-day basis. A charismatic leader has excellent communication skills, confidence, creativity and a determination to prove himself.
- It has also been observed that 'integrity' is practiced in private schools. This may be due to the fact that there is less scope for corruption in private schools as

policies are well regulated. Also, principals in private schools are answerable to the management and are often the focal point for all the stakeholders.

- 'Unbiased and 'dignified' are only found to have a moderate influence on the practising style of leadership.
- **'Belongingness 'is found to be the least practicing style of leadership** as a sense of job security is not there in private schools. Principals can often be replaced quite easily unlike government schools.

Table 5.1: Comparison of Principal's Leadership Styles and its impact

Factor of Leadership	Transactional Leadership				Transformational Leadership			
	Govt. Schools	Impact	Private Schools	Impact	Govt. Schools	Impact	Private Schools	Impact
Critical Thinking & Unbiased	Yes	Maximum						
Appreciative			Yes	Moderate				
Accountability	Yes	Less	Yes	Least				
Red-tapism	Yes	Least						
Micromanagement			Yes	Maximum				
Recognition of Performance	Yes	Moderate						
Indecisive			Yes	Less				
Participative					Yes	Maximum		

Charismatic					Yes	Mode rate	Yes	Maxim um
Mentor					Yes	Less		
Unbiased							Yes	Less
Integrity							Yes	Moder ate
Belongingness					Yes	Least	Yes	Least

5.3 FINDINGS ON INFLUENCE OF DEMOGRAPHIC VARIABLES ON ORGANIZATIONAL COMMITMENT

5.3.1 FINDINGS ON GENDER AND ORGANIZATIONAL COMMITMENT OF GOVT SCHOOLS

Null hypothesis (H_0): There is no significant impact of gender on the organizational commitments of teachers in government schools of Bengaluru city.

Alternate hypothesis (H_1): There is a significant impact of gender on the organizational commitments of teachers in government schools of Bengaluru city.

- It has been observed from the results that the teachers (both male and female) have been contributing above average in all the areas of organizational commitments except in loyalty and strained policies.
- This means that government school teachers are committed to the organization with respect to their work ethics and dedication towards teaching and students.
- Government teachers also feel that policies imposed on them by the Principals and the administration put lot of strain in their day-to-day functioning.

Table 5.2: Hypothesis Testing Summary for Gender Impact on Organizational Commitments in Government schools

Statement of problem	Formulation of Hypothesis	Decision	Tool used
1. Examine impact of gender on efforts beyond expectations	Null hypothesis (H_0): There is no significant impact of gender on the efforts beyond expectations	Alternate Hypothesis is accepted	t test
	Alternate hypothesis (H_1): There is a significant impact of gender on the efforts beyond expectations		
2. Examine impact of gender on loyalty	Null hypothesis (H_0): There is no significant impact of gender on the loyalty	Alternate Hypothesis is accepted	t test
	Alternate hypothesis (H_1): There is a significant impact of gender on the loyalty		
3. Examine impact of gender on accept any job	Null hypothesis (H_0): There is no significant impact of gender on accept any job	Alternate Hypothesis is accepted	t test
	Alternate hypothesis (H_1): There is a significant impact of gender on accept any job		
4. Examine impact of gender on self-adjustment	Null hypothesis (H_0): There is no significant impact of gender on self-adjustment	Alternate Hypothesis is accepted	t test
	Alternate hypothesis (H_1): There is a significant impact of gender on self-adjustment		
5. Examine impact of gender on no growth	Null hypothesis (H_0): There is no significant impact of gender on no growth	Alternate Hypothesis is accepted	t test
	Alternate hypothesis (H_1): There is a significant impact of gender on no growth		

- Detailed results on exact differences in attributes between male and female teachers at government schools are shown in **Table 5.3**

Table 5.3: Differences in Attributes based on gender-Govt Schools

S.No	Attribute	Sig. (2-tailed)	Mean difference (1)(2) Code:1-Male 2- Female	Result
1.	Effort beyond expectation	0.008 (Significant)	0.328	Male teachers are ahead of female teachers
2.	Loyalty	0.015 (Significant)	0.317	Male teachers are ahead of female teachers
3.	Accept any job	0.021 (Significant)	0.313	Male teachers are ahead of female teachers
4.	Self-adjustment	0.015 (Significant)	0.305	Male teachers are ahead of female teachers
5.	No growth	0.035 (Significant)	0.290	Male teachers are ahead of female teachers

5.3.2 FINDINGS ON QUALIFICATION AND ORGANIZATIONAL COMMITMENT OF GOVT SCHOOLS

Null hypothesis (H_0): There is no significant impact of educational qualifications on the organizational commitments of teachers in government schools of Bengaluru city

Alternate hypothesis (H_1): There is a significant impact of educational qualifications on the organizational commitments of teachers in government schools of Bengaluru city

- It has been observed from the results that the teachers (UG B.Ed and PG B.Ed) have been contributing above average in all the areas of organizational commitments except **loyalty and strained policies of organization (PG B.Ed).**

- The organizational commitments of government teachers mean range from 2.88 to 4.10.
- Post graduate qualified teachers seemed to have more tendencies of not continuing with the same school for many years as they probably feel that they have better opportunities due to their qualifications. They also seem to have more issues in agreeing with employee related policies of the school.

Table 5.4: Hypothesis Testing Summary for Education Impact on Organizational Commitments in Government Schools

Statement of problem	Formulation of Hypothesis	Decision	Tool
1. Examine impact of Education on efforts	Null hypothesis (H_0): There is no significant impact of Education on the efforts beyond expectations	Alternate Hypothesis is accepted	t test
	Alternate hypothesis (H_1): There is a significant impact of Education on the efforts beyond expectations		
2. Examine impact of Education on Devotion to profession	Null hypothesis (H_0): There is no significant impact of Education on devotion to profession	Alternate Hypothesis is accepted	t test
	Alternate hypothesis (H_1): There is a significant impact of Education on devotion to profession		
3. Examine impact of Education on self-adjustment	Null hypothesis (H_0): There is no significant impact of Education on self-adjustment	Alternate Hypothesis is accepted	t test
	Alternate hypothesis (H_1): There is a significant impact of Education on self-adjustment		

Table 5.5: Differences in Attributes based on qualification-Govt Schools

S NO	ATTRIBUTE	Sig. (2-tailed)	Mean difference (1)- (2) Code:1-UG B.Ed 2- PG B.Ed	RESULT
1.	Effort beyond expectation	0.041 (Significant)	0.19	UG B.Ed. teachers are ahead of PG B.Ed
2.	Not devoted	0.006 (Significant)	-0.71	PG B.Ed. teachers are less devoted than PG B.Ed
3.	Self-adjustment	0.042 (Significant)	0.22	UG B.Ed. teachers are ahead of PG B.Ed

5.3.3 FINDINGS ON ACADEMIC EXPERIENCE AND ORGANIZATIONAL COMMITMENT OF GOVT SCHOOLS

Null hypothesis (H_0): There is no significant impact of experience on the organizational commitments of teachers in government schools of Bengaluru city

Alternate hypothesis (H_1): There is a significant impact of experience on the organizational commitments of teachers in government schools of Bengaluru city

- By examining the results, it has been observed that the respondents have been contributing above average in all the areas of organizational commitments except great organization (10-15 years), loyalty (0-10 years), pride with organization (0-10 years), giving best (10-15 years), contented atmosphere (10-15 years) and opinion of strained policies of organization (0-10 years).
- The organizational commitments of government teachers mean range from 2.85 to 5.00.
- ANOVA was used further to identify the attributes where there were significant differences in the attributes. Where the actual difference among the experience groups was further explored with Tukey test (i.e., multiple comparison).

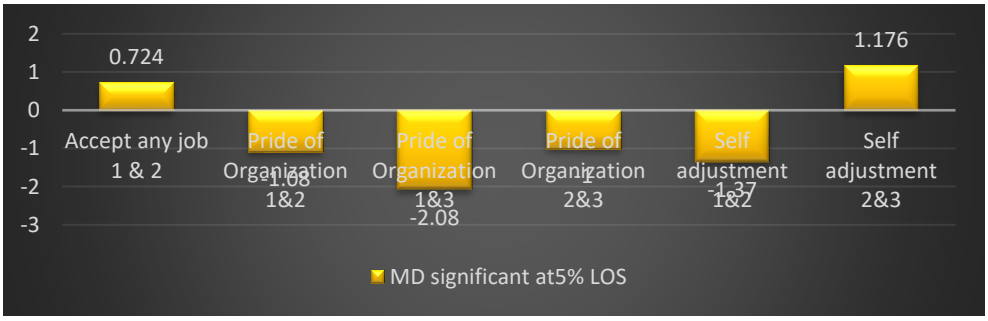
Table 5.6: Hypothesis Testing Summary for Experience Impact on Organizational Commitments in Government schools

Statement of problem	Formulation of Hypothesis	Decision	Tool used
1. Examine impact of Experience on accept any job	Null hypothesis (H_0): There is no significant impact of Experience on accept any job	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Experience on accept any job		
2. Examine impact of Experience on pride with organization	Null hypothesis (H_0): There is no significant impact of Experience on pride with organization	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Experience on pride with organization		
3. Examine impact of Experience on self-adjustment	Null hypothesis (H_0): There is no significant impact of Experience on self-adjustment	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Experience on self-adjustment		

- ANOVA results show that there is a significant difference in 'accepting any job' between 0-10 years and 10-15 years' experience teachers.
- Results show that teachers with less experience easily accept any job given by the management in order to prove themselves.
- Also, all experience groups are differentiated with each other regarding 'pride with organization'. A significant difference has also been witnessed between 0-10 years and 10-15 years and 10-15 years and 15-20 years' experience in the attribute 'self-adjustment'.

- Teachers with more experience seem to have a greater sense of 'pride with organization'. These values must be inculcated in all teachers irrespective of their academic experience as it leads to the success of any organization.
- A significant difference has also been witnessed between 0-10 years and 10-15 years and 10-15 years and 15-20 years' experience in the attribute 'self-adjustment'. Teachers with 10-15 years of academic experience seem to adjust themselves according to the organizational climate effectively.

Graph 5.1: Experience Differentiation in Organizational Commitments.



5.3.4 FINDINGS ON IMPACT OF AGE ON ORGANIZATIONAL COMMITMENTS OF GOVT SCHOOLS

Null hypothesis (H0): There is no significant impact of age group on the organizational commitments of teachers in government schools of Bengaluru city

Alternate hypothesis (H1): There is a significant impact of age group on the organizational commitments of teachers in government schools of Bengaluru city

- By examining the results, it has been observed that the respondents for all ages have been contributing above average in all the areas of organizational commitments except great organization, loyalty, giving best, contented atmosphere, opinion of strained policies of organization and best organization in some age groups.
- The organizational commitments of government teachers mean range from 2.85 to 5.00. This means that the teachers have made enough contribution proportion to their age group for the success of the school organization.

- ANOVA was used further to identify the attributes where there were significant differences in the attributes. Where the actual difference among the experience groups was further explored with Tukey test (i.e., multiple comparison).

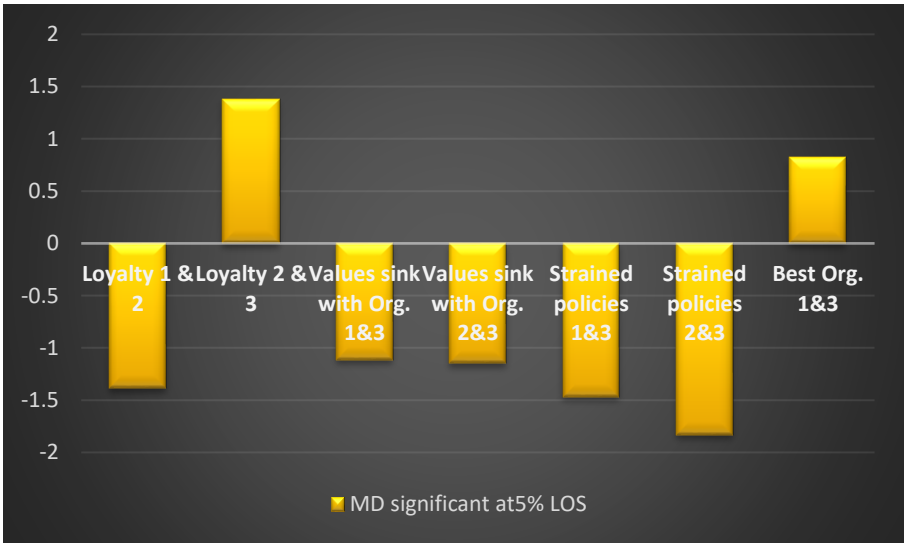
Table 5.7: Hypothesis Testing Summary for Age Group Impact on Organizational Commitments in Government schools

Statement of problem	Formulation of Hypothesis	Decision	Tool used
1. Examine impact of Age group on Accept any job	Null hypothesis (H_0): There is no significant impact of Age Group on accept any job	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Age Group on accept any job		
2. Examine impact of Age group on Values sink with	Null hypothesis (H_0): There is no significant impact of Age Group on values sink with	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Age Group on values sink with		
3. Examine impact of Age group on strained policies	Null hypothesis (H_0): There is no significant impact of Age Group on strained policies	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Age Group on strained policies		
4. Examine impact of Age group	Null hypothesis (H_0): There is no significant impact of Age Group on best organization	Alternate Hypothesis is accepted	ANOVA

on best organization	Alternate hypothesis (H_1): There is a significant impact of Age Group on best organization		

Source: Author compiled

Graph 5.2: Age Group Differentiation in OCs



- From the table , it has been examined that there is a significant difference in all the three attributes namely loyalty, values sink with organization and strained policies shown by teachers in the age group 25-24 years and 35-44 years. The same was evidenced between 35-44 years and 45-54 years. Also, there was a difference in 'best organization' attribute between 25-34 years and 45-54 years.
- Teachers in the age group of 35-44 years are found to me more loyal as they are probably looking to settle down and have family commitments. At this stage, they are hesitant to take risks by searching for opportunities.
- Teachers in the age group of 45 years- 54 years seem to adapt less easily with employee related policies of the organization.

5.4 FINDINGS ON IMPACT OF DEMOGRAPHIC VARIABLES ON ORGANIZATIONAL COMMITMENT OF TEACHRS -PRIVATE SCHOOLS

5.4.1 FINDINGS OF GENDER AND ORGANIZATIONAL COMMITMENT IN PRIVATE SCHOOLS

Null hypothesis (H0): There is no significant impact of gender on the organizational commitments of teachers in private schools of Bengaluru City

Alternate hypothesis (H1): There is a significant impact of gender on the organizational commitments of teachers in private schools of Bengaluru City

- It has been observed from the results that the teachers (both male and female) have been contributing above average in all the areas of organizational commitments.
- The mean range of organizational commitments of private teachers from 3.06 to 4.25. This means that both male and female teachers have given their best towards the organization. However, there are some attributes where some differences were noticed.

Table 5.8: Hypothesis Testing Summary for Gender Impact on Organizational Commitments in Private schools

Statement of problem	Formulation of Hypothesis	Decision	Tool used
1. Examine impact of gender on efforts beyond expectations	Null hypothesis (H_0): There is no significant impact of gender on the efforts beyond expectations	Alternate Hypothesis is accepted	t test
	Alternate hypothesis (H_1): There is a significant impact of gender on the efforts beyond expectations		
2. Examine impact of gender on loyalty	Null hypothesis (H_0): There is no significant impact of gender on loyalty	Alternate Hypothesis is accepted	t test
	Alternate hypothesis (H_1): There is a significant impact of gender on loyalty		

3. Examine impact of gender on strained policies	Null hypothesis (H_0): There is no significant impact of gender on strained policies Alternate hypothesis (H_1): There is a significant impact of gender on strained policies	Alternate Hypothesis is accepted	t test
4. Examine impact of gender on self-adjustment	Null hypothesis (H_0): There is no significant impact of gender on self-adjustment Alternate hypothesis (H_1): There is a significant impact of gender on self-adjustment	Alternate Hypothesis is accepted	t test
5. Examine impact of gender on owning organization	Null hypothesis (H_0): There is no significant impact of gender on owning organization Alternate hypothesis (H_1): There is a significant impact of gender on owning organization	Alternate Hypothesis is accepted	t test

Table 5.9 Summary of attributes of gender differences in private schools

S NO	ATTRIBUTE	Sig. (2-tailed)	Mean difference (1)- (2) Code:1-Male 2- Female	RESULT
1	Effort beyond expectation	0.049 (Significant)	-0.239	Female teachers are ahead of male teachers
2	Loyalty	0.048	-0.198	Female teachers are ahead of male teachers

3	Self-adjustment	0.042	0.277	Male teachers are ahead of female teachers
4	Strained Policies	0.049	-0.198	Female teachers are more rigid than male teachers
5	Owning organization	0.047	-0.239	Female teachers are ahead of male teachers

- In contrast to government schools, it can be seen that female teachers are ahead in almost all dimensions of organizational commitment except 'self-adjustment' and 'agreeing to employee related policies' compared to male teachers.
- Female teachers are seen to be more loyal, put efforts beyond the expectations of the principal and also have a sense of oneness towards the organization.

5.4.2 FINDINGS OF EDUCATIONAL QUALIFICATIONS AND ORGANIZATIONAL COMMITMENT IN PRIVATE SCHOOLS

Null hypothesis (H0): There is no significant impact of educational qualifications on the organizational commitments of teachers in private schools of Bengaluru city

Alternate hypothesis (H1): There is a significant impact of educational qualifications on the organizational commitments of teachers in private schools of Bengaluru city

- It has been observed from the results that both the teachers (UG B.Ed and PG B.Ed) have been contributing above average in all the areas of organizational commitments.
- The organizational commitments of private teachers mean range from 3.06 to 4.25.

Table 5.10: Hypothesis Testing Summary for Education Impact on Organizational Commitments in Private schools

Statement of problem	Formulation of Hypothesis	Decision	Tool
1. Examine impact of Education on efforts	Null hypothesis (H_0): There is no significant impact of Education on the efforts beyond expectations	Alternate Hypothesis is accepted	t test
	Alternate hypothesis (H_1): There is a significant impact of Education on the efforts beyond expectations		
2. Examine impact of Education on self-adjustment	Null hypothesis (H_0): There is no significant impact of Education on self-adjustment	Alternate Hypothesis is accepted	t test
	Alternate hypothesis (H_1): There is a significant impact of Education on self-adjustment		
3. Examine impact of Education on Strained policies	Null hypothesis (H_0): There is no significant impact of Education on strained policies	Alternate Hypothesis is accepted	t test
	Alternate hypothesis (H_1): There is a significant impact of Education on strained policies		

Table 5.11 Differences in attributes of UG B.Ed. and PG Bed teachers of private schools

S NO	ATTRIBUTE	Sig. (2-tailed)	Mean difference (1)- (2) Code:1-UG B.Ed 2- PG B.Ed	RESULT
1.	Effort beyond expectation	0.042 (Significant)	-0.239	PG B.Ed. teachers are ahead of UG B.Ed
2.	Loyalty	0.060	-0.198	PG B.Ed. teachers are ahead of UG B.Ed
3.	Self-adjustment	0.042	0.277	UG B.Ed. teachers are ahead of PG B.Ed
4.	Strained Policies	0.046	-0.198	PG B.Ed. teachers are more rigid towards policies compared to UG B.Ed
5.	Owning organization	0.052	-0.239	PG B.Ed. teachers are ahead of UG B.Ed

- **In contrast to government schools, it can be seen that PG B.Ed teachers are ahead in almost all attributes compared to UG B.Ed where there is significance and this shows that PG B.Ed teachers find the atmosphere of private schools suitable, put efforts beyond expectations, and associate pride and loyalty with their school.**
- **However, UG B.Ed teachers are able to adjust themselves more easily to the school environment and are more flexible towards the school policies.**

5.4.3 FINDINGS ON ACADEMIC EXPERIENCE AND ORGANIZATIONAL COMMITMENT IN PRIVATE SCHOOLS

Null hypothesis (H_0): There is no significant impact of experience on the organizational commitments of teachers in private schools of Bengaluru city

Alternate hypothesis (H_1): There is a significant impact of experience on the organizational commitments of teachers in private schools of Bengaluru city

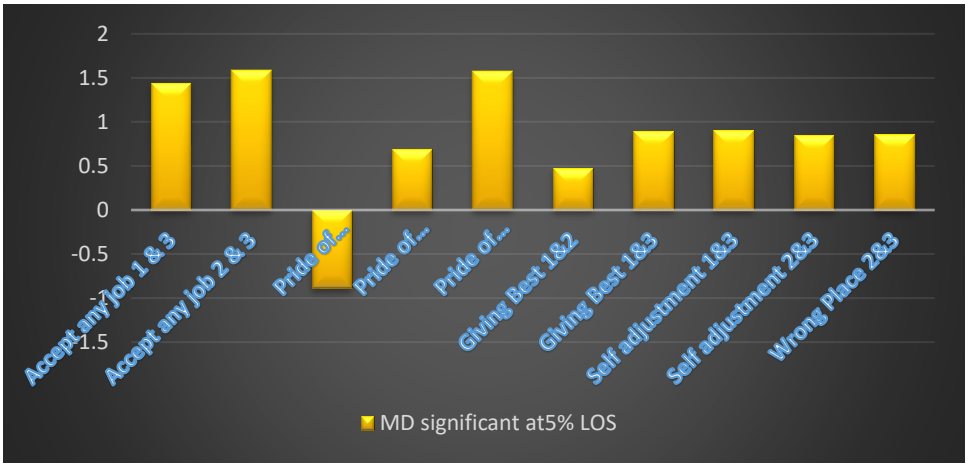
- By examining the results, it has been observed that the respondents have been contributing above average in all the areas of organizational commitments except the age group of teachers with experience of more than 15 yrs in 'great organization, giving best, self-adjustment and contented atmosphere of organization'.
- The organizational commitments of private teachers' mean range from 2.67 to 4.58.

Table 5.12: Hypothesis Testing Summary for Experience Impact on Organizational Commitments in Private schools

Statement of problem	Formulation of Hypothesis	Decision	Tool used
1. Examine impact of Experience on accept any job	Null hypothesis (H_0): There is no significant impact of Experience on accept any job	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Experience on accept any job		
2. Examine impact of Experience on pride with organization	Null hypothesis (H_0): There is no significant impact of Experience on pride with organization	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Experience on pride with organization		
3. Examine impact of	Null hypothesis (H_0): There is no significant impact of Experience on giving best		ANOVA

Experience on giving best	Alternate hypothesis (H_1): There is a significant impact of Experience on giving best	Alternate Hypothesis is accepted	
4. Examine impact of Experience on self-adjustment	Null hypothesis (H_0): There is no significant impact of Experience on self-adjustment	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Experience on self-adjustment		
5. Examine impact of Experience on contented atmosphere	Null hypothesis (H_0): There is no significant impact of Experience on contented atmosphere	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Experience on contented atmosphere		
6. Examine impact of Experience on wrong place	Null hypothesis (H_0): There is no significant impact of Experience on wrong place	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Experience on wrong place		

Graph 5.3: Experience Differentiation in Organizational Commitments



- It has been found that, the variations in the contribution of teachers with respect to accept any job, pride with organization, giving best, self-adjustment, contented atmosphere and wrong place; the sig (p) value is less than the critical value (0.05). This means the attitude of teachers for the above variables is differentiated among the three experience groups.
- Tukey HSD tests show that there is a significant difference in 'accept any job' between 0-10 years and above 15 years and also between 10-15 years and above 15 years.
- Results show that teachers with about 10-15 years of experience are ready to accept any job given by the principals and also have maximum pride of being associated with organization.
- Results also show that teachers with there is a significant difference in 'giving best' between 0-10 years and 10-15 years' experience teachers and 0-10 years and above 15 years. Teachers with less experience seem to put maximum efforts to impress the management.
- There is also a significant difference in 'self-adjustment' between 0-10 years and above 15 years as well as between 10-15 years and above 15 years.

5.4.4 IMPACT OF AGE GROUP ON ORGANIZATIONAL COMMITMENT OF TEACHERS

Null hypothesis (H_0): There is no significant impact of age group on the organizational commitments of teachers in private Schools of Bengaluru city

Alternate hypothesis (H_1): There is a significant impact of age group on the organizational commitments of teachers in private schools of Bengaluru city

- The organizational commitments of private teachers mean range from 2.45 to 4.17. This means that the teachers have made enough contribution proportion to their age group for the success of the school organization.
- By examining the results, it has also been observed that the respondents have been contributing above average in all the areas of organizational commitments except

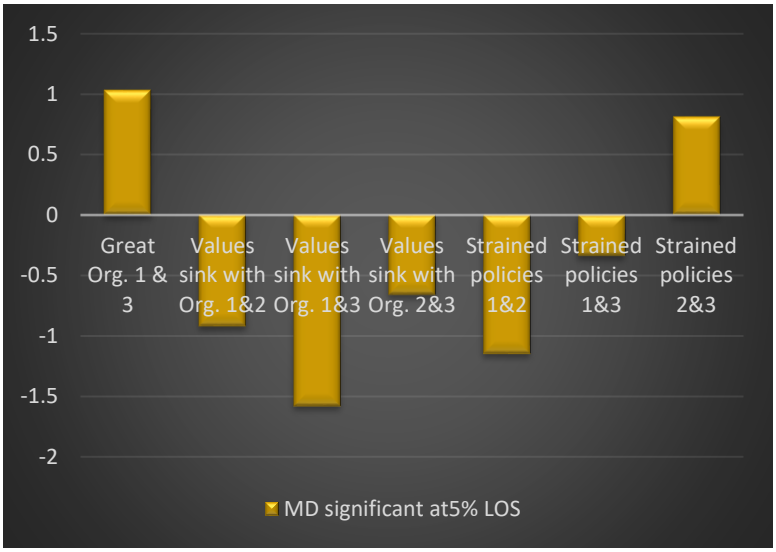
great organization, loyalty, values sink with organization and strained policies in some age groups.

Table 5.13: Hypothesis Testing Summary for Age Group Impact on Organizational Commitments in Private schools

Statement of problem	Formulation of Hypothesis	Decision	Tool used
1. Examine impact of Age group on Great Organization	Null hypothesis (H_0): There is no significant impact of Age Group on great organization	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Age Group on great organization		
2. Examine impact of Age group on Values sink with	Null hypothesis (H_0): There is no significant impact of Age Group on values sink with	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Age Group on values sink with		
3. Examine impact of Age group on strained policies	Null hypothesis (H_0): There is no significant impact of Age Group on strained policies	Alternate Hypothesis is accepted	ANOVA
	Alternate hypothesis (H_1): There is a significant impact of Age Group on strained policies		

Source: Author compiled

Graph 5.4: Age group differentiation in Organizational Commitments



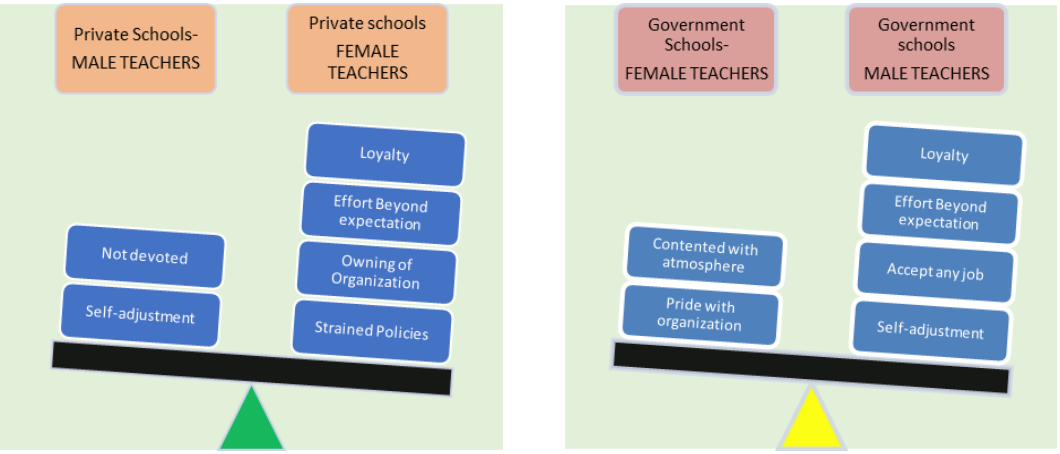
- It has been found from Tukey HSD tests that, the variations in the contribution of teachers with respect to great organization, values sink with organization and strained policies, the sig (p) value is less than the critical value (0.05). This means the attitude of teachers for the above variables is differentiated among the three experience groups as seen in the graph above.
- It was seen that teachers in the age group of 25-34 years found their schools a great organization to work for compared to 35-44 years and 45-54 years.
- A significant difference was also found in the attribute of 'values sink with organization' between 25-34 years and 35-44 years and also between 25-34 years and 45-54 years. Teachers in the older age bracket did not care much about the core values of the organization and wanted the organization to be flexible according to their age and requirements.

5.5 FINDINGS ON DEMOGRAPHIC VARIABLES AND ORGANIZATION COMMITMENT (GOVT VS PRIVATE SCHOOLS)

5.5.1 FINDINGS ON IMPACT OF GENDER ON ORGANIZATIONAL COMMITMENT (GOVT VS PVT SCHOOLS)

- Figure 17 represents the difference in attributes between male and female teachers in government and private schools in Bengaluru city.
- As discussed earlier, gender plays a significant impact in both government and private schools of Bengaluru city.
- The overall organizational commitment in private schools seems to be favoring the female teachers more as opposed to government schools where male teachers have found their comfort levels. Steps to balance the gender bias should be taken in both situations for the growth and success of the organization.

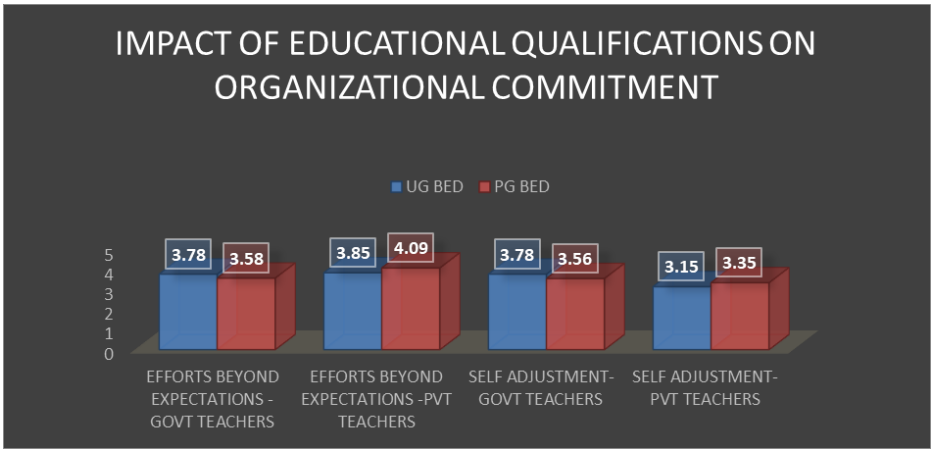
Figure 17- Difference in attributes- gender- govt and private schools



5.5.2 FINDINGS ON IMPACT OF EDUCATIONAL QUALIFICATION ON ORGANIZATIONAL COMMITMENT (GOVT VS PRIVATE SCHOOLS)

- Graph 5.5 represents the mean values of the two overlapping common attributes between government and private schools with respect to educational qualifications

Graph 5.5 Comparison on impact of educational qualifications on OC

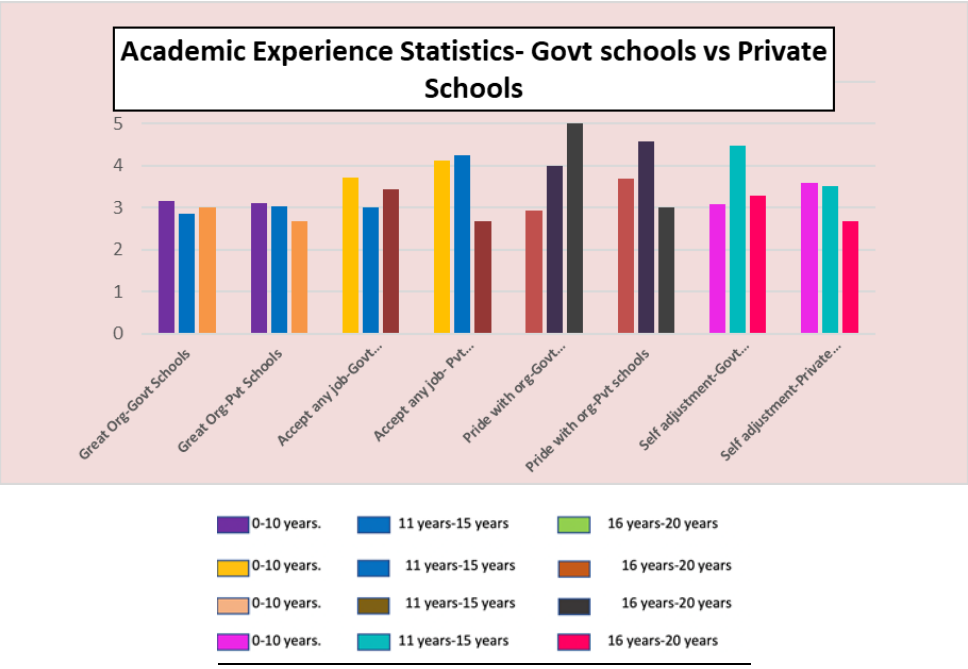


- PG B.Ed. teachers in private schools seem to put in the maximum efforts beyond the expectations of the Principal as compared to others.
- However, government school teachers with both UG and PG qualifications seem to be able to adjust more with the organizational climate. This is probably because teachers in government schools have a sense of job security and are also aware of the policies in a transparent manner as compared to private trusts and managements where rules may change as per their wishes according to situations.

5.5.3 FINDINGS ON IMPACT OF ACADEMIC EXPERIENCE ON ORGANIZATIONAL COMMITMENT (GOVT VS PRIVATE SCHOOLS)

- Fig 6.11 represents the mean values of the four overlapping common attributes between government and private schools with respect to academic experience.

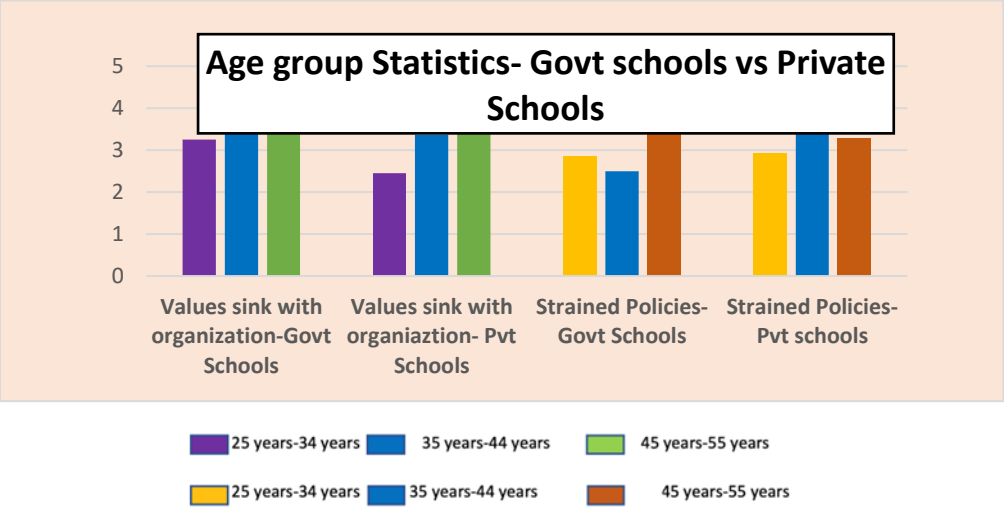
Graph 5.6- Academic experience statistics (govt and private schools)



- It can be seen that academic experience is not significantly the mean differences in the perception of 'great organization' when government and private schools are compared with each other.
- However, government school teachers with more than 15 years of experience have the maximum pride of being associated with their respective schools.
- In general teachers below 15 years of experience in private schools are more likely to 'accept any job' from the principals compared to their government school counterparts.

5.5.4 FINDINGS ON IMPACT OF AGE GROUP ON ORGANIZATIONAL COMMITMENT (GOVT VS PRIVATE SCHOOLS)

Graph 5.7: Age group statistics (govt and private schools)



- Graph 5.7 represents the mean values of the two overlapping common attributes of organizational commitment between government and private schools with respect to age groups.
- In private schools, it can be seen that as the age increases, the attributes of 'values sink with organization' seems to increase. This is not the same trend in government schools, wherein teachers in the middle age group are more disagreeable with the values of the organization.
- It can also be seen that teachers in government schools in the age group of 45-54 years are more rigid towards change in employee policies compared to private school teachers in the same age bracket.

5.6 IMPLICATIONS OF THE STUDY

Table 5.14: Implications of the study for Govt of Karnataka

IMPLICATIONS FOR THE GOVERNMENT OF KARNATAKA TO IMPROVE GOVERNMENT SCHOOLS

- The National Education Policy (2020) aims to make leadership workshops for a minimum of 50 hours mandatory for every Principal. These workshops should focus on covering leadership content and pedagogy with a focus on implementing pedagogical plans based on competence-based education.
- Attempts to improve the leadership style of the Principals should also highlight the current practices followed with the existing data available such as our research study. Further research in many more states should be encouraged along similar lines.
- NEP 2020 also reaffirms the integrity of faculty and institutional leadership positions through merit appointments only. Leaders appointed in these roles must have high academic and service credentials and should compulsorily be trained through a ladder of leadership positions.
- In government schools, emphasis is always placed on the knowledge and skill of teachers and the infrastructure of the school. Focus should shift on leadership behavior of heads in these schools as they are the main decision makers.
- Leaders must be transformational enough to frame curriculum's that provide appropriate challenges and create enabling opportunities for students to achieve their best potential. This framing of curriculum must be done using the 'participative' and 'visionary' leadership styles to help create a culture of excellence in government institutions.
- Qualified experts in leadership positions will ensure a smooth, accountable and a transparent and flow of funds with principals at the center of the fundamental reforms.

Table 5.15: Implications of the study for private school managements

IMPLICATIONS FOR PRIVATE SCHOOL MANAGEMENTS TO IMPROVE LEADERSHIP IN PRIVATE SCHOOLS
• The head of the institution has to work in collaboration with the entire management by being transparent, diligent, charismatic and a problem solver. • Understanding the leadership style of the Principal can help teachers initiate pedagogical changes to create a better learning environment. Different schools have different visions, and the leader has to ensure that his vision is transpired and understood by his followers. • Styles of leadership adopted by the Principal can have a significant effect on the atmosphere in the school which in turn affects student behaviour, parent satisfaction, student results and overall environment of the school. • Leaders are often required to be answerable and present to handle situations which may be out of teacher's hands sometimes and it is during these times that the leadership style adopted by the Principal of the school plays a significant role. A leader should communicate effectively and act as a negotiator, entrepreneur, problem solver and resource allocator. • Leaders of private institutions must constantly upgrade their skillsets and ensure that they are in tune with the best of the institutions across the country.

5.7 SUGGESTIONS

Table 5.15: Suggestions for principal of government schools

SUGGESTIONS FOR PRINCIPALS OF GOVERNMENT SCHOOLS ON THE MOST IMPORTANT LEADERSHIP TRAITS		
S NO	LEADERSHIP TRAITS	SUGGESTIONS
1.	CRITICAL THINKING	Critical thinking is the ability to understand the logical connection between ideas and make decisions relevant to the environment. Critical thinking' should also be encouraged among staff and students as it promotes

		creativity, improves academic performance, and find innovative solution to problems. This skill is very important in a country like India where social, political and cultural factors play a role in the success of an institution and the leader should practice as well as encourage others to develop this skill.
2.	RECOGNITION OF PERFORMANCE	Govt school teachers often feel ignored due to lack of recognition at the state and the local level. Principals are advised to regularly communicate with their teachers on making teachers feel valued and important. Innovative ideas must be encouraged and appreciated.
3.	PARTICIPATIVE	Principals are advised to communicate regularly with teachers, parents and students in order to understand the issues relevant to the stakeholders. Constant criticism and feedback must be taken positively and implemented with constructive results.
4.	DIGNIFIED	Principals must treat the teachers with respect and value their contributions irrespective of their age, gender or experience. Innovative ideas must not be ignored, and teachers must feel that they are an integral part of the reason for the school's success.
5.	MENTOR	Principals should act as a mentor at all times and should set a clear vision for the school and outline the methods through which these goals and objectives will be achieved every academic year. The Principal must always be present when his team needs him for support and guidance.

Table 5.16: Suggestions for principal of government schools on OC of teachers

SUGGESTIONS FOR PRINCIPALS OF GOVERNMENT SCHOOLS ON IMPACT OF DEMOGRAPHIC VARIABLES ON ORGANIZATION COMMITMENT OF TEACHERS		
S NO	LEADERSHIP TRAITS	SUGGESTIONS FOR PRINCIPALS OF GOVT SCHOOLS
1.	IMPACT OF GENDER	Female teachers in government schools need to be recognized, encouraged and given more opportunities for growth. The study shows that they are more loyal and believe that their school is the best place to work for. Principals should pay more attention in encouraging and appreciating them in return.
2.	IMPACT OF EDUCATIONAL QUALIFICATIONS	Teachers with lower qualifications are keen to show their impact by putting more efforts and are ready to adjust to the school environment. Principals must give undergraduates also an opportunity to perform by training and encouraging them and this study has shown that they are ready to accept any job and are more loyal than teachers with post-graduate qualifications.
3.	IMPACT OF ACADEMIC EXPERIENCE	Principals of government schools should not always depend on experienced faculty as results have shown that freshers with less experience are ready to accept any job, are more devoted and content with the school atmosphere. On the other hand, they should take guidance of experienced teachers who adjust easily, and feel more pride towards the organization.
4.	IMPACT OF AGE GROUP	Government school teachers in the younger age group should be taught the value of their job and loyalty towards the school, implications of their hard work and principals need to instill a sense of pride in them. They seem to be less contented with atmosphere and put less efforts compared to their other counterparts.

Table 5.17: Suggestions for principal of private schools on OC of teachers

SUGGESTIONS FOR PRINCIPALS OF PRIVATE SCHOOLS ON THE MOST IMPORTANT LEADERSHIP TRAITS		
S NO	LEADERSHIP STYLE	SUGGESTIONS
1.	MICROMANAGEMENT	Principals should be highly engaged and involved with their teachers and students to mitigate any adverse outcomes. Micromanagement gets the best out of people as principals learn the art of delegation and also develop empathy during this process.
2.	REFLECTIVE	Principals must develop their self(inner), people (other) and system (outer) awareness to make better decisions. This helps leaders build relationships, manage their impulses and be aware of how others perceive his/her leadership style.
3.	CHARISMATIC/ VISIONARY	A charismatic leader should engage their people, motivate his followers and ensure that all stakeholders are working towards a common goal. Principals must set a clear, tangible vision for the institution and lead his team towards it positively.
4.	INNOVATIVENESS	In this competitive world, principals should constantly innovate bringing new ideas of teaching and learning into the classroom regularly. Technology must be integrated seamlessly, and students must be engaged constantly and must be developed as critical thinkers.
5.	INTEGRITY	Principals having integrity will always remain honest, truthful and ethical. Followers will automatically be willing to be more satisfied and committed to them making the overall goal easier to accomplish.

Table 5.16: Suggestions for principals of private schools on OC of teachers

SUGGESTIONS FOR PRINCIPALS OF PRIVATE SCHOOLS ON IMPACT OF DEMOGRAPHIC VARIABLES ON ORGANIZATION COMMITMENT OF TEACHERS		
S NO	LEADERSHIP TRAITS	SUGGESTIONS
1	IMPACT OF GENDER	Male teachers in private schools need to be recognized, encouraged and given more opportunities for growth. The study shows that they are more self-adjusting and equally devoted. These traits must be encouraged and appreciated in turn.
2	IMPACT OF EDUCATIONAL QUALIFICATIONS	Teachers with lower qualifications need to be taught to put efforts beyond the expectations and must be encouraged to believe that it is a great organization to work with and loyalty will bring them rewards and recognition. Principals must give undergraduates also an opportunity to perform by training them as they seem to have more difficulty in adjusting themselves and relating to the policies of the organization.
3	IMPACT OF ACADEMIC EXPERIENCE	Principals of private schools should not always depend on experienced faculty as results have shown that freshers with less experience are ready to accept any job, seem to adjust easily and are more contented with atmosphere. On the other hand, they should take guidance of experienced teachers who seem to have more pride working with the organization and believe that their organization is the best place to work for.
4	IMPACT OF AGE GROUP	Private school teachers in the younger age group need to understand the vision of the institution clearly so that their loyalty increases, and they resonate with the school policies. On the other hand, experienced teachers need to be constantly reminded that their contributions are valued, recognized and appreciated as they seem to quite easily lose their sense of pride with the organization.

5.8 OVERVIEW OF STRATEGIES ADOPTED BY LEADERS IN THE RESEARCH STUDY AND ITS IMPLICATIONS

1. Administration is distributed by involving the entire staff in deliberation of goals, beliefs, and visions of the institution at the beginning of the academic year : **Transformational leaders are visionaries.**
2. Transformational leaders do not impose their perspectives during meetings and actively seek different interpretations and solutions to problems by keeping in mind the larger perspective of the whole institution. **Transformational leaders are participative.**
3. Transformational leaders have allowed teachers to experiment with new ideas. New initiatives are shared, discussed, tested (on a smaller scale) and then implemented across the school. Feedback is taken back from key stakeholders to refine the goal further. **Transformational leaders are creative and innovative.**
4. Transformational leaders have committed themselves to visit each classroom at least once a day and simultaneously encourage teachers to visit one another's classes for active feedback. **Transformational leaders are encouraging.**
5. Transformational leaders have created special action teams or school improvement teams involving all key stakeholders. Each stakeholder is assigned responsibilities in governance functions and decision making. Roles are rotated quarterly to ensure equality in decision making. **Transformational leaders get work done by delegation**.
6. Transformational leaders have the tendency to openly recognize and appreciate the work of staff and students who have contributed to the improvement of the institution. **Transformational leaders are appreciative.**
7. Transformational leaders have shown great interest in conducting teacher development workshops to share the latest methodologies and these teachers in turn are heads of student committee workshops where events are held monthly for the growth of students. **Transformational leaders are futuristic.**
8. Transformational leaders have shown great interest in the recruitment process and have made expectations clear when hiring a new person to let them know that they will involve in active decision making and administrative decisions. **Transformational leaders are decision makers.**

9. Transformational leaders are working constantly to find methods and techniques to minimize excessive paperwork and provide time for teachers to plan innovative projects. **Transformational leaders have excellent time-management.**

5.9 FUTURE WORK

1. The present study should also be validated with other schools in Bengaluru city if similar results are obtained.
2. The study may be replicated in schools of other states in India to cover the contextual gap as mentioned in the research gap to see if results can be replicated across India.
3. Leadership behaviour and outcomes can also be measured keeping in mind other variables such as family conditions, socio-economic status, physical and mental health of the leader, creativity and also his/her total academic career.
4. This study was limited to Principals of higher secondary schools. The study can be further extended to primary school leaders and to the other end of the spectrum covering leaders of undergraduate and postgraduate colleges.
5. Other variables including caste, scholarships offered, and ease of admission process can also be studied to understand the parent satisfaction of the institution and its effect on the leader and the organizational climate.
6. Similar studies can be replicated across various professions besides teaching to examine transformational leadership style impact on the outcomes.
7. This study can also be extended to leaders across corporate organizations to help companies understand leadership behaviours and its relation to outcomes, effectiveness, and commitment of employees.

5.10 CONCLUSIONS

Effective leaders are crucial for the creation of good schools. Transformational leadership in education has the ability to change institution performance as a whole. Certain key characteristics traits such as a common shared vision, support of staff, encouragement of students, sociable and problem-solving attitude of the principals have led to outstanding success in some of the schools studied in the research. This study emphasizes on the need for an effective leadership strategy for all educational

institutions and demonstrates the role of the mediating variables and its effect on outcomes.

The experience of these principals, journey into their administration and the way in which they have articulated their role over the years has given valuable insights for the future generation. This demonstrates confidence in the fact that strong leaders can be nurtured and appointed to schools and will continue to create schools where adults work together to ensure that they meet the needs of all the students.

There is no doubt that transformational leadership is the right way forward in Indian educational administration and efforts have to be made through seminars and workshops to create strong, vision-oriented leaders in both government and private schools. This research has helped us identify the common traits of successful leaders in educational institutions and implications of this research must reach beyond Bengaluru to enable teachers and Principals across the country to work together to build a strong society for the citizens of tomorrow.

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Questionnaire

A STUDY ON DETERMINANTS OF LEADERSHIP STYLES – WITH SPECIAL REFERENCE TO HIGHER SECONDARY EDUCATIONAL INSTITUTIONS

Dear Sir / Madam,

Please give your response to the following information about you. Your answers to the following questions will be used in a research study concerning leadership styles, its outcomes and organizational commitment. Your privacy will be carefully protected. All responses will be reported in the aggregate only; nothing is on an individual basis. And your responses are exclusively used for Ph.D research purpose.

Vinaya Ranganathan
Researcher Scholar,
CMR University, Bangalore

Section 1: Demographic Information

Please tick (√) one of the options for the following.

1. Name :
2. Gender: ☐ Male ☐ Female
3. Educational Qualifications (Highest level of Education):

Graduate ☐ Post Graduate ☐ Professional ☐

4. Experience:

0-10 years ☐ 0 – 15 years ☐ 15 – 20 years ☐ Above 20 ☐

5. Age:

25-34 years ☐ 35-44 Years ☐ 45-54 Years ☐ Above 54 Years ☐

6. Type of Institution:

Government ☐ Private ☐

SECTION II

Multifactor Leadership Questionnaire

This questionnaire is to describe the leadership style of your supervisor as you perceive it. Please answer all items on this answer sheet. Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits your Principal.

According to Likert scale 1= Not at all, 2= Once in a while, 3= Sometimes, 4= Fairly often, 5= Frequently

Variable	**STATEMENTS**	**Level of Perception**				
Leadership styles		Not at all	Once in a while	Some times	Fairly often	Frequently
CR 1	He provides others with assistance in exchange for their efforts: Transactional					
CR 2	He discusses in specific terms who is responsible for achieving performance targets: Transactional					
CR 3	He makes clear what one can expect to receive when performance goal is achieved: Transactional					
CR 4	He expresses satisfaction when others meet expectations: Transactional					
PM 1	He fails to interfere until problems become serious: Transactional					
PM 2	He avoids getting involved when important issues arise: Transactional-PM					
PM 3	He absents when needed: Transactional					
PM 4	He waits for things to go wrong before taking action: Transactional-PM					
PM 5	He show that I am a firm believer in “if it ain’t broke, don’t fix it”: Transactional					

PM 6	He demonstrates that problems must become chronic before He take action: Transactional					
PM 7	He avoids making decisions: Transactional					
PM 8	He delays responding to urgent questions: Transactional					
AM 1	He focuses attention on irregularities, mistakes, exceptions and deviations from standards: Transactional					
AM 2	He concentrates my full attention on dealing with mistakes, complaints, and failures: Transactional					
AM 3	He keeps track of all mistakes: Transactional					
IS 1	He re-examines critical assumptions to question whether they are appropriate: Transformational					
IS 2	He seeks differing perspectives when solving problems: Transformational					
IS 3	He gets others to look at problems from many different angles: Transformational					
IS 4	He suggests new ways of looking at how to complete assignments: Transformational					
IIA 1	He instils pride in others for being associated with me: Transformational					
IIA 2	He goes beyond self-interest for the good of the group: Transformational					
IIA 3	He acts in ways that Command respect for him: Transformational					
IIA 4	He displays a sense of power and confidence: Transformational					
IIB 1	He talks about his most important values and beliefs: Transformational					

IIB 2	He specifies the importance of having a strong sense of purpose: Transformational					
IIB 3	He considers the moral and ethical consequences of decisions: Transformational					
IIB 4	He emphasizes the importance of having a collective sense of mission: Transformational					
IM 1	He talks enthusiastically about what needs to be accomplished: Transformational					
IM 2	He articulates a compelling vision of the future: Transformational					
IM 3	He expresses confidence that goals will be achieved: Transformational					
IC 1	He spends time teaching and coaching: Transformational					
IC 2	He treats others as individuals rather than just as a member of a group: Transformational					
IC 3	He considers and individual as having different needs, abilities, and aspirations from others: Transformational					
IC 4	He helps others to develop their strengths: Transformational					
	Organizational Commitment (OC) Questionnaire. According to Likert scale 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Somewhat Agree, 5= Strongly Agree.					
	Below are the statements of how you feel about your organization. Please give appropriate answer for each statement.	SD	**D**	**N**	**A**	**SA**
OC 1	I am willing to put in a great deal of effort beyond what is normally expected in order to help the organization be successful					
OC 2	I talk about the organization to my friends as a great organization for which to work					
OC 3	I feel very little loyalty to the organization					

OC 4	I would accept almost any type of job assignment in order to keep working for the organization					
OC 5	I find that my values and the organization values are very similar					
OC 6	I am proud to tell others that I am part of this organization					
OC 7	I could just as well be working for a different organization as long as the type of work was similar					
OC 8	The organization really inspires my best job performance					
OC 9	It would take very little change in my present circumstances to cause me to leave this organization					
OC 10	I am extremely glad that I chose this organization to work for over other organizations I was considering at the time I joined					
OC 11	There is not too much to be gained by sticking with this organization indefinitely					
OC 12	Often, I find very difficult to agree with organization policies on important matters relating to its employees					
OC 13	I really care about the fate of this organization					
OC 14	For me, this is the best of all possible organizations for which to work					
OC 15	Decision to work for this organization was a definite mistake on my part					