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 Title of the Study : “Principal Leadership behaviour and School Performance: A comparative and co-relational study”

Need of the Study

Poor school performance particularly in terms of academic achievement is a global concern today. A great difference of performance is found among students as well as schools leading to the crisis for social equity. Why such a difference in student or school performance appears? This difference may be due to the difference in psychological or social factors, infrastructural facilities, teaching learning process or school leadership and management or all of the above. The main purpose the study was find out the relationship between principal leadership behaviour and school performance and to know the extent to which principal leadership behaviour contribute in the school performance.

The Main Objectives of the Study: (1) To study and compare the principal leadership behaviour on the basis of gender, type of school and high-performing and low-performing schools.(2)To study the relationship between the principal leadership behaviour and school performance.(3)To study the effect of principal leadership behaviour on school performance.(4)To study the independent and interaction effect of gender and type of school of principals on their leadership behaviour.

Sample of the study: The aggregate sample comprised of 231 randomly selected schools including 128 govt. Schools and 105 private schools.

Leadership behaviour : In the present study, leadership behaviour refers to the self rating by the school principals on Multifactor Leadership Questionnaire (Leader Form) constructed by Bass and Avolio taking into consideration three major constructs—transformational leadership, transactional leadership, and passive/avoidant leadership and nine factors including five namely idealized attributes, idealized behaviour, inspirational motivation, intellectual stimulation, individual consideration, two factors namely contingent reward, Management by exception (passive) ,and two factors namely management by exception (passive) and laissez faire belonging to transformational, transactional and passive avoidant leadership behaviour respectively.

Transformational leadership : “Leadership behaviour that influences the values and aspiration of subordinates, activate the subordinates’ higher order needs, and arouse them to transcend their own self-interest for the sake of their organization (Bass, 1985).”

Transactional Leadership : Leadership behaviour that is associated with constructive and corrective transactions. It refers to an exchange relationship between leader and follower. The followers receive a certain valued outcomes (e.g. wages, prestige) when they act as leader’s wishes (Bass, 1995). Transactional leadership seeks to motivate the followers through extrinsic rewards. It is based on contingent reward and discipline.

Passive Avoidant : The leader tends to react only after problems become serious to take corrective action and may avoid making any decisions at all (Bass & Avolio, 1995).

Government schools :The government schools are those schools which provide secondary education and are owned and managed by the Directorate of Education, Government of NCT of Delhi. Central Board of Secondary Education (CBSE), an autonomous body of Government of India is the examination body for the secondary (class X) education in these schools.

Private Schools: The schools which provide secondary education and are owned and managed by private societies and private enterprises but are recognized by the Directorate of Education, Government of NCT of Delhi. Central Board of Secondary Education (CBSE), an autonomous body of Government of India is the examination body for the secondary education (class X).

School Performance : School performance is the Cumulative Grade point Average (CGPA) of a school based on the performance/result of its students in the secondary school examinations (class X) conducted by the CBSE, Govt. of India. CGPA of a school is the average of CGPA of the number of students of that school who appeared in secondary school examinations (class X).

The formula to calculate the CGPA of a school is as follows:

$$\text{School CGPA} = \frac{\text{Sum of CGPA of the students appeared in class X exams.}}{\text{Number of the students appeared in class X exams.}}$$

High-Performing schools and Low-Performing schools : Out of aggregate sample of 231 schools, top 25% (58 schools) and bottom 25% (58 schools) on school CGPA in secondary school examinations(class X) conducted by CBSE were considered to be high-performing schools and low-performing schools respectively.

Description of the tool used: Multifactor Leadership behaviour Questionnaire MLQ (5X short form) developed by Bass and Avolio was used to collect data on leadership behaviour of school principals.

Data collection: MLQ was administered on the principals of selected schools and filled in self rating form (MLQ) received back from them. The school performance was measured in terms of Commutative Grade Point Average (CGPA) of each of the selected schools.

Major Findings of the Study : (1)The school principals exhibited Transformational and transactional leadership behaviour almost equally and more than sometimes and less then fairly often, and passive avoidant behaviour, rarely across gender and schools.(2) There is no significant difference in the leadership behaviour of male and female principals.(3)There is a significant difference in the principal leadership behaviour of govt. and private schools with respect to the two constructs of leadership behaviour namely transformational and transactional and no significant difference with respect to the construct of passive avoidant. There is a significant difference between the principal leadership behaviour of govt. and private schools with respect to eight out of nine factors of leadership behaviour except with respect to the only one factor namely management by exception (passive)(4)There is a significant difference between the principal leadership behaviour of high performing and low performing schools.(5)There is a significant relationship between the principal leadership behaviour and school performance. (6)There is a highly significant effect of transformational leadership behaviour of the principals on the school performance. Transformational leadership behaviour is found to explain the variance in the school performance equal to 29.60. The total contribution of both the construct namely transformational and passive avoidant was found to be 34.20%. There is a highly significant effect of two out of five factors of transformational leadership behaviour of the principals on school performance namely intellectual stimulation and idealized behaviour which are found to explain 26.40 and 4.30 variance respectively in the school performance. There is a significant negative effect of passive avoidant leadership behaviour and both of its factors on school performance. (7)There is a significant independent effect of type of school of principles on their leadership behavior . Private school is a better place for the development of the principal leadership. There is no significant independent effect of gender of principals and interaction effect of gender and type of school on their leadership behavior.

Conclusion : (1)The school principals exhibited Transformational and transactional leadership behavior almost equal/same and more then sometimes and less then fairly often, and passive avoidant behavior, rarely.(2) Gender does not make any significant difference in the principal leadership behavior of school.(3)Type of school does make a significant difference in the principal leadership behavior.(4)Significant difference exists between the principal leadership behavior of high performing and low performing school.(5)Significant relationship exists between the principal leadership behaviour and school performance.(6)Principal leadership behavior significantly contributes in the school performance.