

# Leadership Styles Among the School Principals in Uttar Pradesh

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## Abstract

*The focus of the current study is to find out the most dominant leadership style among the school principals of Uttar Pradesh state of India. The prevalent leadership styles according to the various demographics taken into consideration have also been studied. The central support of the study is the primary data which has been collected through an adapted questionnaire from the school principals in four districts of Uttar Pradesh. It is thus concluded in the paper that democratic style of leadership is the most prevalent style among the school principals of Uttar Pradesh. Almost all demographics showed democratic leadership style to be dominant with some expectations which were present in the sub categories. It was also found that three out of five factors played an important role and contributed to success of school according to all three leadership styles with some exceptions.*

**Key Words:** Leadership, Principals

## 1. Introduction

Bass (1990) expressed that the “leader” word was first appeared in the year 1300 in the English language. But “leadership” word was mentioned in the literature during the first half

of the 19<sup>th</sup> century. He claims that even in the recent times leadership word is not found to be present in the modern languages of the world.

The phenomenon of leadership has been very complex overtimes so there have been the emergence of various theories in this regard. A number of definitions about leadership are prevailing in the literature describing what it is and under which circumstances it reveals itself. As Tead (1935) describes, it is an “... activity of influencing people to cooperate towards same goal which they come to find desirable.” This definition dictates for the interaction between the two important components: leaders and followers. Followers are must for the existence of leaders and vice versa. (Slater, 1995). Since ages people have been led, directed and guided to give a shape to the collective efforts. Leadership is required to cultivate a sense of purpose, direction, motivation and enthusiasm, especially in times of emergency or rapid change. During crisis, followers look forward for an inspiration, motivation and direction from their leaders and been able to achieve more desirable results (Bolman & Deal, 1994).

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Education can be considered as a perfect approach for the societal development. Formal education is regarded as one of the institutional mechanism for the improvement in the human capital of a nation by imparting formal education (Nsubuga, 2003). Leadership plays an important role in the school effectiveness and school improvement and this importance has always been emphasized by the researchers from the field of school effectiveness and school improvement. (Hargreaves, Lieberman, Fullan and Hopkins, 1998). Educational leaders possess a pivotal role in institutions and the importance of their role cannot be overlooked. Educational policy makers are also convinced that the principal is the key variable in a student's scholastic achievement (Murphy, 1990).

Leadership is probably the sole skill that makes ordinary people achieve extraordinary and astonishing things (Kotter, 2007). The leadership literature provides many insights on the important role of principals in school development and transformation (Fullan 2001, Gunter 2001, Day 2004). Although there have been propositions about different 'models' or 'styles' of leadership, it needs to be acknowledged that the distinction of styles does not represent the everyday practice of school leadership, and it is generally acknowledged that there cannot be a single leadership style that is best suited to bring success in any particular setting (Portin 1999). The job of educational leaders involve among other things, the provision of leadership for staff, coordinating both human and material resources to ensure the achievement of organizational goal. In an organization the educational leaders as an administrator influences his subordinates to achieve the goals and objectives of the institution. (Faisal et al., 2012). A leadership type, which is valid for one school, may not be valid for another school (Ozdemir and Sezgin, 2002; Sisman and Turan, 2004; Celik, 2002).

## 2. Review of Literature

A lot of work has been done in the field of

leadership by the researchers which has made the topic even more clear and understandable. Some of such studies which have contributed to leadership are as follows-

A study done by John D. Politis on the topic *QFD-role of various leadership styles (2003)* talked about Quality Function Deployment (QFD) where a survey was conducted on managers of United Arab Emirates concluded that leadership styles that favor participative behavior, mutual trust and respect for subordinates and feelings are more supportive to QFD than leadership styles which include autocratic style and task oriented behavior. Also consideration leadership and self managed leadership are more correlated to QFD when compared to other leadership styles.

The work done by Uma D. Jogulu on the topic *"Culturally linked leadership styles" (2010)* is the paper where the author has tried to find that whether leadership styles are culturally linked or culturally biased or not. The paper concludes that firstly that subordinates in Malaysia tend to avoid direct debate and complete assigned tasks quietly because leaders set clear expectations of how roles should be enacted. Managers are viewed as authority figures in organizations and open discussions on conflicts are not encouraged. Such role expectation creates a propensity for Malaysian managers to lead in a transactional manner, because their values and beliefs influence their behaviors and identify leadership actions that are legitimate and acceptable. Secondly, in Malaysia managers feel comfortable in leading in a transactional manner by being more directive or setting clear limits and expectations to their subordinates and followers because there society believes in paternalistic approach. And this paper finally concluded that in high "power distance" cultures such as Malaysia followers are expected to accept orders and direction more readily from superiors out of respect for people in power.

Another paper written by Titus Oshagbemi and Samuel A. Ocholi on the topic *Leadership styles and behavior profiles of managers (2006)* investigates how managers from various UK

industries could be grouped on the basis of the leadership styles and behavior patterns which they showed in the performance of their jobs. This study classified the managers into three groups based on its analysis namely practical leaders, unity leaders, and uncaring leaders. It was also found that the practical and unity leaders form a high percentage of the managers in UK organizations. Finally the study concluded that no absolute statements about the effectiveness of the three groups of managers can be made with certainty and effectiveness of each group is not absolute.

A work is done to find relationship between leadership style and burnout by Anastasios Zopiatis and Panayiotis Constanti in a paper titled "*Leadership styles and burnout: is there an association?*" (2010). The findings of this paper suggested that transformational leadership has a significant positive relationship with personal achievement and is negatively related to emotional fatigue and depersonalization. Also a positive relationship was found between passive avoidance leadership and emotional exhaustion and depersonalization. It was finally concluded in the paper that persons with a passive evading leadership style exhibited advanced levels of burnout.

A study conducted by Yenming Zhang, Tzu Bin Lin and Suan Fong Foo on the topic "*Servant leadership: a preferred style of school leadership in Singapore*" (2012). The purpose of this paper is to find that out of servant leadership and authoritative leadership, which leadership style is more preferred in public sector of Singapore. It was found in the study that servant leadership is more acceptable than authoritative leadership and that servant leadership is more effective because it reflects a better use of leaders' power. The first finding shows that the leader would like to listen to their staff members' needs and may be able to perform empathy. The second finding demonstrates another characteristic of servant leadership i.e. building community. In the third finding it was revealed that when of servant leadership and authoritative leadership are

compared; most participants express their general preference towards servant leadership.

A study which has formed basis for this project is a study conducted by Eissa Al-Safran, David Brown and Alexander Wiseman on the topic "*The effect of principal's leadership style on school environment and outcome*". The main objective of this study was to investigate the effect of principal's leadership style on school outcome. Another objective was to investigate the impact of culture on leadership style as related to school environment and outcome. The outcome of this study revealed that the principal's leadership style was related to school outcomes.

A study done on the topic "*Effective principals skillfully balance leadership styles to facilitate student success: A focus for the reauthorization of ESEA*" (2010). This study supports the idea that a skillful balance of transformational and transactional leadership styles is needed to meet the expectations for accountability. Research supports both leadership styles; however, transformational and transactional leadership focus on different aspects of the school setting. Transformational leadership targets change while transactional leadership targets management functions. Both of these are important to establishing and maintaining an environment conducive to learning. With the reauthorization of the Elementary and Secondary Education Act under President Obama's administration in USA, the opportunity is upon us to provide principals with the training needed to move schools forward to meet current expectations.

A similar study conducted by a scholar Mahçe Derel on the topic "*A Survey Research of Leadership Styles of Elementary School Principals*" (2003). The purpose of this survey research is to explore the leadership styles of public elementary school principals in Turkey as perceived by principals themselves and teachers. According to this study, principals use the human resource frame dominantly. Principals' use of the human resource frame dominantly shows that they think that the

schools must fit teachers' needs as organizations and people need each other otherwise organizations will exploit people or people will find ways to exploit organizations (Bolman & Deal, 1994). The principals think that they value relationships, feelings of the teachers and they try to lead through facilitation and empowerment. Also It is also noteworthy that principals who have a work experience of 15 years and above scored low on all frames . This is due to the long period that principals spend in a particular job with no hope for futher promotion and change feeling ready for retirement and getting fossilized day by day both individually and institutionally as well. And finally it was seen that the majority of the teachers and principals consider principals as being effective managers and leaders but assigning higher scores to the principals on the management criteria.

One more study conducted on school principals to find leadership style was done by Shawn Terese Martin on the topic " *Relationship Between the Leadership Styles of Principals and School Culture*" (2009). The results showed that increased levels of transformational leadership were associated with increased levels of school culture. The findings in this study also suggested that there were moderate to strong degrees of positive correlation among all of the factors of transformational leadership and the school culture factor, collaborative leadership. Additionally, the findings in this study revealed that the school culture factor, learning partnership, was the only factor that was not significantly correlated with the transformational leadership factor, inspirational motivation.

A study conducted by Titus Oshagbemi Roger Gill on the topic " *Differences in leadership styles and behavior across hierarchical levels in UK organizations*" (2004). This study examined the leadership styles and behavior of managers across hierarchical levels to see whether or not the styles and behavior are similar. It found that generally there are significant differences in the leadership styles between senior and first-level managers, but not between senior and middle-level managers

or between middle and first-level managers. The study suggests that differences in the leadership styles practiced by managers may be blurred in organizations with short chains of command, while it will tend to be pronounced in organizations with long chains of command, other things being equal. There was a weak but statistically significant difference between the leadership styles of senior and first-level managers, the differences in their leadership behavior was statistically strong. The study also found that three out of the seven aspects of the leadership behavior were significantly different when compared with one or two other levels of management. Finally it was concluded in the study that behavior emanating from senior managers tend to influence the perception of lower-level managers towards acting in a similar fashion to create a culture of similar organizational practices.

A gender based study done by Hanan M. Taleb named " *Gender and leadership styles in single sex academic institutions*" (2010) where author has tried to find relationship between gender and female leadership styles in a single-sex academic institution in Saudi Arabia It was found that female leaders are inclined to adopt conventional attributes of feminine qualities of leadership. They also tend to prefer a democratic, interpersonally-oriented and transformational style rather than autocratic, task-oriented or transactional style of leadership. Finally it was concluded in the paper that females lead in typical stereotype manner as they have been always thought to do.

One more study was done on basis of gender to find difference in leadership style and management skills by Sarah Burke and Karen M. Collins on the topic " *Gender differences in leadership styles and management skills*" (2001). The study reported that females and males differ in terms of leadership style. Females use a management style called transformational leadership style. Such leadership style is found to be related to various management skills that are related to success. Females showed a higher perceived effectiveness on management skills like coaching, developing and communicating. The findings also suggest

that females get more developmental opportunities than males.

Another gender related study on the topic "Gender role, decision style and leadership style" (1996) by Daewoo Park has tried to find the relationship between gender role and decision style which was not done previously done as other authors have done work to find difference between gender and leadership style. The findings of this study statistically supported the argument that there exists a close relationship between gender role, decision style and leadership style. Also, the findings suggest that different measures of gender role, decision style and leadership style can be adopted by organizations in their attempts to acquire, develop and utilize competence.

### 3. Research Methodology

#### Statement of the Problem

Leadership is the most basic and important aspect of organization behavior and it is a well proven fact that a leadership style affects the way subordinates under a leader behave. Employees feel motivated or demotivated, performance improves or decreases, organization citizenship increases or decreases etc all is affected by leadership style of a leader. Not only the behavior of organization but the environment of an organization is also affected by leadership style of leader. Same can be implied in any organization be it multinational organization, government or educational institute.

This study is done on school principals. Since school is also an institute so the leadership style of principal affects the success of school. Also since different leadership styles have different effect on people and environment so the main objective of this study is to find the leadership style which is most dominant in school principals. Secondly this study tries to find that is there any relation between a particular leadership style and demographic factors like age, experience, educational background etc. so that it can made clear that leadership style

changes as demographics change. For example- a particular leadership style to be found in a particular age group and reasons for the same. The success of school is the most important parameter for any school. So it would be interesting to find relation between a particular leadership style and factors affecting success of school.

#### Objectives of the study

1. To find the most dominant leadership style among the school principals of Uttar Pradesh state of India.
2. To explore the prevalent leadership styles among different demographics.
3. To find the factors responsible for the success of a school according to each leadership style.

#### Sampling and Sampling Size

Population for the study comprised of the School Principals of Uttar Pradesh state of India. The sampling unit taken in this research is schools of Lucknow, Saharanpur, Meerut and Roorkee districts of Uttar Pradesh. An exploratory cum descriptive study was conducted to achieve the objectives. Judgmental sampling method was followed to collect the data. The study was conducted on 225 respondents but 25 questionnaires were rejected due to inadequate information. Thus analysis was conducted on 200 respondents.

#### Survey Instrument

In this study *primary data* is used and data collection method employed is *Questionnaire*. A standardized questionnaire designed by Peter G. Northouse is used in this study. In the first section, demographic data of respondents with respect to the gender, age, qualification, experience and other questions like total strength of students in your school was gathered. To achieve the third objective of the study, school success construct was assessed using one question namely, "What makes a school successful?" and the responses were a)

Presence of committed head teacher, b) Active involvement of teachers, c)Active involvement of parents, d)Good school practices like cleanliness, orderliness etc. and e) Educational background of parents.

The second section was comprised of 18 questions where respondents were asked to choose one parameter of each statement that closely matches their self assessment depending on whether respondent feels that he “strongly agree (score1), agree, neutral, disagree or strongly disagree (score5) with the statement.” Data were collected by one of the researchers through personal visits of some of the schools and also through postal correspondence.

#### Validity and Reliability of the Instrument

Validity and reliability are two fundamental

elements in the evaluation of a measurement instrument. Validity is concerned with the extent to which an instrument measures, what it is intended to measure. Reliability is concerned with the ability of an instrument to measure consistently. In the given study, content validity was derived from exhaustive review of literature. Also, to check the reliability of the scale Cronbach alpha was calculated. The value of Cronbach alpha of the instrument came out to be 0.725 which is greater than the minimum threshold of 0.7 for its reliability.

#### 4. Data Analysis

For achieving the first objective of the study i.e. to know the most dominant leadership style among the school principals of four districts of Uttar Pradesh , mean scores of responses have been obtained through questionnaire.

**Table 1: Leadership Styles Profile**

Leadership Style	Total Score	Mean Score
Democratic	30	22.44
Authoritarian	30	20.28
Laissez Faire	30	17.5

*Source:* Survey

From the Table-1, it can be inferred that democratic leadership style is the most dominant leadership style in school principals whereas laissez fair style is the leadership style which is least dominating style of leadership among the school principals of Uttar Pradesh state.

To achieve the second objective of the study i.e. to find the prevalent leadership styles among different demographics, mean scores of different leadership styles: authoritarian , democratic and laissez faire had been calculated on the basis of age, qualification, experience and strength of the students mean scores of different leadership styles were calculated on the basis of demographics.

#### Age

**Table 2: Mean Score of Different Leadership Styles on the Basis of Age**

Age	Authoritarian Leadership	Democratic Leadership	Laissez Faire
upto 30	20.8000	23.0000	18.2000
31-40	18.5333	21.4667	17.2000
41-50	20.1000	23.4000	18.0000
51 and above	22.3000	22.1000	16.4000
Total	20.2800	22.4400	17.5000

*Source:* Survey.

Table -2 depicts that the school principals in the age group of 41-50 years have maximum mean value (mean score=23.4) for democratic leadership style. Principals in the age group

of 51 and above years have least mean value (mean score=16.4) for laissez faire style of leadership.

**Qualification**

**Table 3: Mean Score of Different Leadership Styles on the Basis of Qualification**

Qualification	Authoritarian Leadership	Democratic Leadership	Laissez Faire
Graduate	18.3000	20.4000	17.1000
Post graduate	21.2059	23.5000	17.8529
PhD	18.3333	19.8333	16.1667
Total	20.2800	22.4400	17.5000

Source: Survey

Table -3 depicts that school principals who are post graduate have maximum mean value (mean score=23.5) for democratic leadership

style. And the principals with PhD degrees have least mean value (mean score=16.1667) for laissez faire style of leadership.

**Experience**

**Table 4: Mean Score of Different Leadership Styles on the Basis of Experience**

Experience	Authoritarian Leadership	Democratic Leadership	Laissez Faire
0-5	19.5769	22.7692	17.5769
6-10	21.2222	24.5556	19.0000
11-15	19.6667	19.1667	16.0000
16 and above	21.7778	21.5556	16.7778
Total	20.2800	22.4400	17.5000

Source: Survey.

Table- 4 depicts that the school principals with experience of 6-10 years have maximum mean value (mean score=24.556) for democratic

leadership style. The school principals with experience of 11-15 year have least mean value (mean score=16.0) for laissez faire.

## Strength of Students

**Table 5: Mean Score of Different Leadership Styles on the Basis of Strength of Students**

Strength of Students	Authoritarian Leadership	Democratic Leadership	Laissez Faire
10-100	23.0000	24.0000	18.3333
100-500	18.9000	21.4000	17.4000
500-1000	20.0714	22.4286	16.9286
1000 and above	21.7000	23.6000	18.0000
Total	20.2800	22.4400	17.5000

**Source:** Survey.

Table-5 depicts that principals in schools with strength of student 10-100 have maximum mean value (mean score=24.0) for democratic leadership style. Principals in schools with strength of students 500-1000 have least mean value (mean score=16.92) for laissez faire.

Analysis was further carried out to achieve the third objective of the study i.e. to find the

factors responsible for the success of a school according to each leadership style. All the three leadership styles have been sub divided into three categories namely high, medium and low based on the mean score i.e. 21-30, 11-20 and 1-10 respectively as shown in the tables below. According to each leadership style, factors responsible for the success of a school have been identified.

**Table 6: Factors Responsible for the Success of a School Under Authoritarian Leadership Style**

Authoritarian		Frequency	Percent
High	Presence of committed head teacher	36	37.5
	Active involvement of teachers	56	58.3
	Educational background of parents	4	4.2
	Total	96	100.0
Medium	Presence of committed head teacher	36	34.6
	Active involvement of teachers	36	34.6
	Active involvement of parents	12	11.5
	Good school practices	4	3.8
	Educational background of parents	16	15.4
	Total	104	100.0

**Source:** Survey.



Table-6 indicates that out of every 200 respondents, 96 respondents lie under high category of authoritarian leadership and 104 under medium category. 58.3% people in high category think that “active involvement of teachers” is responsible for the success of school whereas “presence of committed head teacher” and “active involvement of teachers” are both equally supported by 34.6% people under medium authoritarian style.

Also, 11.5%, 3.8% and 15.4% people under medium authoritarian style support “active involvement of parents”, “good school practices” and “educational background of parents” respectively. But none in high authoritarian style support them to be responsible for good school practices. So it can be inferred that “active involvement of teachers” factor is maximum supported by principals under authoritarian style as a factor responsible for success of school.

**Table 7: Factors Responsible for the Success of School Under Democratic Leadership Style**

Democratic		Frequency	Percent
High	Presence of committed head teacher	64	40.0
	Active involvement of teachers	76	47.5
	Active involvement of parents	4	2.5
	Educational background of parents	16	10.0
	Total	160	100.0
Medium	Presence of committed head teacher	8	20.0
	Active involvement of teachers	16	40.0
	Active involvement of parents	8	20.0
	Good school practices	4	10.0
	Educational background of parents	4	10.0
	Total	40	100.0

**Source:** Survey.

Table-7 shows that out of 200 respondents, 160 respondents lie under high category of democratic leadership and 40 respondents lie under medium category. 47.5% people in high category consider that “active involvement of teachers” is responsible for success of school. Similarly, “active involvement of teachers” is

supported by 40% of respondents under medium category also. “Good school practices” is supported by none in high category whereas it is supported by only 10% respondents under medium category. Under democratic style of leadership also “active involvement of teachers” came out to be main factor responsible for the success of school.

**Table 8: Factors Responsible for the Success of School under Laissez Faire Leadership Style**

Laissez_Faire		Frequency	Percent
High	Presence of committed head teacher	8	33.3
	Active involvement of teachers	8	33.3
	Educational background of parents	8	33.3
	Total	24	100.0
Low	presence of committed head teacher	4	100.0
Medium	Presence of committed head teacher	60	34.9
	Active involvement of teachers	84	48.8
	Active involvement of parents	12	7.0
	Good school practices	4	2.3
	Educational background of parents	12	7.0
	Total	172	100.0

**Source:** Survey

As shown in Table-8, out of 200 respondents, 24 respondents lie under high category of laissez faire leadership, 172 under medium category and only 4 under low category of laissez faire style of leadership. Under high category, equally 33.33% of respondents support “presence of committed head teacher”, “active involvement of teachers” and “educational background of parents” whereas 48.8% respondents under medium category of laissez faire support “active involvement of teachers.” Also, 4 respondents under low category were found to support “presence of committed head teacher”.

## 5. Conclusion and Discussion

As inferred from the above analysis, democratic leadership style is the dominant leadership style among school principals in Uttar Pradesh. This might be because of the fact that democratic leadership style involves the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality. And this is exactly what is required to run a school as a single person i.e. principal cannot manage everything. He/she has to consider and involve teachers and staff in order to get insight about schools current situation as the principal alone cannot think about all the aspects of a school

and cannot alone take decision about every student or class or department. So, the teachers and other staff members are involved into decision making process because they are the best people to know about their classes and respective departments by getting involved in day to day functioning.

Table-2 indicates that democratic is the most important leadership style in all the age groups. On a close analysis, this could also be observed that in age group of 51 and above, authoritarian has a slightly higher mean value than democratic style. This could be due to the fact that as people become older they become more authoritative by gaining experience over the time. This is the only age group in which the mean values of authoritarian and democratic styles are almost same. This shows that the age group of 51 and above maintains a balance between the two styles which is the most apt leadership style. But in all of them, laissez faire style has least mean value in this case. It could be due to the reason that older people develop a sense of responsibility and hence do not leave the decision making for others to carry ahead. They actually prefer to do it on their own.

Table-3 shows that principals with qualification Ph.D give almost equal weightage to both democratic and autocratic leadership styles.

This could be due to the fact that they are mature enough and have a wider vision to understand that the best way to lead and deal with people is a combination of both the styles. Also it could be observed that laissez faire leadership has least mean value in case of Ph.D. This could be due to the above stated reasons and also since they have a wider skill pool so they do not leave the decision making process on subordinates.

Table 4 advocates that principals with experience of 11-15 years and 16 and above years have almost same mean values for autocratic and democratic leadership style. This could be due to the fact that that people with higher experience i.e. more than 11 years have an understanding that the right way to deal with people is to use a blend of both authoritarian and democratic leadership style. This could be also due to the reason that people with higher experience have greater exposure in life due to which they understand that use of single leadership style is not beneficial in all situations and so they consider that a combo of democratic and authoritarian style is the best way to lead.

Table-5 shows that principals in schools with strength of 10-100 students showed highest level of democratic leadership style. This might be due to the fact that because of small size decentralization of authority is easier to do and hence it is convenient enough to manage a school with low strength. On contrary, principals in schools with strength of 1000 and above students showed higher level of democratic leadership style. This could be due to the fact that in such big institutions work is done in teams or in departments where decentralization of authority is done to manage such a huge organization.

In finding the dominant factor responsible for success of school which are affecting the three leadership styles, it was found that “active involvement of teachers”, “presence of committed head teachers” and “educational background of parents” play dominant role in high category of both authoritarian and laissez faire style. Whereas democratic style considered

“active involvement of parents” as well to be an important factor responsible for the success of school. “Good school practices” was not considered by any of the style though it was considered by all three styles in medium level but with a very small percentage. So it can be said that it does not play any important role in any leadership style.

In all three leadership styles, “active involvement of teachers” was supported by highest percentage where Authoritarian supported it with highest level followed by democratic and laissez faire. Also in laissez faire leadership style, principals have given equal weightage to three factors presence of committed head teacher, active involvement of teachers and educational background of parents. This might be due to the fact that **Laissez-faire leaders** allow followers to have complete freedom to make decisions concerning the completion of their work. It allows followers a high degree of autonomy and self-rule, while at the same time offering guidance and support when requested so equal weightage is given to all three statements.

The study finally concludes that democratic leadership style is the most dominant leadership style among school principals in schools of Lucknow. Secondly, almost all demographics showed democratic leadership style to be dominant with some expectations which were present in the sub categories. Finally it can be concluded that three out of five factors played an important role and contributed to success of school according to all three leadership styles with some exceptions.

## 6. Managerial Implications

It was found in this study that democratic leadership is the most prominent leadership style in school principals. But it is very difficult to use the same leadership style in all the situations. So a combination of democratic and authoritarian leadership is the way out as it will allow the principals to have full control over decision making process as well as share it with followers and subordinates as well as

and when required or called by the situation. Since the dominant leadership style is democratic leadership style for principals. Thus, this leadership style can be improved further by an accurate and timely communication. The principal needs to improve the network of communication within a democratic leadership structure through which a principal can allow an efficient exchange of information that will improve decision making process. Secondly, a principal needs to have a comprehensive understanding of the hierarchy of his group or the department and its strengths and weaknesses. He needs to have subgroups that are responsible for carrying out important duties related to day to day work or for specific work. The democratic leader improves productivity by efficiently utilizing his group resources. To improve the efficiency of collecting and processing information, the democratic principal needs to use deadlines. When an idea is put to employees for a vote, there need to be strict deadlines for submitting a vote. Then, in a stipulated time period that principal should also try to process the information and use it in a wise manner. It was observed in this study that all leadership styles consider “Active involvement of teachers” to be the most important factor responsible for success of school. But along with this factor, the factor “Presence of committed head teacher” should also be considered to be an important factor for success of school because he/she would help the principal in managing the teachers in a better way. Thus, a principal should have someone who would convey the ideas to teachers and help to implement them. Principals under democratic leadership style should make sure that there are concrete guidelines for the staff and ensure that no decision should be taken without taking staff’s opinion on the matter concerned.

## 7. Limitations

Like other studies, this study is also not free from any limitations. This study is limited to school education sector only so this proved to be a constraint but this study could be extended to other sectors as well to get more diffused

results. In this study, sample consists of only principals of schools to study leadership styles, which may limit the generable of results. Since this study was done only in four districts of Uttar Pradesh which is another constraint. The study can be strengthened by increasing the sample size and by conducting it at national level.

## 8. Scope for Further Research

The scope of the study can be enhanced by increasing the sample size Furthermore, some more leadership styles such as encouraging and social style of leadership could be taken for the study. In future studies, the work could be extended to the employees working in different strata or levels of management in some other sectors apart from education sector. It is also suggested that the follow-up research may improve the sampling method and may further testify the validity of the study.

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