

LEADERSHIP STYLES OF PRINCIPALS OF PRIMARY SCHOOLS- A COMPARATIVE STUDY.

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Introduction

In the recent past years, leadership has engaged as a new effective approach for managing the employees and organization at large. The traditional concept of personnel administration has gradually replaced with the human resource management. This give importance to the strategic integration of new leadership styles into effective management of employees and to improve the employee performance. Kenneth and Heresy [1] assert that; “The effective leader must be a good diagnostician and adopt style to meet the demands of the situation in which they operates. Different leadership styles are used that fit to employees on the basis of amount of directions, empowerment, and decision making power. An administrative phenomenon reflects the contingency of leadership, and style, situation and performance criteria have been left to suffocate on their own. As a result, employee performance was affected due to lack of proper direction and application of strategic style in managing daily duties. Leadership is considered as a process of influencing the behaviour of the group to achieve certain organisational goal. Different person may have different leadership abilities depending on their personality characteristics and the need of the environment. Anderson in 2016 stated that leaders are the ones who stimulate, motivate, and recognize their employees in order to get work done and achieve the desired results. Leaders adopt various leadership styles in order to motivate and stimulate the employees. The first major study of leadership styles was performed in 1939 by Kurt Lewin who led a group of researchers to identify different styles of leadership (Lewin, Lippit, White, 1939). This early study has remained quite influential as it established the three major leadership styles: (U.S. Army, 1973) which are as follows:

➤ Authoritarian or autocratic - the leader tells his or her employees what to do and how to do it, without getting their advice. leaders make decision without consulting the team members even if their input would be useful. This can be appropriated when you need to make decisions quickly

and when there is no need for team Input and one team agreement isn't necessary for a successful outcome however this style can prove demoralizing as it can lead to high level of absenteeism and staff turnover of the staff.

➤ Democratic or Participative or - the leader includes one or more employees in the decision making process, but the leader normally maintains the final decision making authority. Leaders make the final decision but they include team members in the decision making process they encourage creativity and people are often highly engage in projects and decision as a result team members tend to have high job satisfaction and high productivity this is not always an effective style to use when you need to make a quick decision

➤ laissez-fair (free-rein) or Delegative - the leader allows the employees to make the decisions, however, the leader is still responsible for the decisions that are made. leaders give the team members a lot of freedom in how to do the work and how they set the deadlines. They provide support with resources and advise if needed but otherwise they do not get in. This autonomy can lead to a height of satisfaction but it can be damaging if team members do not manage the time well or if they do not have the knowledge skill or are self motivation to do their work effectively. This type of leadership can also give effect that managers do not have control over their people.

- **Need of the study**

Leadership cannot be taught, as any other talent that we get from the beginning of our life. Still, leadership could be further developed and transformed into something more controllable and consistent. What is required from a **successful leader**? We strongly believe that to become a successful leader it is important to understand your advantages and disadvantages and use this knowledge to motivate and lead people. One of the most complicated tasks of the leader is to obtain management skills that would potentially add discipline and structure in the leading process and communication between the leader and his followers. Various authors have proposed identifying many different leadership which are exhibited by leaders in the political business or other fields. The leaders Intellectual capacity helps in conceptualized solutions and to acquire knowledge to do the job leaders conceptual

abilities apply guilty judgment innovation interpersonal type and domain knowledge. The purpose of this study was investigation of the exact of leadership skills on the school teachers. And also which leadership style is more adaptable by the principals for smooth functioning of school. Based on observation and analysis, successful leader, apart from direct leading skills, has to have several major characteristics, such as flexibility, ability to listen, and ability to receive and provide proper feedback.

It can be said that leadership styles of principals are different. The researcher was curious to know which type of leadership style is followed specially by the primary school principals. Hence the researcher felt the need and took up this study.

• **Objectives of the study**

1. To study and compare the authoritarian style of leadership among the principals of aided and unaided primary school
2. To study and compare the democratic style of leadership among the principals of aided and unaided primary school.
3. To study and compare the laissez-faire style of leadership among the principals of aided and unaided primary school
4. To find out the leadership styles more preferable used by the principals of aided and unaided primary school.

• **Assumptions of the study**

For the present study assumptions were framed which proved to be the base of the study. There was no hypothesis framed. It was assumed that the principals need to use different types of leadership styles for the school functioning. The researcher was interested to know as which style was more preferable with respect to the aided and unaided school principals.

• **Delimitation of the study**

The study has the following delimitations:

- The study is delimited to Primary school of Thane district.
- The study is delimited to Principals with 10 years of experience

• **Method & Procedure**

Though there are various methods of studying a problem, researcher selected survey method of research. Thus the present study is a survey research.

• **Population and sample**

Sample design while conducting research it was almost impossible to study the entire population hence the researcher use the samples technique to get the data. The sample being studied represents a larger population and is used to draw references about the population. For the present study purposive sampling technique was employed, and in all 30 schools were located and selected. The principals of primary school were the sample of the study, the sample characteristics was - confirm full time principals who were employed for last 10 years were selected. Thus sample size was 50 primary school principals.

• **Research tool & Statistical technique**

A questionnaire on leadership styles was used for the purpose of data collection. The data was collected and frequency percentage was used for analysis of data.

• **Data analysis**

Data analysis and interpretation is as per follows.

Table No 1 showing the % of responses on the authoritarian type of leadership of the aided and unaided primary school principals.

Q. No	Statement	Disagree	Agree
2	Needs to supervised closely	38(Aided) (76 %)	12(Unaided) (24%)
5	teachers are lazy	35(Aided) (70%)	15(Unaided) (30%)
8	Rewards & punishments must be given	42 (Aided) (84%)	08 (Unaided) (16%)
11	teachers feel insecure & needs direction	36 (Aided) (72%)	14(Unaided) (28%)
14	Principal is the chief judge	09(Aided) (18%)	41(Unaided) (82%)
17	Effective Principals give orders & clarify procedures	48(Aided) (96%)	02(Unaided) (4%)

• **Findings**

For Authoritarian style of leadership

1. Almost 38 (76%) of aided school principals disagreed with close supervision for teachers whereas 12 (24%) of unaided school principals agreed with the statement.
2. 35 (70 %) of aided school principals disagreed that the teachers are lazy while 15 (30%) of unaided principals agreed to the statement.
3. Almost 38 (76 %) of aided school principals disagreed that rewards and punishments must be given while only 16% of unaided school principals agreed to it.
4. 36 (72 %) of aided school principals disagreed that teachers feel insecure and needs direction while 14 (28 %) of unaided school principals agreed that teachers feel insecure and needs direction.

Table No 2 showing the % of responses on the democratic style of leadership of the aided and unaided primary school principals.

Q. No	Statement	Disagree	Agree
3	teachers wants to be a part of decision making	42 (Aided) (76%)	08 (Unaided) (16%)
6	Providing guidance without pressure is key to be good leader/principal	48(Aided) (96%)	02 (Unaided) (04%)
9	teachers want frequent & supportive communication from their leaders	41(Aided) (82%)	09 (Unaided) (18%)
12	Principals need to help teachers accept responsibility	42(Aided) (84%)	08 (Unaided) (16%)
15	Principal's job is to help teachers find their passion	35(Aided) (70%)	10 (Unaided) (20%)
18	teachers if given task will do good job	38(Aided) (76%)	12 (Unaided) (24%)

Findings for democratic style of leadership

1. 42 (76%) of aided school principals disagreed that teachers wants to be the part of decision making process while only 08 (16%) of aided school principals agreed that teachers wants to be the part of decision making process
2. All most all 48 (96%) of aided school principals disagreed to providing guidance without pressure is the key to being a good leader 02 (04%) of aided school principals agreed to providing guidance without pressure is the key to being a good leader
3. 41 (82%) of aided school principal disagreed that the teachers wants supporting communication from them while 09 (18%) of unaided principals agreed that the teachers wants supporting communication from them.
4. 42 (84%) of the aided school principal disagreed that principal need to help the teachers accept responsibility while 08 (16%) of unaided principals agreed that the principals need to help the teachers accept the responsibility.
5. 38 (76%) of aided school principal disagreed that teachers are competent & if given a task will do a good job while 12 (24%) of the unaided principal agreed to that teachers are competent & if given a task will do a good job.

Table No 3 showing the % of responses on the laissez-faire style of leadership of the aided and unaided primary school principals.

Q. No	Statement	Disagree	Agree
4	Principal should let teachers work problems out on their own	15(Aided) (30%)	35(Unaided) (70%)
7	Principals require stay out of way of teachers in work	15(Aided) (30%)	35(Unaided) (70%)
10	teachers should appraise their own work	10(Aided) (20%)	40(Unaided) (80%)
13	teachers should be given complete freedom to solve problems on their own	45(Aided) (90%)	05(Unaided) (10%)
16	Worker prefer little input from their Principal	30(Aided) (60%)	20(Unaided) (40%)
19	Best to leave teachers alone	05(Aided) (10%)	45(Unaided) (90%)

For laissez-faire style of leadership

1. 35 (70%) of the unaided school principals agreed that principal should let teachers work problems out of their own while 15 (30%) of aided school principal disagreed that principal should let teachers work problems out of their own.
2. 35 (70%) of the unaided school principals agreed that principal requires staying out of the way of teachers as they do their work while 15 (30%) of aided school principal disagreed that principal requires staying out of the way of teachers as they do their work.
3. Almost 40 (80%) of unaided school principals agreed for allowing teachers to appraise their own work while only 10 (20%) of aided school principal disagreed to it.
4. Almost all 45 (90%) of aided school principal disagrees that complete freedom should be give to teachers to solve problems of their own while only 05 (10%) of aided school principals agreed that complete freedom should be give to teachers to solve problems of their own.
5. 30 (60%) of aided school principals disagree that teachers prefer little input from the principal while 20 (40%) of the unaided principal agreed that the teachers prefer little input from their principal.
6. Almost all 45 (90%) of the unaided school principals agree that its best to leave teachers alone and only 05 (10%) of the aided principal disagreed with the statement.

• Conclusion:

Assuming the essence of leadership styles different leadership styles are reflected in leader's behavior. From the above findings it can be concluded that aided school principals show more of laissez-faire style of leadership as compared to the unaided school principals leadership style. This may be because the principal of aided school wants to get work done from the staff making them feel secure and confident in doing their job. In case of unaided school principal they seem to be more authoritative, maybe because the staff are appointed on temporary bases and to keep them in job some force has to be applied. Moreover both the school principals may also feel that nobody should violate the rules and sole person be responsible for decision making and implementing.

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