

A STUDY OF LEADERSHIP STYLES OF WOMEN PRINCIPALS OF GRANT-IN-AID SECONDARY SCHOOLS OF VADODARA

Introduction

Education is a lifelong process. It deals not only with the mental aspect but the physical aspect of an individual as well. Education involves learning and learning is a lifelong process. It starts in the cradle and ends in the grave. Education helps an individual to think from a wider perspective. It enables a person to have a broader context thereby helping to be a responsible citizen. Education is the foundation of a strong and flourished society. It brings economic wealth, social prosperity, and political stability. It is the most important aspect of any developed society and a major indicator of the overall development of any region. Education enriches the personality of an individual which would help society to flourish in a large context. Educated citizens would make a civilized and cultured society with citizens who would contribute to the all-around development of the society, city, state, and country at large. Developed society will comprise various learned professionals who would enrich society with their skills and talents. Skilled and talented personalities can lead and inspire other persons in society. Such persons can be the leaders who not only lead but mold them. “ A leader knows the way goes the way and shows the way” John Maxwell.

Role of a leader

Leadership is an art and a skill. It can be developed and honed with the help of training and experience. In the modern context, leadership has gained a lot of momentum, and female leadership is on the go. Education has been an area where women outshone men and hence female leadership in the educational arena has been popular for a long. The school needs leaders who have the vision to achieve the predetermined goals and aims. A leader needs to be innovative and achieve the target with the available resources. The present era has seen a lot of women who are coming forward to take the lead and has given many famous and successful female principals who have sparkled and are twinkling as the shining stars.

Need Of The Hour–Changing Style Of Leaders.

The attack of the deadly virus of 2019-Covid 19 has tumbled down the globe. The ramshackle world economy is leading to a dilapidated stage. Along with the disastrous situation, the aftereffect of such a pandemic has invited into a new paradigm shift. This has affected the leadership styles as well. The changed concept of the new normal is demanding a total overhauling of the leadership roles and styles. The characteristics aspects and skills of leadership have to be overhauled for a revamping and this will lead all the leaders to have a new outlook and should undergo a transformational change.

During the period of the covid-19 pandemic, every sector got affected and the worst was with the educational sector. Students who were molded and polished at the school level were badly affected. Teachers and students were locked at home and lack of personal interaction was taking the toll. Here came the herculean task of the mediator who was the principal of the schools. They had to coordinate between the students and the teachers which was not so easy.

Effective leadership

Effective leadership has undergone a paradigm shift. Every passing age has witnessed and experienced effective leaders though the meaning and concept have undergone a drastic change. In the past, a leader was a boss which has changed and become partners with their counterparts. In the words of **John C Maxwell. (Goalcast, 2018)** A good leader has a futuristic vision and knows how to turn his ideas into real-world success stories. An effective leader is the strength of an organization. An effective leader creates effective subordinates. The fate of any institution depends largely on its leader. A committed leader has to be very prompt and cautious while taking decisions as it affects the related parameters of development related to the objectives. There are certain leadership traits like honesty, integrity, passion, inspirational quality, etc. which are essential for making a leader effective. Any organization whether big or small need a leader who should have a vision for the development and success of that organization. There are a few approaches adopted by effective leaders like procedural approach, humanitarian approach, expertise approach, innovative approach, and adaptive approach.

Before going into the forms of leadership, it is imperative to discuss and look into the evolution of leadership. Leadership has undergone a vast evolution since the very ancient period. Every period has seen different shades of leadership. Though the leaders have changed the style has remained more or less the same. With the changing times, the style has changed from being a

dictator to a partner. “ Leadership is influence, nothing more nothing less” **John Maxwell.** (Maxwell, 2019) Leadership evolved as a result of certain behavior and traits found in the leaders. It originated from the personal background, character traits, typical behaviors, and actions. Leadership styles are as unique as the individuals displaying them (LSU March 26, 2020) Leadership style depends not only on the leader’s outlook, attitude, philosophy but situation, circumstances, and needs. Looking at the educational scenario, the leader of the school is the school principal who is responsible for the total functioning of the school resulting in the creation of future citizens.

Role of a Principal in a school

The role of a Principal is significant in the functioning of the school. The principal is the leader who provides a strategic direction to all the teachers and students who together help in the successful functioning of the school. The role of a principal is to be an agent of change, a system player, and lead learning. (Fullan, 2014) A principal in a school is like a manager who manages everything required to achieve the goal, who not only lays down the path but motivates and encourages all the stakeholders of the institution. School leadership is related to a strong commitment a person has towards his/her alma mater. It begins with sketching the road map for the fulfillment of the vision and mission of the school and coordination of students and staff. The role of a principal is very much promising as he/she not only sets the stage for long-term achievement but ensures sustainability as well. He is responsible for the overall development of students, not just from a knowledge perspective but also personality and skill-wise too. These goals should be well-defined and measurable to ensure that the school's vision is attainable. His/her functions during the year include various strategic activities like Planning, Implementation, Appraisal, and Evaluation. Planning has to be done before the academic session starts, the implementation should be during the session and appraisal and evaluation at the end of the session. All these actions require a skillful, multi-tasking, and prompt personality to handle all the situations in a very tactful way. Planning the activities and academics for the entire year requires vision and Implementing the predetermined activities requires quick action and promptness, Appraisal and evaluation demand critical analysis and decisive power. All these qualities make an individual a successful principal and a leader.

The Making of a Successful leader

What makes a successful school leader? There are certain strategies, skills, and traits. Some of them are

- (a) Understanding the importance of building community- As a school leader one has to cultivate the nature of building trust and confidence. In doing so one has to have the feeling of concern and create a sense of transparency and rapport with the parents, staff community members, and students.
- (b) Empowering the subordinates to help one to cultivate leadership skills.

Women Leadership

When it comes to leadership, does gender matter?. This is thought-provoking. What are those skills and qualities which help a woman to stand out as a leader?. Does it exist? These are various questions that arise when we put forward the thought of women's leadership. In 2005, a year-long study conducted by Caliper, a Princeton, New Jersey-based management consulting firm, and Aurora, a London-based organization that advances women, identified several characteristics that distinguish women leaders from men when it comes to qualities of leadership "Women leaders are more assertive and persuasive, have a stronger need to get things done and are more willing to take risks than male leaders... Women leaders were also found to be more empathetic and flexible, as well as stronger in interpersonal skills than their male counterparts... enabling them to read situations accurately and take information in from all sides. The Caliper study has been summarised into a few statements

1. Women leaders are more persuasive than their male counterparts.
2. When feeling the sting of rejection, women leaders learn from adversity and carry on with an "I'll show you" attitude.
3. Women leaders demonstrate an inclusive, team-building leadership style of problem-solving and decision-making.
4. Women leaders are more likely to ignore rules and take risks.

Women Principals

Women were bound by so many restrictions that they kept themselves away from leadership positions. Leadership positions were found to be monotonous and demanding which was found difficult to balance along with other family responsibilities. Now the situation has changed where women are coming forward taking challenging positions and maintaining the position successfully. Women are choosing the less-traveled path and focusing on the administrative

positions in the educational arena. The inherent qualities and skills of women help them to lead the role of principals in school thereby managing the school administration in a better way.

There are certain eligibility criteria for the selection of principals in the grant-in-aid schools which are functioning under the Gujarat Secondary and Higher Secondary Education Board.

Educational Qualification: Post-graduation degree in any discipline from any recognized university/Institute or equivalent qualification.

Age Limitation: Maximum age limit for the candidates is 40 years. Age relaxation is applicable for the reserved category as per the rules & regulations of the government

Experience: Minimum 5 years experience in a secondary school as a teacher, administrator, or coordinator.

An eligibility test (H -TAT) conducted by the Gujarat Secondary and Higher Secondary Board has to be cleared. The selection will be purely on a merit basis.

Selection methodology: The candidates will be selected based on their performance in the following selection rounds which are conducted by Gujarat State Education Recruitment Board. (Gujarat State Education Recruitment Board. GSERB 2017)

1. Written Exam – H TAT
2. Personal Interview

Policy Perspectives:

Government policies contain the reasons things are to be done in a certain way. These policies are serving as directives guiding the implementation of certain laws and rules.

1. Secondary Education Commission (1952-53) was popularly known as Kothari Commission. The commission has strongly recommended certain aspects concerning school Headmasters. The commission has strongly recommended that autonomy should be given to the Heads of schools for the proper functioning and administration.

2. National Policy on Education- (1986) a comprehensive framework to guide educational development in its entirety was formulated based on the in-depth review of the educational situation. Its strong feature was to emphasize the training of the educational leaders like heads of the schools who are deeply involved in the path of achievement of goals.

3. Programme of Action (PoA) 1992 aimed to fulfill the objective of universal enrolment and retention of children and successful completion of education up to 14 years. PoA also suggested decentralized planning and good management of primary education. This includes the school Headmasters and principals who are to manage the entire activities related to the proper functioning of the schools
4. Acharya Ramamurthy Committee (1990) prepared an extensive report in line with the review of National Policy on Education 1986. This report emphasized the holistic development of students through various activities by providing a healthy environment in schools. This can be achieved with the help of school headmasters and principals. It has strongly recommended preparing teacher educators for a leadership role(13.8.1). The teachers, teacher educators, and the training institutions must be assigned a leadership role in all aspects of education policymaking, planning, strategy formulation, implementation, and monitoring.
5. National Curriculum Framework (2005) for school education was reviewed and revised in the light of ‘Learning without burden’(1993) under the chairmanship of Professor Yashpal. The report stressed equipping the school heads for the proper functioning and monitoring.
6. NISHTHA – National Initiative for School Heads’ and Teachers’ Holistic Advancement. The department of school education and literacy had launched a National Mission to improve learning outcomes at the elementary level through an integrated teacher training program called Nishtha. It aims to build competencies among all the teachers and school principals at the elementary stage.
7. National Education Policy (NEP 2020) states that school principals and school complex leaders will have modular leadership workshops and online development opportunities and platforms to continuously improve their leadership and management skills.

Structure of Educational Administrative set up of school education at state government level.

As the term suggests educational administration includes organizing, directing, coordinating, supervising, controlling, and evaluating. The minister of Education is at the helm of affairs and various other officials are in the hierarchy as per the functions. Education Secretary followed by Circle Education Officer, District Education officer to Headteacher. All are having equal responsibilities of administration and management of the school. The functions include establishment and maintenance of government and grant-in-aid schools, granting affiliation,

framing policies, monitoring, recruitment, training of teachers, welfare schemes, etc. In short, providing all the necessary directions for the provision of quality education and the development of schools which includes quality teachers and infrastructure.

Theories of Leadership:

Leadership theories have always been a guiding path for innumerable leaders who have marked their achievements in the world of leaders. Leadership trait is not something a person is born with. He develops and hones it with continuous efforts, training, and experience. The concept of leadership has gained momentum in recent years. Its popularity has resulted in various theories explaining the dimensions of leadership skills and types. The styles transacted by various leaders have become the topic of discussion and study. Whether the leader is leading a group in an organization or leading a group in school, every leader has to update with the latest trends and styles. The theories like Trait theory, Behavioural theories, Situational theories have helped us to understand the styles of leadership so far and new leadership styles are emerging out of these basic styles.

Trait leadership is defined as integrated patterns of personal characteristics that reflect a range of individual differences across a variety of group and organizational situations (Zoccaro, Kemp, & Bader 2004). Trait leadership is focused primarily on finding a group of attributes that differentiate leaders from non-leaders.

Behavioral leadership theory focuses on how leaders behave and assumes that the traits displayed by them can be copied by others. Sometimes this theory is called style theory which suggests that leaders aren't born successful but can be created based on learnable behavior. (Edu.blog 2020)

The Situational theory of leadership refers to those leaders who adopt different leadership styles according to the situation and the development level of their team members. It adapts to the teams' needs and balances the whole organization.

The present study is based on the theory of Situational leadership and is focussed on the Hersey Blanchard model of Situational leadership theory. Principals of the Grant-in-aid schools have to be flexible as they are bound by certain policies of the management of the schools as well as the policy framework of the education department. They have to lead the school looking at the prevailing situation. Hence the researcher has used this model to identify the leadership

style adopted by the women principals who transact a particular leadership style as per the situation.

The Hersey Blanchard Situational Leadership Theory

Situational Leadership theory was created by Dr. Paul Hersey and Ken Blanchard. This method states that a leader cannot just rely on one management leadership style to fit all situations. Leaders must be flexible in their leadership styles to get the best out of their teams and individuals.

The theory identifies four main leadership approaches:

- **Telling (S1):** Directive and authoritative approach. The leader makes decisions and tells employees what to do.
- **Selling (S2):** The leader is still the decision-maker, but he communicates and works to persuade the employees rather than simply directing them.
- **Participating (S3):** The leader works with the team members to make decisions together. He supports and encourages them and is more democratic.
- **Delegating (S4):** The leader assigns decision-making responsibility to team members but oversees their work

Telling style: When the follower is unable and unwilling to perform a task in a given situation, the model calls for telling style according to task behavior. Here the emphasis is more on task than on relationship.

Selling style: When the follower is unable but willing, the model calls for selling style to the task behavior. Here the follower is unable but has the willingness to accomplish the task.

Participating style: Here the follower is able but is not willing to complete the task. In such a situation the follower is not confident enough though he is willing.

Delegating style: When the follower is both able and willing to accomplish the given task such a model calls for delegating style.

Style S1 and S2 are focused on getting the task done. **Styles S 3 and S4** are more concerned with developing team members' abilities to work independently. (Hersey and Blanchard)

The Rationale for the study

Education helps in shaping values and attitudes to the needs of contemporary society. Education helps to widen the mental horizon of the pupils who are going to be future citizens. Hence it becomes imperative to shape and mold the young minds as per the need of the contemporary world which happens in the schools which are considered as an important agent of socialization. To lead the school in a proper direction with the mission of achieving the goals need a leader who has the vision and has a multiplicity of skills. A school principal is also a leader who has to have all the skills and capabilities of a leader. As the role of a principal is to provide strategic direction in the school system, the Principals not only develop standardized curricula, assess teaching methods, monitor student achievement, but also encourage parent involvement, revise policies and procedures. A competent principal has to have certain skills which will enable them to take everything and everyone under the same canopy to fulfill the fixed goals. The researcher conducted a study on the various styles adopted by the female principals in the grant-in-aid schools of Vadodara. Grant-in-a—aid schools are managed by the private owners whereas policies and finance for certain areas are managed by the government. Hence it becomes imperative to run and manage the school in the framework of the government policies. Female members have come forward in such demanding roles and it was interesting to identify the styles transacted by the female principals in Vadodara.

Research Questions

- (1) Which leadership styles help the women principals to sustain their position as leaders?
- (2) Which leadership style do they transact in the proper functioning of the school?
- (3) What are the educational and professional backgrounds of women principals?
- (4) What are the challenges faced by the women principals as administrators and how do they deal with those?

Statement of the problem

“A study of leadership styles of women principals of grant-in-aid secondary schools of Vadodara”

Objectives of the Study:

The present study will be conducted with the following objectives:

- (1) To study the educational and professional backgrounds of women principals of secondary schools.
- (2) To identify the leadership styles reflected in the style of women principals based on the following components
 - (a) Administrative function
 - (b) Decision Making
 - (c) Team Work
- (3) To identify the challenges faced by the women principals while transacting the day to day affairs of the school
- (4) To give suggestions for implementing better Leadership Styles among the principals for the Qualitative improvement of Secondary education / School Climate.

Review of Related Literature.

This is considered the first step in doing any kind of research. It enables the researcher to enter into a world of information which helps in the process of research. A literature review is an account of what has been published on a topic by accredited scholars and researchers. (Dena Taylor) Best & Kahn (1989) Review of related literature is the summary of writings of recognized authorities and previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested.

Keeping in mind, the focus of the present study, the researcher reviewed several studies. Following are some of the research studies reviewed which are on leadership. The following four sections show the various reviewed studies on four different aspects.

1. **Studies based on women leadership**
2. **Studies based on the influence of leaders on the school climate and effectiveness**

3. Studies based on relative variables

4. Studies based on gender difference

Studies based on women leadership

Selvanayagam (2004) Maitra (2007) S. Steinberg (2008) Coleman (2010) Desai (2013) Bingbing Li (2014) conducted studies that highlighted the leadership styles of women heads in the proper functioning of the schools. Women as a leader exhibited leadership behavior in a manner that proved that women leaders are more concerned with the well-being and welfare of their of their subordinates. Nature has endowed on them the potential to nurture others.

Studies based on the influence of leaders on the school climate and effectiveness

Deoisres (1979), Abgoli (2009), Mohd. Shakir (2013) Habtamu, Gezahegn, and Negash (2013) Maitra (2017), K Nsubuga (2008), Raza, Shaukat Ali&Sikandar, Asma (2018), and Shankhdhar & Arpit (2020) studied the leadership styles of leaders concerning the school climate and effectiveness, how far the leaders were influential in the school climate and effectiveness in the functioning of the school and students' achievement.

Studies based on relative variables

H. Heller (1993) Shikhare (2011), Dubey (2012), Desai (2013), Rajput (2014), and Zacharakis (2017) conducted studies which were based on impact women leadership styles variables like teachers' morale, job satisfaction, social status, gender, etc.

Studies on gender difference

Eagly, et.al (1990) and Sarah et.al (2001) Gungayi Ilhan (2005) P A Lally (2008) Evans, D (2010) studied the female leadership styles in comparison to their male counterparts.

From these reviews of related literature, the researcher observed that the studies related to leadership styles of women heads were highlighted keeping in view variables like job satisfaction, work commitment, teachers morale, emotional maturity, gender difference, etc. researcher failed to come across the study which focussed on the leadership style which helped women leaders to carry out the role of a multitasker balancing the personal as well as

professional life. The present study is an attempt to identify the leadership style of the female principals of grant-in-aid schools of Vadodara. Female member plays a pivotal role in every society. She plays a crucial role in assembling every aspect of a family. Today she has to play a multiplicity of roles where leadership is a major aspect. There are various studies conducted on female leadership but the present study is different in the sense that while playing the role of leadership she encounters varied situations dealing with a myriad of people. She not only has to be vigilant and cautious while taking decisions but she has to decide to keep the framework and guidelines of the government as well. The present study will help the researcher to identify and study the leadership style transacted by the women principals not only in the successful functioning of the grant-in-aid secondary schools but also to study and understand the way women heads balance their work as multitasks thereby proceeding towards the attainment of the vision and mission of the school and the institutional goals.

Design Of The Study:

The design of the present study is the descriptive survey method which helped in surveying the samples. Both qualitative and quantitative methods were used for achieving the determined objectives. Administrative skills and decision-making skills were the variables. The study was designed in such a way that the leadership style of women principals can be identified keeping in view their administrative skills, decision-making skills, and their capability in getting the work done through teamwork. The study is based on the leadership model of Hersey and Blanchard. The basis of this theory is that the leaders' effectiveness resulted from the adaptability of leadership styles. to the followers' task behavior. Hersey and Blanchard leadership model

Population Of The Study

There are 234 Secondary and higher Secondary Grant-in Aid Schools in the Vadodara district. Out of which, 204 schools follow the Gujarati language as the medium of instruction, 28 schools follow the English language as the medium of instruction, and 2 schools follow Hindi as the medium of instruction. 32 schools are having females as principals. (Source of data DEO Vadodara 9/8/19)

The population for this research consists of all the women principals of Grant-in-Aid Secondary schools of Vadodara.

Sample of The Study

The sample for the present study includes all the 32 female principals which the population itself is the sample.

Tools For Data Collection

The following tools and techniques were employed for the present study. The tools were employed for both qualitative and quantitative analyses of the data collected.

(1) Leadership Assessment Survey Questionnaire (LASQ)

(2) Semi-Structured Interview Schedule

(3) Personal Data Sheet For Principals

For the present study, the researcher used the survey method for identifying the Leadership styles among the Women principals of the grant-in-aid secondary schools of Vadodara. Both qualitative and quantitative methods were used for collecting and analyzing data for fulfilling and reaching the determined objectives. For objective one The tools used for collecting data were Semi-structured interviews and a personal data report. For objective number two, a leadership assessment survey questionnaire was used which was developed by the researcher keeping in view the Hersey Blanchard leadership model. The theory identifies four main leadership approaches namely telling, selling, participating, and delegating. The study was designed in such a way that the leadership style of women principals can be identified keeping in view their administrative skills, decision-making skills, and their capability in getting the work done through teamwork. The tools were used for collecting data at different phases. The leadership Assessment tool developed by the researcher was given to the experts for validation to ensure its suitability for seeking data for the study. The experts were also given the objectives of the study. The relevant and feasible suggestions and feedback were incorporated. The semi-structured interview schedule was structured to understand the perceptions of facing the challenges while transacting the day-to-day affairs of the school. An in-depth study of their education and experience also helped in knowing their capability of handling school matters. For this purpose case study of a few principals was conducted. It helped the researcher to know how academic qualification and experience helped the principals to face the challenges and skillfully resolve the problems to a great extent.

Data Analysis and Interpretation

Responses collected from the leadership style questionnaire are analyzed based on the perspectives of women school principals on the kind of leadership style they show for the school management.

Data analysis is categorized as follows:

1. Frequency/Percentage of Demographic Variables
2. Mann-Whitney U-Test between Factors and Medium of Language and Educational Qualification
3. Kruskal-Wallis Test between factors and Age
4. Inferential statistics.

Frequency/Percentage of Demographic Information is prepared in a tabular form (Table 4.1) in chapter number four. It shows the frequency distribution of demographic variables like the medium of instruction, work experience, and qualification (postgraduate with B.Ed and Postgraduate with M Ed)

Mann-Whitney U-test between the medium of language and leadership style factors. The components measured were Administrative qualities, work climate, role in curricular and co-curricular activities.

Kruskal Wallis test explains between Work experience of School principals and factors of leadership qualities. It was derived that there is a significant difference among the responses of different groups of work experience and factors of leadership styles - for Personal Qualities Table 4.5 shows the leadership styles of women school principals of secondary schools for all the factors of leadership management questionnaire. These leadership approaches are derived from the Hersey Blanchard Situational Leadership Theory. Four types of leadership styles are defined as Telling, Selling, Participating and Delegating. Responses are calculated according to the standardized scoring method given with the questionnaire.

For personal qualities, it is reflected high scores for participating approach of female school principals, which explains school principals' world views to strengthen personal qualities by participating and sharing the all the functions with the school staff. It can also derive that the school principals' tendency to involve others in the decision-making processes. Average scores

can be explained for selling and delegating aspects of female school principals and low scores are found for telling approach in the context for personal qualities. In the telling approach, the school principals do not prefer to be told what, how, why, when, and where for all the tasks. They prefer to decide on their own than being told by someone else.

In administrative qualities, average scores were reflected for telling (53), participating (51) and delegating (51), and Selling (30). This average score explains the school principals utilize all the leadership approaches for effective administration processes.

For work climate, average scores were found for telling (55) and participating (52) which explains the school principals' needs to the support from the teachers, administrative staff, and students where everyone are involved to contribute their ideas and opinion to make better decisions for school development.

For work climate, average scores were found for telling (55) and participating (52) which explains the school principals' needs to the support from the teachers, administrative staff, and students where everyone are involved to contribute their ideas and opinion to make better decisions for school development.

For school principals' role in curricular and co-curricular activities, average scores are reflected among telling (38), selling (45), and participating (53) and low scores are reflected for delegating.

Leadership approaches are categorized for personality qualities. Personal qualities include certain leadership qualities that make a good leader. Qualities like honesty, integrity, empathy, and transparency help a leader to lead and effectively manage the group. Feelings of empathy and concern for the subordinates make the leader successful in directing the team members which would make the leader's task easy in guiding the members. It was derived that *participating* approach reflected in school processes such as involvement of school staff in the major decision or new initiative of school and selling approach was reflected for new initiative and when the staff member faces some family problem. *Delegating* leadership approach was explained while sharing crucial information to staff and when a staff member faces some family problem.

Leadership approaches are categorized for administrative qualities, which include orchestration of tasks, assigning tasks to the subordinates, and monitoring the entire work satisfyingly. Administrative skill refers to the skill used in managing the group and achieving the goals and

mission of the project. It was to be derived that *telling* leadership approaches is essential in major administrative qualities such as assigning activities, getting work done, promotion of employees, and resolving any administrative challenges. Furthermore, *participating* leadership approach reflected in getting work done, promotion of employees, redefining the roles and responsibilities of the staff, and major organizational changes. *Delegating* leadership approach is also reflected in administrative qualities such as getting work from employees, resolving challenges during emergencies, and major organizational changes.

The item-wise scores of leadership approach categorized for work climate. The work climate constitutes by the perception of the work environment by an employee. It's how employees feel when they're at work, which has a direct correlation to how motivated they are to do well. Goals can be accomplished and projects can be completed with the support and cooperation of team members. Team members will be motivated to work if a comfortable work climate is provided. This can be made possible by the leader. It was identified that *the telling* leadership approach was reflected in the activities – when management was not satisfied with school performance, staff members failed to share cordial relationships, and when a project had to be completed within a short period. *Participating* leadership approach was reflected in school functions such as team performance and interpersonal relationships and for the development of an ergonomically sound school environment

The item-wise scores of leadership approach categorized for school principals' role in curricular and co-curricular activities. Curricular activity is formal while co-curricular activity is informal. Both are involved in the process of educating children. One is the direct way while the other is the indirect way through various activities. As a leader one has to plan both curricular and co-curricular activities which would help in reaching the goals and vision of the institution. *Participating* leadership approach was reflected for school activities related aspects such as academic performance, encouraging students, innovative teaching methods, and fulfilling the school vision. *The delegating* approach explained school activities such as the academic performance of the school, students' inclination to studies, and managing new directives from the department.

Qualitative data analysis of principals' perspectives on leadership style was carried out for which all the secondary school principals were interviewed using semi-structured interview schedules. The purpose of conducting qualitative data was to understand the perspectives of female school principals' on the importance of leadership style, the role of female leaders, and

challenges faced by female school principals while taking care of day-to-day activities of the school. The qualitative responses were recorded with prior permission and transcribed into the English language. The data were analyzed using quantitative content analysis. Questions for the interview were structured keeping in view certain components like role difference as a leader of primary school and secondary school, Challenges in Secondary school, advantages and disadvantages of being a female leader, the definition of a leader according to them, and the message they would like to give to all the female principals.

Profile cases of few of the women principals were prepared on the basis of the data collected. The profile cases helped the researcher to make an in depth study about the women principals. It also helped the researcher to correlate their academic achievement and experience as crucial components in adopting certain skills and strategies while handling the day to day affairs of the school.

Implications of the study

The leadership model of Hersey and Blanchard (1969) highlights four different leadership styles based on the situation. This model of leadership explained four types of leadership styles namely Telling, Selling,, Participating and Delegating and the researcher was able to identify the leadership style of female principals in the grant-in-aid schools based on different components like personal qualities, administrative qualities, work climate and role in curricular and co-curricular activities. The different situations in which the leader assigns different tasks to the followers for the smooth functioning of the school will enable the leader to adopt certain style for accomplishing the pre decided goals. The research enabled to identify the peculiar style the woman leader adopted in different situation. Using this leadership model as a base the researcher has identified the four different leadership styles adopted by women leaders in the grant-in-aid schools of Vadodara.

It can be concluded that female leaders adopted different leadership styles based on the situation. While looking at the personal qualities majority of them followed Participating style, looking at the administrative qualities majority of them followed Delegating style, Work climate is concerned they adopted the Telling style, and for carrying out the activities in school majority of them transacted Participating style. Hence depending on the prevailing situation, the leaders were smart enough to change their leadership style as their motto was to achieve the vision and mission of the school. It can be concluded that there was no specific style used but depending upon the prevailing situation they transacted different leadership styles as their

motto was smooth functioning of the school along with further development. It was also found that there was a difference in the style adopted by the female principals who had long years of experience than with less experience and the medium of instruction also mattered.

MAJOR FINDINGS OF THE STUDY

The findings of the present study are divided into two parts :

- (1) Quantitative Data Analysis Of Principals' Perspectives On Leadership Style
- (2) Qualitative Data Analysis Of Principals' Perspectives On Leadership Style

Findings from Leadership Style Questionnaire

Responses collected from the leadership style questionnaire were analysed based on the perspectives of women school principals of the grant-in-aid secondary schools on the kind of leadership style they show for the school management.

- (a) It was found that women leaders adopted different leadership styles based on the prevailing situation.
- (b) Looking at different components of management different styles were adopted as per the administrative and management functions.
- (c) Looking at the personal qualities majority of them followed Participating style.
- (d) Looking at the administrative qualities majority of them followed Delegating style.
- (e) When work climate was concerned they adopted the Telling style.
- (f) For carrying out the activities in school majority of them transacted Participating style.
- (g) there was a difference in the style adopted by the female principals who had long years of experience than with less experience and the medium of instruction also mattered

It can be concluded that female leaders adopted different leadership styles based on the situation. While looking at the personal qualities majority of them followed Participating style, looking at the administrative qualities majority of them followed Delegating style, Work climate is concerned they adopted the Telling style, and for carrying out the activities in school majority of them transacted Participating style. Hence depending on the prevailing situation, the leaders were smart enough to change their leadership style as their motto was to achieve the vision and mission of the school. It can be concluded that there was no specific style used but depending upon the prevailing situation they transacted different leadership styles as their

motto was smooth functioning of the school along with further development. It was also found that

Findings from Semi-structured Interview

Women principals of Grant-in-aid secondary school principals were interviewed using semi-structured interview schedules. The purpose of conducting qualitative data was to understand the female school principals' perspective on the importance of leadership style, females' role as a leader, and challenges faced by female school principals.

The interview helped to get the following findings which were received in the form of messages from the women principals.

- (a) Balancing personal and professional life.
- (b) Being focused and keep doing the fantastic work
- (c) Treating school as a family and nurturing all,
- (d) Embracing challenges and
- (e) Being firm and strong.

Findings from the Data sheet.

With the help of Data sheet and Interview following details were found

1. Educational qualification had a greater impact on the leadership style transacted by the women principals.
2. Experience of the women principals had a great impact on the administrative style.
3. Every day new challenges were encountered but their experience, skill and cooperation of the staff members helped them to resolve the problems to a great extent.
4. It was found from the study that principals of secondary section encounter more challenges in comparison the principals of primary section.
5. Every day a new challenge is faced and this affected the working capacity and environment of the school.

Findings from the Profile Cases

An in-depth study of few of the women principals cases helped to reach at the following conclusions.

- (a) Academic achievement was an important component which helped to reach at the position of principal
- (b) Early childhood, education and family background worked as motivating factors to reach the position of principal
- (c) Soft skills played a decisive role in all the women principals who are successfully leading their respective schools.
- (d) The present study was conducted to identify the leadership styles of women principals in the grant-in-aid schools of Vadodara. It also highlighted some of the challenges being faced while transacting those leadership styles. Although this study has provided insight into the identification of the leadership styles transacted by the women principals, the research findings reveal several areas where further research will benefit certain areas for its development. Following recommendations for further research will be helpful in the area of leadership development.
- (e) This study is focused on the identification of the leadership style of female principals in the grant-in-aid schools, further studies can be carried out to develop the identified leadership styles so that it will enhance their skill in the development of the institutions.
- (f) In-depth case studies can be carried out to ascertain the reasons for transacting certain styles. What are the aspects which promote them to follow a certain style?
- (g) Studies can be carried out to know the perception of teachers working under the leadership style of their principals.
- (h) It can also be studied how certain leadership styles affect the related variables like job satisfaction, work climate, etc.
- (i) A comparative study can be conducted on the leadership style of male and female leaders.

Summary and Conclusion

This research attempted to identify the leadership style adopted by the female principals in the grant-in-aid schools of Vadodara. Grant-in aid schools are funded by the government and managed by private trusts. The appointment of teachers and principals is concerned, the government has framed certain policies and based on those, appointments can be processed. The researcher being in the grant-in-aid school for almost three decades was having the first-hand experience to be a part of the overall working condition of grant-in-aid schools. The

challenges faced by the principal whether it is for infrastructural, finance, academic, administrative, or government policies. Grant-in-aid schools are managed and run by private trusts but financed and funded by the government hence these types of schools are termed aided schools. When the government is looking after the financial resources, it is expected for the schools to work within the framework and guidelines framed by the education board. All the academic and non-academic activities are planned by the education board and all the aided schools are bound to follow the same. Hence it becomes a challenging task for the principals to coordinate all the available resources and at the same time achieve the pre-determined goals along with fulfilling the mission of the school. There are certain challenges like lack of resources and manpower that affect the working of the schools. Retirement of teachers and replacement of new teachers take a lot of time and such delays hamper the academic activities which thereby affects the functioning of the school.

Suggestions for the further research

The present study was conducted to identify the leadership styles of women principals in the grant-in-aid schools of Vadodara. It also highlighted some of the challenges being faced while transacting those leadership styles. Although this study has provided insight into the identification of the leadership styles transacted by the women principals, the research findings reveal several areas where further research will benefit certain areas for its development. Following recommendations for further research will be helpful in the area of leadership development.

- (a) This study is focused on the identification of the leadership style of female principals in the grant-in-aid schools, further studies can be carried out to develop the identified leadership styles so that it will enhance their skill in the development of the institutions.
- (b) In-depth case studies can be carried out to ascertain the reasons for transacting certain styles. What are the aspects which promote them to follow a certain style?
- (c) Studies can be carried out to know the perception of teachers working under the leadership style of their principals.
- (d) It can also be studied how certain leadership styles affect the related variables like job satisfaction, work climate, etc.
- (e) A comparative study can be conducted on the leadership style of male and female leaders.

The research conducted on identifying the leadership style transacted by the female principals of grant-in-aid schools has reflected certain study implications which can be of great use to other researchers in this field. With the onset of NEP 2020, there are going to be divergent ideas and concepts which need to be implemented. Looking at that angle there will be shifts in the working style of all the educational leaders and staff members. With the reforms in school curricula and pedagogy aiming for the holistic development of learners by equipping the key 21st-century skills and a greater focus on essential learning and critical thinking, the role of the principal will undergo a massive transformation. The implementation of vocational education at the school level and NCFSE 2020-21 school leaders will have to refurbish their skills and capabilities in a new and innovative way. In the technology-oriented teaching and learning process, school principals will have a pivotal role to play. This will demand more refresher courses and leadership development programs for educational leaders. In the coming years, it is going to be a real challenge for the school principals to work with the same zeal and enthusiasm especially in the grant-in-aid schools.

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