

TABLE OF CONTENTS

SR.NO.	CONTENTS	PAGE NO.
1	DECLARATION	i
2	CERTIFICATE	ii
3	ACKNOWLEDGEMENT	iii
4	TABLE OF CONTENTS	v
5	INDEX	vi
6	LIST OF TABLES	xiv
7	LIST OF FIGURES	xv
8	LIST OF CHARTS	xvi
9	LIST OF APPENDICES	xvi

INDEX

SR. NO.	CHAPTER 1 INTRODUCTION	PAGE NO.
1	INTRODUCTION	1
1.1	ROLE OF A LEADER	4
1.2	NEED OF THE HOUR–CHANGING STYLE OF LEADERS.	6
1.3	WOMEN AS ROLE MODELS IN THE "NEW NORMAL SITUATION."	6
1.4	INFLUENCE OF EDUCATIONAL AND PROFESSIONAL BACKGROUNDS ON LEADERS	6
1.5	EFFECTIVE LEADERSHIP	7
1.5.1	IMPORTANT TRAITS OF EFFECTIVE LEADERSHIP	9
1.5.2	LEADERSHIP EVOLUTION	10
1.5.3	FORMS OF LEADERSHIP	11
1.5.4	LEADERSHIP STYLE	12
1.5.5	TEN COMMON LEADERSHIP STYLES	13
1.6	ROLE OF A PRINCIPAL IN SCHOOL	14
1.6.1	HEADMASTER/PRINCIPAL	16
1.7	STATUS OF WOMEN	18
1.7.1	POSITION AND STATUS OF WOMEN ACROSS VARIOUS RELIGIONS AND SECTS	19
1.7.2	CONVENTION FOR ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN	21
1.7.3	WOMEN LEADERSHIP	21
1.7.4	FOUR QUALITIES OF WOMEN LEADERS	22

1.7.5	EMPLOYMENT AND WOMEN EMPOWERMENT	22
1.7.6	NATIONAL POLICY FOR THE EMPOWERMENT OF WOMEN	23
1.7.7	WOMEN PRINCIPALS -EDUCATIONAL LEADERS	24
1.8	ELIGIBILITY CRITERIA FOR SELECTION OF SCHOOL PRINCIPALS IN GUJARAT STATE	25
1.8.1	PROBLEMS AND CHALLENGES FACED BY SECONDARY SCHOOL PRINCIPALS	26
1.8.2	GRANT-IN-AID	27
1.8.3	INITIATIVES BY THE EDUCATION DEPARTMENT	27
1.8.4	SCHOOL ADMINISTRATIVE SOFTWARE	28
1.8.5	ONLINE COURSES FOR TEACHER PROFESSIONAL DEVELOPMENT	28
1.9	INSTITUTIONAL FRAMEWORK	28
1.10	POLICY PERSPECTIVES	29
1.11	RESPONSIBILITIES OF THE STATE GOVERNMENT REGARDING SCHOOL EDUCATION	32
1.12	THEORIES OF LEADERSHIP	33
1.12.1	THE HERSEY BLANCHARD SITUATIONAL LEADERSHIP THEORY	34
1.12.2	THE THEORY IDENTIFIES FOUR MAIN LEADERSHIP APPROACHES OR STYLES	35
1.12.3	HISTORY OF SITUATIONAL LEADERSHIP	36
1.12.4	CHARACTERISTICS OF THE SITUATIONAL LEADERSHIP STYLE	36
1.13	IMPLICATION OF THE THEORY IN THE PRESENT STUDY	37
1.14	RESEARCH CONTEXT	37
1.15	RATIONALE FOR THE STUDY	38

1.16	RESEARCH QUESTIONS	40
1.17	STATEMENT OF THE PROBLEM	41
1.18	OBJECTIVES OF THE STUDY	42
1.19	EXPLANATION OF THE TERMS	42
1.20	ORGANIZATION OF THE THESIS	43
1.21	CHAPTERIZATION	44
1.22	CONCLUSION	45

SR.No.	2. REVIEW OF RELATED LITERATURE	PAGE NO.
2.0	INTRODUCTION	46
2.1	STUDIES BASED ON WOMEN LEADERSHIP	46
2.2	STUDIES BASED ON THE INFLUENCE OF LEADERS ON THE SCHOOL CLIMATE AND EFFECTIVENESS	46
2.3	STUDIES BASED ON RELATIVE VARIABLES	47
2.4	STUDIES ON GENDER DIFFERENCE	47
2.5	SUMMARY OF THE REVIEW OF RELATED LITERATURE	63
2.6	IMPLICATIONS OF THE REVIEWED STUDIES FOR THE PRESENT STUDY	64

SR. NO.	3. METHODOLOGY	PAGE NO.
3.0	INTRODUCTION	65
3.1	OBJECTIVES OF THE STUDY	66
3.2	RESEARCH QUESTIONS	66
3.3	STATEMENT OF THE PROBLEM	66
3.4	DESIGN OF THE STUDY	68
3.5	POPULATION OF THE STUDY	68
3.6	PLAN AND PROCEDURE OF DATA	68
3.6.1	SAMPLE OF THE STUDY	68
3.7	SOURCES OF DATA	69
3.8	PROCESS OF DATA COLLECTION	69
3.9	TOOLS AND TECHNIQUES USED FOR DATA COLLECTION	69
3.10	PROCEDURE FOR DATA COLLECTION:	73
3.11	VALIDITY OF DATA	73
3.12	DATA ANALYSIS AND INTERPRETATION	74
3.13	FINALIZATION OF SAMPLE	75
3.14	PROCEDURE OF CASE STUDIES	76
3.14.1	GAINING ACCESS TO THE PRINCIPALS	76

SR. NO.	4. RESULTS AND INTERPRETATIONS	PAGE NO.
4.0	INTRODUCTION	77
4.1	FREQUENCY/PERCENTAGE OF DEMOGRAPHIC INFORMATION	78
4.2	MANN-WHITNEY U-TEST BETWEEN MEDIUM OF LANGUAGE AND FACTORS	80
4.3	KRUSHKAL WALLIS TEST BETWEEN WORK EXPERIENCE AND FACTORS	81
4.4	MANN-WHITNEY U-TEST BETWEEN EDUCATIONAL QUALIFICATION AND FACTORS	82
4.5	LEADERSHIP STYLE (OVERALL)	83
4.6	LEADERSHIP STYLE (ITEM-WISE)	85
4.7	ROLE DIFFERENCE IN PRIMARY AND SCHOOL PRINCIPALS	93
4.8	CHALLENGES IN SECONDARY SCHOOLS	94
4.9	DEFINITION OF A LEADER	94
4.10	ADVANTAGES OF FEMALE LEADER	95
4.11	DISADVANTAGES OF FEMALE LEADER	96
4.12	PROFILE CASES	100
4.12.0	INTRODUCTION	100
4.12.1	EDUCATIONAL QUALIFICATION OF WOMEN PRINCIPALS	100
4.12.2	EXPERIENCE	100
4.12.3	SOFT SKILLS	100
4.13	PROFILE CASES OF PRINCIPALS	101
4.13.0	INTRODUCTION	101

4.13.1	EDUCATIONAL QUALIFICATION OF WOMEN PRINCIPALS	101
4.13.2	EXPERIENCE	101
4.13.3	SOFT SKILLS	101
4.14	PROFILE CASES	102
4.14.0	EARLY CHILDHOOD AND EDUCATION - CASE - A	102
4.14.1	EXPERIENCE	103
4.14.2	SOFT SKILL TRAITS	104
4.15.0	EARLY CHILDHOOD AND EDUCATION - CASE- B	105
4.15.1	EXPERIENCE	105
4.15.2	SOFT SKILL TRAITS	106
4.16.0	EARLY CHILDHOOD AND EDUCATION - CASE -C	106
4.16.1	EXPERIENCE	107
4.16.2	SOFT SKILL TRAITS	107
4.17.0	EARLY CHILDHOOD AND EDUCATION - CASE- D	108
4.17.1	EXPERIENCE	108
4.17.2	SOFT SKILL TRAITS	108
4.18.0	EARLY CHILDHOOD AND EDUCATION - CASE -E	109
4.18.1	EXPERIENCE	109
4.18.2	SOFT SKILL TRAITS	110
4.19	CONCLUSION	110

SR. NO.	SUMMARY, FINDINGS, AND CONCLUSION	PAGE NO.
5.0	INTRODUCTION	111
5.1	EFFECTIVE LEADERSHIP	112
5.2	LEADERSHIP STYLE AND PRINCIPAL	112
5.3	WOMEN PRINCIPALS- EDUCATIONAL LEADERS	113
5.4	HERSEY BLANCHARD SITUATIONAL LEADERSHIP MODEL	114
5.5	RESEARCH CONTEXT	115
5.6	REVIEW OF RELATED LITERATURE	115
5.7	RATIONALE FOR THE STUDY	116
5.8	RESEARCH QUESTIONS	119
5.9	STATEMENT OF THE PROBLEM	119
5.10	OBJECTIVES OF THE STUDY :	119
5.11	DESIGN OF THE STUDY :	120
5.12	POPULATION OF THE STUDY	120
5.13	SAMPLE OF THE STUDY	120
5.14	TOOLS AND TECHNIQUES USED FOR DATA COLLECTION	121
5.15	MAJOR FINDINGS OF THE STUDY	121
5.15.1	FINDINGS FROM LEADERSHIP STYLE QUESTIONNAIRE	121
5.15.2	FINDINGS FROM SEMI-STRUCTURED INTERVIEW	122
5.15.3	FINDINGS FROM THE DATASHEET.	122
5.15.4	FINDINGS FROM THE PROFILE CASES	123
5.15.5	SUMMARY AND CONCLUSION	123

5.16	SUGGESTIONS FOR THE FURTHER RESEARCH	125
	BIBLIOGRAPHY	126-130
	LIST OF APPENDICES	131

TABLE NO.	LIST OF TABLES	PAGE NO.
1.1	NUMBER OF FEMALE PER HUNDRED MALE ENROLLED BY LEVEL OF EDUCATION	23
3.2	COMPONENTS OF LEADERSHIP QUESTIONNAIRE	70
3.3	DISTRIBUTION OF DEMOGRAPHIC VARIABLES	71
3.4	DATA ANALYSIS AND INTERPRETATION	74
3.5	LIST OF PROFILE CASES	75
4.1	FREQUENCY/PERCENTAGE OF DEMOGRAPHIC INFORMATION	78
4.2	MANN WHITNEY U TEST BETWEEN MEDIUM OF LANGUAGES AND FACTORS	80
4.3	KRUSKAL WALLIS TEST BETWEEN WORK EXPERIENCE AND FACTORS	81
4.4	MANN WHITNEY U TEST BETWEEN EDUCATIONAL QUALIFICATIONAND FACTORS	82
4.5	LEADERSHIP STYLE (OVERALL)	83
4.6	LEADERSHIP STYLE (ITEMWISE)	85
4.7	ROLE DIFFERENCE IN PRIMARY AND SECONDARY SCHOOLS	93
4.8	CHALLENGES IN SECONDARY SCHOOLS	94
4.9	DEFINITION OF A LEADER	94
4.10	ADVANTAGES OF A FEMALE LEADER	95
4.11	DISADVANTAGES OF FEMALE LEADER	96

FIG.NO.	LIST OF FIGURES	PAGE NO.
1.1	FIVE MAJOR APPROACHES ADOPTED BY INFLUENTIAL LEADERS	8
1.2	COMMON LEADERSHIP STYLES	13
1.3	HERSEY BLANCHARD SITUATIONAL LEADERSHIP MODEL	35
4.1	DEMOGRAPHIC INFORMATION	71
4.2	LEADERSHIP STYLE	83
4.3	PERSONAL QUALITIES	87
4.4	ADMINISTRATIVE QUALITIES	88
4.5	WORK CLIMATE	89
4.6	ROLE IN CURRICULAR/CO CURRICULAR ACTIVITIES	90
4.7	VISION OF SCHOOL PRINCIPALS	83
4.8	ADVANTAGES AND DISADVANTAGES OF FEMALE LEADER	95
4.9	QUALITIES OF FEMALE AS A LEADER	97
4.10	LEADERSHIP STYLES PREFERRED BY PRINCIPALS	98
4.11	MESSAGE TO FEMALE LEADERS	99

SR.NO.	LIST OF CHARTS	PAGE NO.
1.1	ACADEMIC ISSUES AND CHALLENGES	26
1.2	STRUCTURE OF EDUCATIONAL ADMINISTRATIVE SET UP OF SCHOOL EDUCATION AT STATE GOVERNMENT LEVEL	32
1.3	HERSEY BLANCHARD SITUATIONAL LEADERSHIP THEORY	34
1.4	CHAPTERIZATION	44

	LIST OF APPENDICES	
NO.	TITLE	PAGE NO.
1	PERMISSION LETTER	132
2	RESEARCH TOOLS VALIDATION REPORT FORM	133
3	LIST OF EXPERTS	134
4	QUESTIONNAIRE (ENGLISH)	135-144
5	QUESTIONNAIRE (GUJARATI)	145-151
6	DATASHEET	152
7	SCORESHEET	153
8	INTERVIEW SCHEDULE	154
9	LIST OF GRANT-IN-AID SCHOOLS IN VADODARA	155-162
10	LIST OF PUBLICATIONS	171