

A RELATIONAL STUDY OF TRANSFORMATIONAL LEADERSHIP BEHAVIOUR OF SCHOOL PRINCIPALS AND THE SCHOOL CLIMATE IN HARYANA

Ranjeet Singh

Research Scholar, Department of Education, Chaudhary Devi Lal University, Sirsa, Haryana

Abstract

Purpose – The purpose of this paper is to relate the transformational leadership behaviour of Principals with School climate in Haryana.

Design/methodology/approach – The Multifactor Leadership Questionnaire was used to assess the transformational and transactional leadership styles of principals. Climate data were obtained by using the School Climate self made questionnaire. The author surveyed 160 principals from secondary schools in Haryana.

Findings: Results revealed that there is significant positive relationship between transformational leadership behaviour of Principals with School climate. It was found that transformational leadership has an effect on five dimensions of school climate (Teacher's Supportive Environment, Academic and Professional Relationship, Social Support for Students, Teaching and Learning, Safety and Comfort).

Research implications: This study offers some insight into how the principal's leadership style may enhance the school climate with reference to its different dimensions.

Research limitations: The study was delimited to only two variables: Transformational Leadership Behavior and School Climate. The study was conducted on principals of senior secondary schools.

Key terms: Transformational Leadership, School Climate, Principals, Teacher's Supportive Environment, Academic and Professional Relationship, Social Support for Students, Teaching and Learning, Safety and Comfort



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Introduction: Educational Leadership has been one of the most significant and major concerns in ancient to modern education system. School Principal is chief highly responsible for school effectiveness or performance and the design of school climate as one of the initial factors of achievement. Bass, 1985; Bass and Avolio, 1990, 1994 had given the model of Transformational and Transactional leadership. Within the conceptual framework of the transformational, the major objective of the paper is to explore the relationship between senior secondary school principal's transformational leadership style and school climate. Education is the key to face the challenges of modern world for every nation. Education in the form of teaching learning formally starts from the school. The environment of the school plays a significant role in the all round development of the students. A supportive and secure environment is conducive to develop all abilities and skills of the students and a healthy school environment depends upon the principals of the school.
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Principal is a leader in school surroundings and his/her behaviour has significance for school climate. So in this regard a principal should have good communicational and leadership skills. Leadership behaviour is of many types but in the present paper only transformational leadership of the school principals has been taken with regard to school climate and its different aspects.

Review of Literature: Moolenaar, Daly & Slegers (2010) in findings indicated that transformational leadership was positively associated with schools' innovative climate and more principals were sought for professional and personal advice, and the more closely connected they were to their teachers, the more willing teachers were to invest in change and the creation of new knowledge and practices. Ross & Gray (2006) reported that Transformational leadership had an impact on the collective teacher efficacy of the school; teacher efficacy alone predicted teacher commitment to community partnerships; and transformational leadership had direct and indirect effects on teacher commitment to school mission and commitment to professional learning community. Transformational leadership motivates people to achieve unexpected or remarkable results. It gives teachers autonomy over specific issues. Aydin Balyer (2012) identified that Transformational leadership of school principals 'has four major characteristics as idealized influence (leader's behaviour and the follower's attributions about the leader). Inspirational motivation refers the transformational leader who acts as a model for subordinates, communicates a vision, motivate and inspire their subordinates. In individualized consideration the leader endeavour to treat each individual as a special person and The leader coaches and mentors the individual to develop their potential. Miskel and Ogawa (1988) focussed that school climate is based on faculty-principal relations and personal interactions with the relative presence of consideration and initiation of structure. Leithwood (1994); Valentine & Prater(2011); Snowden & Gorton(1998); Hallinger & Heck(1998) suggested that transformational leadership is most appropriate approach for qualitative improvement and principals ma reinforce positive norms and values in their daily work, the words that they use, as well as the relations that they have with others and they have in shaping school climate to successfully promote student performance and professional development. Blatt (2002) found a statistically significant positive relationship between transformational leadership and school climate. Clabough (2006) found that a principal's leadership style has an significant impact on school climate. Mc Carley (2012)described that results from quantitative analysis confirmed that there was a significant relationship between factors of transformational

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leadership and three components of school climate. In this paper transformational leadership is concerned with school climate has an effect on five aspects of school climate (Teacher's Supportive Environment, Academic and Professional Relationship, Social Support for Students, Teaching and Learning, Safety and Comfort).

Research Question

1. Do Transformational Leadership of principals and School Climate are related to each other?
2. Do Transformational Leadership of principals and different dimensions of School Climate are related to each other?

Research Objectives

1. To know the effect of Transformational Leadership Behaviour on School Climate and its different dimensions.
2. To explore the significant predictor of school climate in relation to transformational leadership.
3. To frame implications for institutions and head of the school or college to improve their present environment of the organization.

Operational Definition of Terms

1. **Transformational Leadership:** it refers to the leadership style of school principals that inspires and motivates followers (teachers & students) to demonstrate commitment to a shared vision.
2. **School Climate:** school climate refers to sum of values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways. Relationships among administrators, principals, teachers, parents, and students contribute to school climate.
3. **Teacher's Supportive Environment:** teachers support each other and also provide help and support to the students to sort out their academically and non- academically problems.
4. **Academic and Professional Relationship:** it refers to the good relationships between students and staff. In addition to this good relationship among staff and their relationship with principal.
5. **Social Support for Students:** social support refers to socialisation of the students in school environment.

6. **Teaching and Learning:** it refers to the academic activities of the school which includes teaching learning material, teaching methods and academic progress of the students.
7. **Safety and Comfort:** it is related to security of the students in the school and comfortable sitting arrangements and ventilated classrooms in the school.

Methodology of the Study

1. **Method:** A descriptive survey research method was used in this study and is suitable for present investigation.
2. **Population:** The population for the present research consisted of all school principals of senior secondary level in the state of Haryana.
3. **Sample and Sampling Technique:** Random sampling technique was used by the investigator to select a representative sample. The sample consisted of 160 senior secondary school principals from Haryana state.
4. **Research instruments:**
 1. **Leadership Behavior :** *S.N.Dubey*. Multifactor Leadership Questionnaire (MFLQ-D)-L AND R FORMS *Hindi* (It is based on Bass and Avolio Multifactor Leadership Questionnaire form 5 X short.
 2. **School Climate:** This tool was developed by the investigator with the help of supervisor.

Analytical procedures, Results and Discussion

Research Question 1. Do Transformational Leadership of principals and School Climate are related to each other?

Hypothesis: There is no significant effect of Principals Transformational Leadership Behaviour on School Climate.

Interpretations of Results

Table 1. Showing correlation between Principals Transformational Leadership Behaviour and School Climate

Variables	Correlations		
		TFLB	SC
TFLB	Pearson Correlation	1	.506**
	N	160	160
SC	Pearson Correlation	.506**	1
	N	160	160

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson product-moment correlation coefficient was computed to assess the relationship between the Principal's Transformational Leadership and School Climate. There was found

positive correlation between the Transformational Leadership and School Climate, $r = .509$, $n = 160$. In other words when the Transformational Leadership is high the School Climate becomes more conducive.

Table 2 showing Regression Model Summary between Principals Transformational Leadership Behaviour and School Climate.

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.506	.256	.251		9.573

a. Predictors: (Constant), TFLB

Table no.2 represents the value of R, R square in case of criterion variable School Climate and independent variable Transformational Leadership Behaviour. Results revealed that 25 percent variation of independent variable is explained that Transformational Leadership Behaviour of Principal affects School Climate. Table depicts that Principals Transformational Leadership Behaviour has significantly contributed to School Climate.

Table 3 showing Analysis of Variance between Principals Transformational Leadership Behaviour and School Climate.

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4980.521	1	4980.521	54.346	.000
	Residual	14479.879	158	91.645		
	Total	19460.400	159			

a. Predictors: (Constant), TFLB
b. Dependent Variable: SC

Table no.3 shows the value of F test 54.346 which is significant because it is greater than the table value for 158 degrees of freedom. Above table indicated that the regression model predict the dependent variable significantly well. It also indicates that School Climate is linearly related with Principals Transformational Leadership Behaviour. The Transformational Leadership Behaviour of Principals significantly affects the School climate.

Table 4 showing Coefficients between Principals Transformational Leadership Behaviour and School Climate

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
		B	Std. Error			
1	(Constant)	89.669	7.591		11.813	.000
	TFLB	.836	.113	.506	7.372	.000

a. Dependent Variable: SC

An inspection of individual predictors revealed that Transformational Leadership Behaviour (Beta=.506, p<.000) is the significant predictor of School Climate.

Research Question 2. Do Transformational Leadership of principals and different dimensions of School Climate are related to each other?

Hypothesis: There is no significant effect of Principals Transformational Leadership Behaviour on Teachers’ Supportive Environment (TSE) dimension of School Climate.

Table 5. showing correlation between Principals Transformational Leadership Behaviour and Teachers’ Supportive Environment (TSE) dimension of School Climate.

Correlations		TFLB	TSE
Variables			
TFLB	Pearson Correlation	1	.432**
	N	160	160
TSE	Pearson Correlation	.432**	1
	N	160	160

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson product-moment correlation coefficient was computed to assess the relationship between the Transformational Leadership Behaviour and Teacher Supportive Environment aspect of School climate. a positive correlation is found .between the two variables, r = .432, n=160 which is significant at 0.01 level of significance.

Table 6. showing Regression Model Summary Principals Transformational Leadership Behaviour and Teachers’ Supportive Environment (TSE) dimension of School Climate.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.432 ^a	.187	.182	5.143

a. Predictors: (Constant), TFLB

Table no.6 represents the value of R, R square in case of criterion variable Teachers’ Supportive Environment and independent variable Transformational Leadership Behaviour. Results revealed that 18 percent variation of independent variable is explained that Transformational Leadership Behaviour of Principal affects Teacher Supportive Environment. Table depicts that Principals Transformational Leadership Behaviour has contributed to create teacher supportive environment in the school.

Table 7. showing Analysis of Variance Principals Transformational Leadership Behaviour and Teachers’ Supportive Environment (TSE) dimension of School Climate.

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	959.399	1	959.399	36.270	.000 ^a
	Residual	4179.295	158	26.451		
	Total	5138.694	159			

a. Predictors: (Constant), TFLB
b. Dependent Variable: TSE

Anova table indicated that the overall regression model statistically significantly predict the outcome variable. The F value that is 36.270 which is found significant because it is greater than the table value for 158 degrees of freedom at 0.01 level. The Transformational Leadership Behaviour of Principals significantly affects the Teacher Supportive Environment.

Table 8. showing Coefficients between Principals Transformational Leadership Behaviour and Teachers’ Supportive Environment (TSE) dimension of School Climate.

Coefficients ^a						
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	33.518	4.078		8.219	.000
	TFLB	.367	.061	.432	6.022	.000

a. Dependent Variable: TSE

An inspection of individual predictors revealed that Transformational Leadership Behaviour (Beta=.432, p<.000) is the significant predictor of Teacher Supportive Environment.

Hypothesis: There is no significant effect of Principals Transformational Leadership Behaviour on Academic and Professional Relationship (APR) dimension of School Climate.

Table 9. showing correlation between Principals Transformational Leadership Behaviour and Academic and Professional Relationship (APR) dimension of School Climate.

Correlations		TFLB	APR
Variables			
TFLB	Pearson Correlation	1	.242**
	N	160	160
APR	Pearson Correlation	.242**	1
	N	160	160

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson product-moment correlation coefficient was computed to assess the relationship between Principals Transformational Leadership Behaviour and Academic and Professional Relationship dimension of School climate. The correlation is found .242 which is significant at 0.01 level of significance.

Table 10. showing Regression Model Summary between Principals Transformational Leadership Behaviour and Academic and Professional Relationship (APR) dimension of School Climate.

Model Summary					
Model	R	R Square	Adjusted R Square	R	Std. Error of the Estimate
1	.242 ^a	.059	.053		6.340

a. Predictors: (Constant), TFLB

Table no. 10 represents the value of R and R square in case of criterion variable Academic and Professional Relationship and independent variable Transformational Leadership Behaviour. Results revealed that .059 percent variation of independent variable is explained that Transformational Leadership Behaviour of Principal affects Academic and Professional Relationship. The results are in line with the common notion that Transformational Leadership Behaviour brings good results in teaching learning process.

Table 11. showing Analysis of Variance between Principals Transformational Leadership Behaviour and Academic and Professional Relationship (APR) dimension of School Climate.

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	396.486	1	396.486	9.863	.002 ^a
	Residual	6351.514	158	40.199		
	Total	6748.000	159			

a. Predictors: (Constant), TFLB

b. Dependent Variable: APR

Table no.11 indicates that the regression model that was run to predict the outcome variable which is significantly well. Table depicts the F value that is 9.863 which is found significant because it is greater than the table value for 158 degrees of freedom at 0.01 level. It indicates that Academic and Professional Relationship is related with Principals Transformational Leadership Behaviour. It is concluded that there is significant effect of Principals Transformational Leadership Behaviour on Academic and Professional Relationship dimension of School Climate.

Table 12. showing Coefficients between Principals Transformational Leadership Behaviour and Academic and Professional Relationship (APR) dimension of School Climate.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
		B	Std. Error			
1	(Constant)	36.540	5.027		7.268	.000
	TFLB	.236	.075	.242	3.141	.002

a. Dependent Variable: APR

An inspection of individual predictors revealed that Transformational Leadership Behaviour (Beta=.242, p<.002) is the significant predictor of Academic and Professional Relationship.

Hypothesis: There is no significant effect of Principals Transformational Leadership on Social Support for Students (SSS) dimension of School Climate.

Table 13. showing correlation between Principals Transformational Leadership and Social Support for Students (SSS) dimension of School Climate.

Correlations			
Variables		TFLB	SSS
TFLB	Pearson Correlation	1	.340**
	N	160	160
SSS	Pearson Correlation	.340**	1
	N	160	160

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson product-moment correlation coefficient was computed to assess the relationship between Transformational Leadership Behaviour and Social Support for Students. The correlation is found .340 which is significant at 0.01 level. There was found significant positive relationship between the two variables.

Table 14. showing Regression Model Summary between Principals Transformational Leadership and Social Support for Students (SSS) dimension of School Climate.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.340 ^a	.115	.110	2.943

a. Predictors: (Constant), TFLB

Table no.14 represents the value of R and R square in case of criterion variable Social Support for Students and independent variable Transformational Leadership Behaviour. In this case overall model explained 11 % of variance which was revealed to be statistically

significant. Table depicts that Principals Transformational Leadership Behaviour has positive effect on the Social Support for Students in the school.

Table 15. showing Analysis of Variance between Principals Transformational Leadership and Social Support for Students (SSS) dimension of School Climate.

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	178.628	1	178.628	20.629	.000 ^a
	Residual	1368.147	158	8.659		
	Total	1546.775	159			

a. Predictors: (Constant), TFLB
b. Dependent Variable: SSS

Table no. 15 depicts the F value that is 20.629 which is found significant because p value is greater than the table value for 158 degrees of freedom at 0.01 level. It indicates that Social Support for Students is related with Principals Transformational Leadership Behaviour. It is concluded that there is significant effect of Principals Transformational Leadership Behaviour on Social Support for Students dimension of School Climate.

Table 16. showing Coefficients between Principals Transformational Leadership and Social Support for Students (SSS) dimension of School Climate.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.743	2.333		5.033	.000
	TFLB	.158	.035	.340	4.542	.000

a. Dependent Variable: SSS

An inspection of individual predictors revealed that Transformational Leadership Behaviour (Beta=.340, p<.000) is the significant predictor of Social Support for Students.

Hypothesis: There is no significant effect of Principals Transformational Leadership on Teaching & Learning(TL) dimension of School Climate.

Table 17. showing correlation between Principals Transformational Leadership and Teaching & Learning (TL) dimension of School Climate.

Correlations			
Variables		TFLB	TL
TFLB	Pearson Correlation	1	.299**
	N	160	160
TL	Pearson Correlation	.299**	1
	N	160	160

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson product-moment correlation coefficient was computed to assess the relationship between the Transformational Leadership Behaviour and Teaching and Learning (TL)

dimension of School Climate. The Teaching and Learning (TL) dimension builds the School Climate. It is found significant positive correlation between the two variable $r=.299, n=160$.

Table 18. showing Regression Model Summary between Principals Transformational Leadership and Teaching & Learning (TL) dimension of School Climate.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.299 ^a	.090	.084	1.928

a. Predictors: (Constant), TFLB

The overall model explained the .090 percent of the variance which is to be statistically significant. Table depicts that Principals Transformational Leadership Behaviour has positive effect on the Teaching and Learning process for students in the school.

Table 19. showing Analysis of Variance between Principals Transformational Leadership and Teaching & Learning (TL) dimension of School Climate.

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	57.868	1	57.868	15.567	.000 ^a
	Residual	587.326	158	3.717		
	Total	645.194	159			

a. Predictors: (Constant), TFLB
b. Dependent Variable: TL

Table no. 19 depicts the F value that is 15.567 which is found significant because p value is greater than the table value for 158 degrees of freedom at 0.01 level. It indicates that Teaching and Learning process for students is related with Principals Transformational Leadership Behaviour. It is concluded that there is significant effect of Principals Transformational Leadership Behaviour on Teaching and Learning (TL) for students dimension of School Climate.

Table 20. showing Coefficients between Principals Transformational Leadership and Teaching & Learning (TL) dimension of School Climate.

Coefficients ^a						
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	5.104	1.529		3.339	.001
	TFLB	.090	.023	.299	3.946	.000

a. Dependent Variable: TL

Table no. 20 provide us the information to predict Transformational Leadership Behaviour from Teaching and Learning (TL) for students, as well as determine whether Transformational Leadership Behaviour contributes statistically significantly to the model. An inspection of individual predictors revealed that Transformational Leadership Behaviour (Beta=.299, p<.000) is the significant predictor of Teaching and Learning (TL) for Students.

Hypothesis: There is no significant effect of Principals Transformational Leadership on Safety and Comfort (SC) dimension of School Climate.

Table 21. showing correlation between Principals Transformational Leadership on Safety and Comfort (SC) dimension of School Climate.

Correlations			
Variables		TFLB	SC
TFLB	Pearson Correlation	1	.430**
	N	160	160
SC	Pearson Correlation	.430**	1
	N	160	160

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson product-moment correlation coefficient was computed to assess the relationship between Transformational Leadership Behaviour and Safety and Comfort dimension of school climate. It is found .430 at 158 degree of freedom which is significant at 0.01 level of significance. It can be inferred that Transformational Leadership Behaviour and Safety and Comfort are related to each other. There was found significant positive relationship between the two variables i.e. Transformational Leadership Behaviour and Safety and Comfort dimension of School Climate.

Table 22. showing Regression Model Summary between Principals Transformational Leadership on Safety and Comfort (SC) dimension of School Climate.

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.430 ^a	.184	.179		2.109

a. Predictors: (Constant), TFLB

The overall model explained the 18 percent of the variance which is to be statistically significant. Table depicts that Principals Transformational Leadership Behaviour has positive effect on the Safety and Comfort dimension of School Climate.

Table 23. showing Analysis of Variance between Principals Transformational Leadership on Safety and Comfort (SC) dimension of School Climate.

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	159.034	1	159.034	35.740	.000 ^a
	Residual	703.060	158	4.450		
	Total	862.094	159			

a. Predictors: (Constant), TFLB
b. Dependent Variable: SC

Table no. 23 depicts the F value that is 35.740 which is found significant because p value is greater than the table value for 158 degrees of freedom at 0.01 level. It indicates that Safety and Comfort for Students is related with Principals Transformational Leadership Behaviour. It shows that there is collinearity between Principals' Transformational Leadership Behaviour and Safety and Comfort of School Climate. It is concluded that there is significant effect of Principals Transformational Leadership Behaviour on Safety and Comfort dimension of School Climate.

Table 24. showing Coefficients between Principals Transformational Leadership on Safety and Comfort (SC) dimension of School Climate.

Coefficients ^a						
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	-.294	1.673		.175	.861
	TFLB	.149	.025	.430	5.978	.000

a. Dependent Variable: SC

An inspection of individual predictors revealed that Transformational Leadership Behaviour (Beta=.430, $p < .000$) is the significant predictor of Safety and Comfort.

Results with discussion: Lucas, Stephen Earl, Valentine, Jerry Wayne(2002) study substantiates the results of the present study. Madison (2002) found positive relationship between transformational leadership and school climate. Tajasom and Ahmad (2011) also found that transformational leadership has an effect on four aspects of school climate. The finding of the present study are supported by the study of Cantwell(2003) that there is significant relationship between principals leadership behaviour, teacher interaction which is close to teacher supportive environment and school climate. Results of present study showed that there is significant relationship between transformational leadership and Academic and Professional Relationship dimension of school climate. Meredith (2007), Pandey (1985) also favour the findings of present study. He concluded that leaders who have used

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transformational leadership style have positive effect on their organisation. The results are in line with the common notion that Transformational Leadership Behaviour brings good results in School Climate. McCarley, Peters and Decman (2016) found that transformational leadership was positively related to supportive and engaged elements of school climate. Results of the present study are supported by the study of Lesniewski and Thomas (2003) as they found significant relationship between transformational leadership and learning environment dimension of school climate which is close to the teaching and Learning dimension of the school climate in the present study.

Findings of the study

1. The results exhibited that there is significant positive relationship between the Transformational Leadership Behaviour and School Climate. Furthermore significant relationship was found among transformational leadership and Teacher's Supportive Environment, Academic & Professional Relationship, Social Support for Students, Teaching & Learning, Safety & Comfort dimensions of school climate.
2. Transformational Leadership Behaviour is significant predictors of School Climate and all its aspect. It is reported that Transformational Leadership Behaviour has significant effect on School Climate. Because Principal's Transformational Leadership Behaviour has a deep sense of vision for the future of the organisation.
3. Principals Transformational Leadership Behaviour have significant effect on all the aspects of school climate i.e. Teacher's Supportive Environment, Academic & Professional Relationship, Social Support for Students, Teaching & Learning, Safety & Comfort.
4. Principals Transformational Leadership is conducive to create teacher supportive environment and this supportive environment gives motivation to teachers to work with efficiency. It is reported that Transformational Leadership Behaviour has significant effect on Teacher's Supportive Environment.
5. Principals Transformational Leadership Behaviour contributes significantly to create Academic and Professional Relationship and these relationships create academically and professionally good environment in school.
6. The results revealed that Transformational Leadership Behaviour create social environment for students that is helpful to develop the feeling of cooperation and sharing among students that is the main aim of educational process.

7. The results revealed that Transformational Leadership Behaviour create secure environment that is very important for the students. If there is no Safety and Comfort in all aspects of school, the Transformational Leadership Behaviour of principals will not be able to build good School Climate.

Conclusion and Implications

The findings of the study may contribute to better understanding of the concept of transformational leadership and school climate and helpful to developing literature of leadership behaviour and school climate. The present investigation had tried to put a new viewpoint to understand the effect of transformational leadership on school climate and its different dimensions. Present investigation is very useful for principals as they are the leader in the school and they have to perform many duties as academic and administrative. The Principal of secondary school is mainly responsible for what is going on in the school. He is the coordinating agency which keeps the balance and ensures the harmonious development of the whole institution. Findings of the study have implications for institution also as principal is the leader in the school. Findings of this study will be proved useful for college principals, head teacher and chairperson of the different departments in the universities. They may conduct different programs to enhance leadership qualities among students by providing problematic situation. The findings of this study are also useful for society because school is a small society and the people of the society should have the knowledge of different aspects of the school climate. Findings of this study have the implications for school environment, it contribute to develop a good school climate covering all the aspects of school.

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