

**ORGANISATIONAL EFFECTIVENESS
AND LEADERSHIP STYLES OF
SECONDARY SCHOOL PRINCIPALS**

SRILEKHA MAJUMDAR



Department of Humanities & Social Sciences
INDIAN INSTITUTE OF TECHNOLOGY, DELHI

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C E R T I F I C A T E

This is to certify that the thesis entitled "Organisational Effectiveness And Leadership Styles Of Secondary School Principals" being submitted by Srilekha Majumdar to the Indian Institute of Technology, Delhi, for the award of the degree of Doctor of Philosophy is a record of bonafide research work carried out by her.

Srilekha Majumdar has worked under my guidance and supervision and has fulfilled the requirements for the submission of this thesis, which to my knowledge, has reached the requisite standard.

The results contained in this thesis have not been submitted in part or in full, to any other University or Institute for the award of any degree or diploma.

AKhurana

(AMULYA KHURANA)
Supervisor
Department of Humanities
And Social Sciences
Indian Institute of
Technology,
DELHI-110 016
INDIA.

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(SRILEKHA MAJUMDAR)

ABSTRACT.

The present research investigates the relationship between organisational effectiveness and leadership styles and effectiveness of secondary school principals.

Based on the theories of Argyris (1964) and Cameron (1978) eight dimensions of organisational effectiveness in secondary schools have been developed and examined. The association of organisational effectiveness with six background variables and two leadership variables of the principals, and three organisational variables of secondary schools have been studied.

The sample comprised 32 principals, 124 teachers and representative groups of students of 32 government and non-government secondary schools of Calcutta. By stratified, simple random sampling technique, the schools have been sampled. Teachers were selected by simple random sampling method. Data collected from primary and secondary sources with the help of three sets of questionnaires have been statistically analysed to test six broad hypotheses.

Results of the present correlational study have been interpreted under three broad groups examining the relationship between organisational effectiveness and organisational variables; organisational effectiveness and principals'

background variables, and organisational effectiveness and principals' leadership variables. The difference in organisational effectiveness in government and non-government schools and the difference in the leadership variables of style and effectiveness in government, non-government, effective and ineffective schools have also been studied.

Results show a significant relationship between size and type of school and organisational effectiveness; principals' age and experience and organisational effectiveness; and principals' leadership style and effectiveness and organisational effectiveness. There is no significant difference between the organisational effectiveness of government and non-government schools. No significant difference has been observed between the leadership variables of effective and ineffective schools and those of government and non-government schools.

Based on these findings, a model has been proposed for future investigation. In the light of the limitations of the present study certain suggestions have been made for improvement and further research.

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