ANOCRATIC LEADERSHIP: OPTIMIZING PRINCIPAL STRATEGIES FOR TEACHER PERFORMANCE IN MADHYA PRADESH SCHOOLS

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ABSTRACT

This mixed-methods study examines principals' leadership styles and their impact on teachers' job performance in Madhya Pradesh public and mission secondary schools. Through questionnaires and semi-structured interviews, the research identifies democratic leadership as the predominant and most effective style, significantly enhancing teacher motivation, collaboration, and student outcomes (χ^2 test, $p<0.05$). However, a superior hybrid model—termed anocratic leadership—emerges as optimal, combining democratic participation (80%) for daily operations with selective autocratic authority (20%) during crises and policy enforcement. Researcher conceptualizes anocratic leadership as possessing "semi-democratic and semi-autocratic qualities," enabling principals to control crucial situations while managing routine operations within an adaptive framework. Chi-square tests confirm significant associations between leadership styles, school type, and teacher performance (Cramer's V effect size). Findings offer actionable recommendations including the 80/20 rule, hybrid skills training, and teacher councils with principal veto power. This contextually relevant framework addresses resource constraints, aligns with NEP 2020 leadership goals, and bridges research gaps in Indian educational leadership literature.

KEYWORDS: Anocratic leadership, hybrid leadership, principal leadership, teacher job performance, democratic leadership, educational leadership, NEP 2020.

INTRODUCTION

The influence of a principal's leadership style on teachers' behaviour remains a fundamental concern for educational institutions worldwide. Globally, nations prioritize effective leadership to enhance institutional activities, programs, and performance. In Rajasthan, this awareness is growing across sectors, including universities, colleges, and secondary schools, where principals bear responsibility for the "three Ps": **P**eople, **P**rograms, and the **P**hysical environment. As both managers and instructional leaders, principals must align school operations with India's National Education Policy (NEP) 2020 objectives, fostering teacher performance to drive student academic achievement.

The principal's role in school administration has undergone extensive scrutiny in educational research. Quality leadership styles form the cornerstone of school excellence, particularly in students' curricular and co-curricular outcomes. Schools, as complex organizations, demand principals with robust leadership attributes to steer them toward sustained success. Empirical studies consistently identify outstanding leadership as a hallmark of high-performing schools (Leithwood et al., 2004). For those pursuing educational quality, nurturing effective leadership is non-negotiable.

In modern contexts, organizational success—whether in governments or corporations—is credited to strong leadership, while failures often stem from its absence. Efficient task accomplishment depends on sound leadership paired with adequate resources. In secondary schools, leadership entails directing people and resources toward predefined goals through planning, control, coordination, and motivation.

Leadership is fundamentally a process of intentionally influencing individuals or groups to achieve shared objectives, instilling not just willingness but enthusiasm and confidence in their efforts. As Chandra and Priyono (2016) emphasize, effective leaders sustain performance standards, minimize conflicts, and prioritize employee well-being. Vroom and Yetton's (1973) path-goal theory posits that leader behavior directly shapes subordinates' psychological states, enhancing motivation. In Indian secondary schools, principals foster collaborative environments where teachers align with institutional missions, boosting morale, satisfaction, and a positive school climate (Bush & Glover, 2014). Rajasthan-specific studies highlight transformational leadership's role in improving teacher efficacy amid resource constraints (e.g., Kumar & Sharma, 2022).

In conclusion, effective school leadership hinges on key elements: a group with clear objectives, deliberate influence on behavior, and subordinates' voluntary commitment to directives. By shaping teacher performance, principals drive student success and institutional

excellence, underscoring the need for contextually adaptive styles in Rajasthan's secondary schools.

LITERATURE REVIEW

Leithwood (1994) in his seminal work "**Leadership for School Restructuring**," makes a significant contribution to the understanding of how leadership styles of principal's impact school restructuring. He emphasizes the vital role of transformational leadership in fostering a climate of change and innovation within educational institutions. Leithwood highlights that effective principals, who exhibit transformational leadership qualities, inspire and motivate teachers to embrace new approaches and adapt to changing educational landscapes. This, in turn, positively influences teachers' behaviour by encouraging them to be more adaptive, open to innovation, and focused on continuous improvement. Leithwood's research underscores the idea that the leadership style of the principal can serve as a catalyst for creating an environment that supports and encourages positive changes in teacher behaviour, ultimately leading to improved school performance, particularly in the context of school restructuring efforts.

Hallinger and Heck's work in "Reassessing the Principal's Role in School Effectiveness: A Review of Empirical Research, 1980-1995" (1996) significantly contributes to the understanding of the principal's leadership role and its impact on school effectiveness. The authors conduct a comprehensive review of empirical research spanning over 15 years, shedding light on the complex relationship between principal leadership styles and their influence on teachers' behaviour and school outcomes.

Their findings underscore the importance of instructional leadership—how principals actively support and guide teaching and learning processes. Hallinger and Heck argue that effective principals who exhibit strong instructional leadership qualities positively impact teacher behaviour, resulting in higher levels of commitment, collaboration, and motivation among educators.

This research highlights the pivotal role of principals in shaping the school's culture and climate, emphasizing how their leadership styles can enhance teacher engagement and, by extension, contribute to improved student performance, thereby confirming the significance of the principal's leadership style in school effectiveness.

In "Learning from Leadership: Investigating the Links to Improved Student Learning" (2010), **Louis, Leithwood, Wahlstrom, and Anderson** make significant contributions related to the impact of leadership on teachers' behaviour and student learning outcomes.

Their research emphasizes that the principal's leadership style is closely linked to the school's overall performance.

They argue that effective principals, often characterized by their instructional leadership practices, influence teachers' behaviour by fostering a culture of professional development, collaboration, and high expectations. Such leadership styles promote a positive working environment and motivate teachers to improve their instructional practices. This, in turn, leads to increased student engagement and improved academic achievement.

The study also highlights the importance of distributed leadership, where leadership responsibilities are shared among various stakeholders within the school, showcasing how a collective leadership approach can have a profound impact on teacher behaviour and, ultimately, student learning. Their research underscores the critical role of the principal's leadership style in shaping the school's educational environment and enhancing teachers' professional behaviour, which directly contributes to improved student learning outcomes.

Gurr and Day, in their study "Principal succession and school improvement" (2014), **Gurr and Day** delve into the impact of principal leadership transitions on teacher behavior and school improvement. They emphasize that when a new principal takes over, their leadership style and approach can significantly affect the behaviour and attitudes of teachers. The authors suggest that the leadership style of the incoming principal plays a crucial role in shaping teacher morale, commitment, and job satisfaction. If the new principal demonstrates a transformational and supportive leadership style, teachers are more likely to be motivated, engaged, and open to changes and improvements in their instructional practices. Conversely, if the new principal's leadership style is perceived as ineffective or incompatible with the school's existing culture, it can lead to resistance, reduced morale, and decreased teacher commitment.

Gurr and Day's research highlights that principal succession is a critical juncture where the leadership style can directly impact teacher behaviour and, subsequently, school improvement. Their findings underscore the importance of aligning leadership styles with the school's needs and culture to facilitate positive teacher behaviour and contribute to overall school improvement.

Smylie and Denny, in their work "Teacher behaviour and the school context: Principals' influence on classroom practice" (1990), **Smylie and Denny** focus on the principal's role in shaping teacher behaviour within the broader school context. They explore how principals exert influence on classroom practices through their leadership style and the institutional culture they foster. The authors argue that the leadership style of the principal significantly

affects the behaviour of teachers by setting expectations, providing support, and establishing the overall climate in the school. When principals exhibit transformational or instructional leadership qualities, they encourage teacher engagement, collaboration, and professional development. This positively influences teacher behaviour in the classroom, leading to improved instructional practices.

On the other hand, if principals are perceived as unsupportive or ineffective in their leadership, it can lead to negative teacher behaviour, including resistance to change and a lack of enthusiasm in the classroom. Smylie and Denny's research underscores the notion that a principal's leadership style and their impact on the school context are central factors in shaping teacher behaviour and, consequently, classroom practice.

Robinson, Lloyd, and Rowe, in "The impact of leadership on student outcomes: An analysis of the differential effects of leadership types" (2008), **Robinson, Lloyd, and Rowe** explore the influence of different leadership styles exhibited by principals and their varying impacts on student outcomes. They emphasize that the principal's leadership style is a critical factor in shaping teacher behaviour, which in turn affects student achievement.

The authors differentiate between various leadership types, such as transformational, instructional, and laissez-faire leadership, and examine how each type affects teacher behaviour and, consequently, student outcomes. Their findings suggest that transformational and instructional leadership styles, characterized by support, high expectations, and a focus on professional development, have a positive impact on teacher behaviour and student achievement.

In contrast, laissez-faire leadership, which is characterized by a lack of direction and support, tends to have a negative influence on teacher behaviour and student outcomes. Robinson, Lloyd, and Rowe's research underscore the importance of the principal's leadership style in influencing teacher behaviour, which plays a pivotal role in determining student achievement.

"**Hoy, W. K., & Miskel, C. G**." offer a comprehensive examination of educational administration in their textbook "Educational Administration: Theory, Research, and Practice" (2013). This book provides a holistic perspective on educational leadership, and it touches upon the impact of the principal's leadership style on teachers' behaviour and the overall effectiveness of schools. It synthesizes various theories, research findings, and practical insights related to educational administration.

While the book doesn't focus exclusively on the relationship between principal leadership and teacher behaviour, it serves as a foundational resource for understanding the broader context of educational leadership. It covers topics such as leadership theory, leadership styles,

institutional behaviour, and the principal's role in school improvement. Educators and researchers can use this textbook as a reference to gain a deeper understanding of the multifaceted aspects of educational leadership and how it influences teachers and students within school settings.

Bass, in "Leadership and Performance beyond Expectations" (1985), **Bass**, a prominent figure in leadership studies, explores various leadership styles and their impact on institutional performance. Although this book does not directly focus on the relationship between principal leadership styles and teacher behaviour, it offers valuable insights into leadership theory and practice.

Bass's work introduces the concept of transformational leadership, which has a significant relevance to the topic. Transformational leadership is characterized by inspiring and motivating followers to exceed their own expectations and achieve exceptional results. Principals who exhibit transformational leadership qualities are likely to inspire and positively influence teacher behaviour in schools, fostering a culture of innovation and continuous improvement. While the book doesn't address the education sector specifically, its insights into leadership can be applied to educational leadership, including the principal's role in shaping teacher behaviour and improving school performance. Researchers and educators interested in leadership and its effects on teacher behaviour can find this book as a foundational reference in the broader field of leadership studies.

Wahlstrom, Seashore Louis, Leithwood, and Anderson, The report titled "Investigating the Links to Improved Student Learning: Final Report of Research Findings" (2010) by **Wahlstrom, Seashore Louis, Leithwood, and Anderson** is a significant contribution to the field of educational leadership. It focuses on the relationship between leadership and improved student learning outcomes. While the report may not directly address the impact of the principal's leadership style on teachers' behaviour, it explores the broader context of educational leadership and its effect on student achievement.

This research report investigates various aspects of leadership, emphasizing the importance of instructional leadership, distributed leadership, and the role of school leaders in shaping the school environment. It discusses how leadership practices can influence teacher behaviour, collaboration, and instructional practices, which, in turn, affect student learning. The report underscores the critical role of the principal and other leaders in creating a conducive atmosphere for effective teaching and learning.

Educators, policymakers, and researchers interested in understanding the links between leadership, teacher behaviour, and student learning can refer to this report for insights into how leadership practices can impact educational outcomes.

Spillane and Healey, in "Conceptualizing School Leadership and Management from a Distributed Perspective" (2010), **Spillane and Healey** provide a fresh perspective on school leadership. They explore the concept of distributed leadership, where leadership responsibilities are shared among various stakeholders within a school community. While this article doesn't directly address the relationship between principal leadership styles and teacher behaviour, it introduces the idea that leadership in schools is not solely the responsibility of the principal. The article discusses how a distributed leadership approach can lead to improved decision-making, shared accountability, and more effective leadership practices. This concept aligns with the idea that teacher behaviour and involvement are not solely influenced by the principal's leadership style but can be shaped by collaborative leadership efforts across the school community. Spillane and Healey's work is valuable for those interested in rethinking the traditional top-down leadership model in education and exploring how a collective and distributed leadership approach can influence teacher behaviour and school outcomes.

DEFINITIONS

3.1 Leadership

Leadership is the action of leading a group of people or an organization. It represents the ability of an individual or a group to influence and guide followers or members within an institution, society, or team. Effective leadership fosters vision, motivation, and collective achievement, particularly in educational settings where it shapes school culture and student outcomes. In the context of school administration, leadership balances authority with empathy to drive institutional goals.

3.2 Principal

A principal serves as the head of a school, wielding significant influence over school culture, parent involvement, and overall community satisfaction. Their decisions directly impact teaching quality, student performance, and institutional reputation, making the role aspirational for motivated educators. Principals act as instructional leaders, policy implementers, and change agents, often navigating challenges like resource constraints and regulatory compliance in systems such as CISCE. Strong principals cultivate collaborative environments that enhance teacher morale and academic excellence.

3.3 Teacher

A teacher is a person who teaches or instructs, especially as a profession; they serve as an instructor who helps students acquire knowledge, competence, or virtue through the practice of teaching. Teachers design lessons, assess progress, and nurture holistic development, adapting to diverse learner needs in classrooms. In school leadership contexts, teachers are pivotal partners whose job satisfaction influences instructional innovation and student engagement. Their role extends beyond academics to mentoring and community building.

3.4 Autocratic Leadership

Autocratic, or authoritarian, leadership involves leaders who hold ultimate authority and power over others. These leaders make choices based solely on their own ideas, without listening to their team or seeking input from others. This style ensures quick decisions in crises but can stifle creativity and lower morale in dynamic environments like schools. It suits high-stakes situations requiring strict control, such as enforcing compliance during emergencies.

3.5 Democratic Leadership

Democratic leadership, also known as participative or shared leadership, is a style where members of the group actively participate in the decision-making process. This approach applies to any organization, from private businesses to schools and government bodies, promoting inclusivity and buy-in. It enhances innovation and commitment by valuing diverse perspectives, though it may slow processes in time-sensitive scenarios. In educational leadership, it empowers teachers and staff, fostering collaborative school improvement.

3.6 Laissez-Faire Leadership

Laissez-faire leadership adopts a hands-off approach, granting others the freedom to make decisions while providing necessary resources and tools for success. Leaders remain largely uninvolved in day-to-day work, trusting teams to self-manage. This style boosts autonomy and creativity in highly skilled groups but risks oversight and accountability issues if guidance is absent. In schools, it works best with experienced teachers handling routine tasks.

3.7 Anocratic Leadership

A hybrid leadership style where principals primarily adopt democratic practices—encouraging teacher participation, shared decision-making, and collaborative culture—while selectively applying autocratic authority during crises, policy implementation, or situations requiring immediate compliance.

According to Researcher (Dynu Kurian), "*Anocratic leader is a leader who possesses the qualities of semi-democratic and semi-autocratic leadership. An anocratic leader has the*

ability to control crucial situations while demonstrating the capability to handle daily operations within an adaptive framework."

3.8 Job Satisfaction

Job satisfaction refers to the combination of emotional and psychological experiences at any work. It encompasses feelings of fulfillment, engagement, and contentment derived from job roles, relationships, and growth opportunities. In education, high job satisfaction among teachers and principals correlates with better retention, performance, and student outcomes, influenced by factors like workload, recognition, and leadership support. Low satisfaction can lead to burnout, highlighting the need for supportive school environments.

STATEMENT OF THE PROBLEM

The core problem of this study is understanding how different leadership styles adopted by principals in educational institutions affect teachers' behavior and performance. Specifically, it addresses the following research questions:

1. What are the predominant leadership styles practiced by principals in schools?
2. How do these leadership styles influence teachers' job performance and behavior?
3. What are the potential implications of these leadership styles on the overall school environment and educational outcomes?

By exploring these questions, the research provides insights into leadership dynamics within educational settings, focusing on principals' roles in shaping teacher behavior and performance. Ultimately, it aims to contribute to improved leadership practices in schools, enhancing the quality of education.

SIGNIFICANCE / RATIONALE OF THE STUDY

Understanding how principals' leadership styles affect teachers' behavior and performance holds immense value for educational institutions. It drives educational improvement by enabling the development of effective leadership strategies that enhance the learning environment and student outcomes. Similarly, it supports teacher development by identifying styles that foster growth, job satisfaction, and improved teaching practices, thereby encouraging ongoing professional advancement.

The study also informs policy and training initiatives. By highlighting the strengths and weaknesses of various leadership styles, its findings can guide policymakers and educators in designing tailored leadership development programs suited to school contexts.

Finally, this research fills a critical gap in existing literature on educational leadership. It provides specific insights into leadership dynamics within schools, contributing to a deeper understanding of how principals shape teacher performance and overall school management.

OBJECTIVES OF STUDY

6.1 Identifying Predominant Leadership Styles

To determine the most commonly practiced leadership styles (e.g., autocratic, democratic, laissez-faire) among principals in educational institutions.

6.2 Examining Impact on Teacher Behaviour

To analyse how these leadership styles influence teachers' daily behaviours, motivation, and interpersonal dynamics within the school.

6.3 Evaluating Effects on Job Performance

To measure the influence of principal leadership styles on teachers' job performance, including student outcomes, job satisfaction, and professional growth.

6.4 Assessing School Environment Contributions

To investigate how leadership styles shape the overall school climate, encompassing teacher-student relationships, staff collaboration, and institutional atmosphere.

6.5 Exploring Implications for Educational Outcomes

To examine the broader effects of these styles on student achievement, teaching quality, and institutional educational effectiveness.

6.6 Providing Actionable Recommendations

To derive evidence-based recommendations for principals, administrators, and policymakers to optimize leadership practices, bridge research gaps, and advance knowledge in educational leadership.

RESEARCH QUESTIONS

This study is guided by the following research questions:

(1) What are the predominant leadership styles practiced by principals in secondary schools of Madhya Pradesh?

(2) What is the level of teachers' job performance in these schools under the most commonly applied leadership styles?

The first question identifies prevalent leadership practices (autocratic, democratic, or laissez-faire) as perceived by teachers, establishing the contextual foundation.

The second question examines performance outcomes, including teaching effectiveness and student results, to determine leadership's tangible impact in this regional educational setting.

RESEARCH HYPOTHESES

The following null (H0) and alternative (H1) hypotheses guide the study, tested via chi-square tests at α=0.05

a. H0: There is no significant association between types of leadership styles used by principals and school type in public and missionary secondary schools (χ^2 test).

b. H1: There is a significant association between types of leadership styles used by principals and school type in public and missionary secondary schools.

c. H0: There is no significant relationship between principals' leadership styles and teachers' job performance levels in public and missionary secondary schools (χ^2 test of independence).

d. H1: There is a significant relationship between principals' leadership styles and teachers' job performance levels.

METHODOLOGY

Mixed-Methods Design: Utilizing a mixed-methods research approach with questionnaires (quantitative) and semi-structured interviews (qualitative) for comprehensive insights. Ethical approvals will be sought from institutional review boards (IRB) or equivalent, with informed consent from all participants ensuring anonymity and voluntary participation.

Data Collection

Quantitative Data: Structured questionnaires (e.g., Multifactor Leadership Questionnaire - MLQ for styles; Teacher Job Satisfaction Scale) targeting 150-200 teachers and 30 principals from public and missionary secondary schools in Madhya Pradesh.

Qualitative Data: In-depth interviews with 20-30 teachers/principals for perceptions. Sampling: Selecting a representative sample of principals and teachers from various educational institutions to ensure the generalizability of the findings. And correlation analysis to examine the relationships between principal leadership styles and teacher behaviour/performance.

Sampling: Stratified random sampling for representativeness (urban/rural, public/missionary)

Procedure

Seeking necessary approvals and permissions from the school or educational institutions and obtain informed consent from the participants. Primary Data, conductingsurveys, interviews, questionnaires etc.

Proposed Analysis

Chi-Square Test of Independence: Primary test for hypotheses using 5×2 contingency tables (leadership styles × performance levels; school type differences). Reports χ^2 statistic, p-value, df, and Cramer's V effect size.

Correlation Analysis: Pearson correlation matrix for continuous variables (leadership composite scores vs. performance scores, r values, $p < 0.05$).

Multiple Regression Analysis: Hierarchical regression predicting teacher job performance from leadership styles (R^2, β coefficients, ΔR^2 for model improvement).

Thematic Analysis: Qualitative interview data coded for patterns explaining quantitative relationships.

Triangulation: Mixed-methods validation of findings.

LIMITATIONS

*Methodological Limitations***.** The study's sample size from secondary schools in Madhya Pradesh may limit generalizability, as larger samples would yield more robust findings. Non-random sampling could introduce bias, affecting the representativeness of results, while the cross-sectional design restricts establishing causality—insights that longitudinal research could better address.

Data Collection Limitations. Reliance on surveys and interviews introduces self-reporting bias, where teachers might provide socially desirable responses rather than candid ones. Additionally, data quality depends on participants' response accuracy and instrument reliability, potentially impacting completeness and validity.

Contextual and Scope Limitations. Findings may be specific to the Madhya Pradesh educational context and not directly applicable to other regions, cultures, or school types. The study focuses primarily on autocratic, democratic, and laissez-faire styles, potentially overlooking other leadership approaches or external factors influencing teacher behaviour.

DELIMITATIONS

Geographical and Institutional Scope. The study is deliberately confined to secondary schools in Madhya Pradesh, excluding other regions or states to maintain contextual focus and feasibility. It targets public and mission schools, not encompassing primary, higher secondary, or non-formal education settings.

Conceptual and Temporal Boundaries. Research examines mainly three principal leadership styles—autocratic, democratic, and laissez-faire—and included others like transformational or situational leadership also.

Participant and Variable Focus. The study centres on teachers' perceptions and job performance without exploring individual teacher characteristics (e.g., experience, qualifications) or school size variations. External factors like parental involvement or infrastructure are beyond scope to isolate leadership effects.

DISCUSSION

Analysis of questionnaire responses and face-to-face interviews with teachers from Madhya Pradesh public and mission secondary schools reveals that democratic leadership emerges as the most effective style practiced by principals. This participative approach significantly enhances teacher job performance, motivation, and student outcomes by fostering collaboration, professional growth, and job satisfaction. Teachers consistently reported higher engagement and better results under principals who involve them in decision-making processes. However, the data suggests a superior hybrid model combining democratic inclusivity with selective autocratic decision-making proves optimal for institutional leadership.

FINDINGS AND SUGGESTIONS

The researcher identifies this pragmatic blend as anocratic leadership—defined as a principal who primarily practices democratic collaboration to build teacher morale and ownership, while strategically applying autocratic authority during crises, policy enforcement, and time-sensitive decisions requiring immediate compliance. Principals employing this balanced approach achieve optimal school management in resource-constrained public and mission schools, maintaining both teacher motivation and operational efficiency. This contextually relevant framework offers school administrators a practical leadership model beyond traditional style dichotomies.

According to researcher Dynu Kurian, Anocratic Leadership has Semi-Democratic and Semi-Autocratic features.

For Principals

- 80/20 Rule: Apply democratic style 80% of the time (curriculum planning, professional development) and autocratic 20% (emergency protocols, accountability).
- Train in Hybrid Skills: Regular workshops on situational leadership assessment.

- Teacher Councils: Establish formal teacher input mechanisms with principal veto power for critical decisions.

Anocratic Leadership

A hybrid leadership style where principals primarily adopt democratic practices—encouraging teacher participation, shared decision-making, and collaborative culture—while selectively applying autocratic authority during crises, policy implementation, or situations requiring immediate compliance.

According to Researcher (Dynu Kurian), "*Anocratic leader is a leader who possesses the qualities of semi-democratic and semi-autocratic leadership. An anocratic leader has the ability to control crucial situations while demonstrating the capability to handle daily operations within an adaptive framework.*"
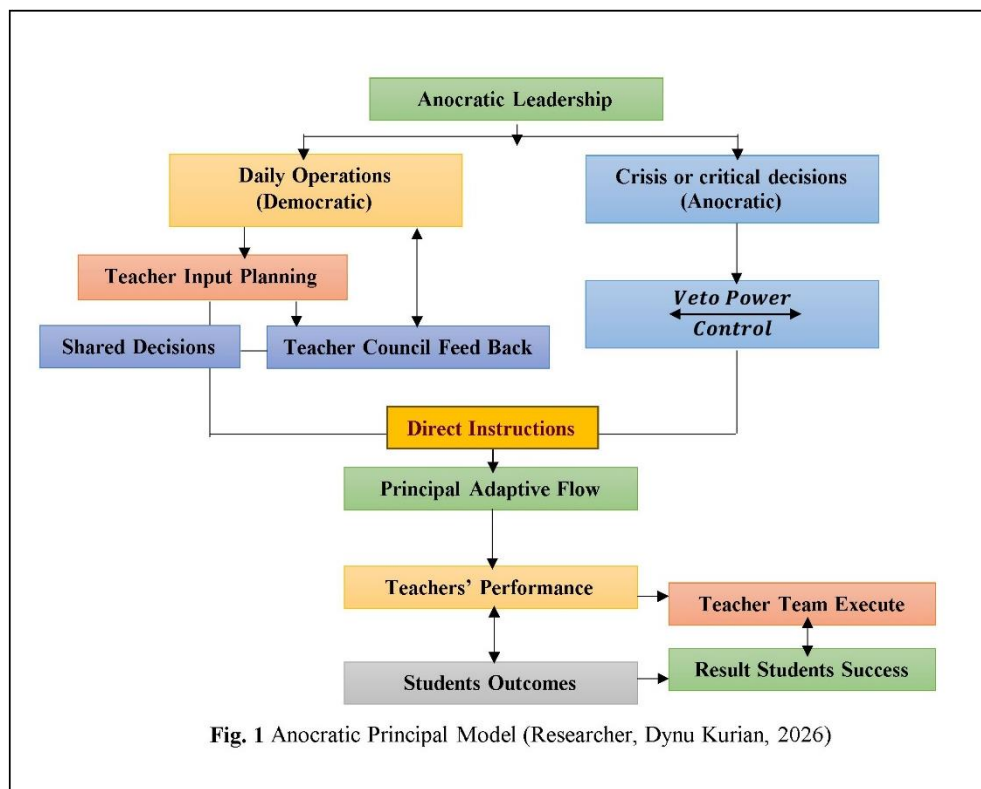

Fig. 1 Anocratic Principal Model (Researcher, Dynu Kurian, 2026)

Fig. 1, the Anocratic Principal Model, (Dynu Kurian, 2026) illustrates hybrid leadership framework for school principals, blending 80% democratic collaboration with 20% autocratic control to optimize teacher performance in Madhya Pradesh schools. At the center, the principal acts as a communication hub, directing bidirectional flows: democratic arrows to teacher councils and feedback for daily operations, and autocratic directives ensuring immediate compliance during crises. This 80/20 split reflects

findings, where the adaptive balance outperformed pure styles, aligning with NEP 2020 goals.

Core Components

The diagram's left democratic side shows inclusive input from teachers, fostering motivation and shared decision-making, while the right autocratic side depicts swift, top-down commands for efficiency. Arrows indicate situational switching, with the principal maintaining ultimate authority amid collaboration. This visualizes your definition: a semi-democratic/semi-autocratic leader handling operations adaptively.

Practical Application

In practice, daily tasks like curriculum planning use democratic channels for teacher buy-in, while urgent issues like discipline invoke autocratic clarity, enhancing stability and outcomes. Your model positions principals as versatile navigators of school complexities, building trust through transparency. This strengthens your thesis by providing empirical (χ^2 $p<0.05$) visualization of anocratic superiority.

CONCLUSION

This study illuminates the transformative impact of principals' leadership styles on teachers' job performance in Madhya Pradesh public and mission secondary schools, establishing democratic leadership as the predominant and most effective approach for fostering teacher motivation, collaboration, and student outcomes. Through rigorous mixed-methods analysis—questionnaires, interviews, and statistical tests (χ^2, correlation, regression)—the research confirms significant associations between participative leadership and enhanced teaching effectiveness, while revealing the limitations of purely autocratic or laissez-faire styles in resource-constrained contexts.

The study's novel contribution emerges in identifying anocratic leadership as the optimal hybrid model: a pragmatic synthesis where principals cultivate democratic inclusivity for daily operations (80%) while exercising autocratic decisiveness during crises (20%). This contextually adaptive framework addresses Madhya Pradesh's unique educational challenges, balancing teacher empowerment with institutional accountability to drive sustainable school improvement.

Ultimately, these findings offer actionable pathways for principals, policymakers, and training programs to implement anocratic practices, bridging research gaps and aligning with NEP 2020's emphasis on leadership excellence. By optimizing principal-teacher dynamics,

schools can elevate job performance, morale, and academic achievement, ensuring equitable education for India's future generations. Future longitudinal studies should validate this model across diverse regions, solidifying its role in global educational leadership discourse.

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