
A CASE STUDY ON SCHOOL LEADERSHIP AND ORGANIZATIONAL CLIMATE OF PRABHUJEE ENGLISH MEDIUM SCHOOL, BHUBANESWAR

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ABSTRACT

The present study titled “A Case Study on School Leadership and Organizational Climate of Prabhujee English Medium School, Bhubaneswar” aimed to examine the leadership practices of the school principal and the organisational climate of the school. The study also explored teachers’ perceptions regarding leadership style, compared the perceptions of male and female teachers, identified issues related to school leadership and organisational climate, and examined the relationship between these two variables.

The study adopted a descriptive survey method with both quantitative and qualitative approaches. Prabhujee English Medium School, Bhubaneswar, was selected purposively as the sample school. Out of 70 teachers working at the secondary and higher secondary levels, 50 teachers were selected through convenient sampling by considering equal representation of male and female teachers. Data were collected using self-made tools namely Leadership Style Questionnaire for Teachers (LSQT), Organizational Climate Description Questionnaire (OCDQ), and an interview schedule for the principal. The collected data were analysed using frequency, percentage, mean, standard deviation, and correlation techniques.

The findings revealed that teachers possessed positive perceptions towards the principal’s leadership style, particularly in decision-making, motivation strategies, communication style, and conflict resolution. Delegation received comparatively lower scores, indicating the need for greater teacher participation in school management. Most teachers perceived the organisational climate as highly positive, cooperative, supportive, and respectful. The study further revealed a moderate positive correlation ($r = 0.5043$) between leadership style and organisational climate, suggesting that effective leadership contributes significantly to a

healthy school environment. The study emphasizes the importance of democratic leadership, participative management, professional collaboration, and continuous professional development for improving school effectiveness, teacher satisfaction, and organisational growth.

INTRODUCTION

School leadership and organisational climate play a vital role in the effective functioning of secondary schools. The leadership style of the school head influences teaching-learning processes, teacher motivation, collaboration, job satisfaction, and institutional growth. A positive organisational climate promotes trust, cooperation, and support among staff members, leading to better academic outcomes. Research by Shila and Sevilla (2015) highlights the significant impact of leadership styles on teachers’ performance, commitment, and behaviour. This case study examines the relationship between school leadership and organisational climate by analysing the school profile, physical facilities, leadership practices, and teachers’ perceptions to identify strengths, challenges, and areas for improvement in the school environment.

Summary of the Reviews:

Author(s)	Year	Findings
Walker et al.	2014	Leadership practices (communication, professional development, resources, appraisal, and recognition, decision-making) contribute to school goals, accountability, organizational change, and significantly affect student outcomes.
Werang & Lena	2014	Significant relationship between principal’s leadership and teachers’ job performance, and between school organizational climate and teachers’ job performance in Papua.
Kilinç, A. Ç.	2014	Restrictive school climate negatively predicts teacher leadership; directive climate positively predicts institutional improvement.
Cakmak & Karadağ	2015	Meta-analysis shows leadership has a large positive effect on organizational climate; leadership style/approach moderates this relationship.
Vedavathi, B.	2017	No significant difference in work values of heads across different climates, but significant differences in climates among school types.
Geleta, A.	2017	Positive but low relationship between school climate and student achievement; teacher professionalism strongest predictor.
Damanik & Aldridge	2017	Principal leadership, school climate, and teacher self-efficacy are positively related; most effects are indirect via collegiality and goal consensus.
Gumus et al.	2018	Educational research increasingly studies distributed, instructional, teacher, and transformational leadership; leadership affects organizational behaviors and student achievement.
		Transformational leadership directly influences innovation climate and

Sethibe, T. G.	2018	performance; transactional leadership influences performance but not innovation.
Harris, A.	2020	COVID-19 shifted leadership toward distributed, collaborative, and network practices.
Netolicky, D. M.	2020	School leaders balance accountability-autonomy, equity-excellence, individual-collective, and well-being-workload during COVID-19.
Chung, J. F.	2020	School organizational climate positively relates to teacher commitment; collegial leadership, professionalism, and academic press significant; institutional vulnerability non-significant.
Sanchez et al.	2020	Principals' leadership practices positively linked to perceptions of positive school climate; teacher demographics influence perceptions.
Oredein & Bello	2022	Transformational managerial style mostly adopted; school climate and managerial style both significantly influence organizational commitment.
Cheng, C. Y.	1991	Leadership style strongly linked to organizational process; "high relationship-high initiating structure" most effective.
HuaLin & Chen	2023	Principals' positive work values and cooperative school climate enhance organizational adaptation; climate mediates between values and adaptation.
Simaremare et al.	2023	Teacher leadership directly improves school climate and performance; climate also mediates teacher leadership's effect on performance.
Khatoon & Mattoo	2024	Private school students scored higher on organizational climate than government school students; significant differences across climate dimensions.
Mohanta, R.	2023	Institutional commitment does not differ by gender; organizational climate differs across commitment levels; leadership style not significantly related.
Tripathy & Purohit	2023	No significant gender differences in perception of organizational climate among teachers.
Behera et al.	2024	Positive climate linked to higher achievement; government autonomous colleges outperform non-government ones; strong climate govt. colleges yield highest scores.

Rationale of the study

Although numerous studies across global and national contexts have examined the relationship between leadership, school climate, and organizational outcomes, there is a noticeable lack of research specific to Odisha. Prior works highlight that leadership styles such as transformational, distributed, and teacher leadership positively influence school climate, teacher commitment, and student performance, with school climate often acting as a mediating factor. However, in Odisha, limited empirical evidence exists on how these variables interact within schools and colleges. Comparative perspectives across government, private, and autonomous institutions are also underexplored, as are the effects of leadership and climate on teacher professionalism, motivation, and institutional commitment. Furthermore, while studies in other regions have addressed crisis leadership during COVID-

19 and other disruptions, no such systematic inquiry has been conducted in the Odisha context. This gap underscores the need for focused research to understand the dynamics of leadership and organizational climate in Odisha's educational institutions.

Furthermore, the researcher has learned a lot about the school, its reputation, effective leadership, organisational climate, staff cooperation etc. Therefore, the researcher has developed a keen interest to assess the truth of the pre conceived ideas about the school. Also, as part of course requirement, the present study is relevant in certain extent. Therefore, the investigator was proposed to conduct a case study as titled on Pravhujee English Medium School, Bhubaneswar.

Statement of the problem

The present study focuses on the various factors associated with the organisational behaviour and the leadership quality of a school leader. In this context, the investigator has proposed to conduct case study on a secondary school in Khurda district. The study titled as "*A case study on school leadership and organizational climate of Pravhujee English Medium School, Bhubaneswar*"

Operational Definitions

Case study: In the present study, the case study refers to the comprehensive examination of Pravhujee English Medium School, focusing on its school leadership practices and organisational climate of school.

School Leadership: The leadership quality and style can be judged by using a self-made questionnaire, namely-"*Leadership Style Questionnaire for teachers (LSQT)*" used for data collection.

Organisational Behaviour: Organisational behaviour refers to the observable patterns of interaction, attitude, and functioning of individuals and groups within the school. In the context of the study, organisational behaviour can be assessed by using a self-made questionnaire namely "*Organizational Climate Description Questionnaire (OCDQ)*".

Prabhujee English Medium School: Prabhujee English Medium School (PEMS) is a well-known co-educational English medium institution located in Bhubaneswar and affiliated with the Central Board of Secondary Education (CBSE). It offers formal education from the nursery level to higher secondary classes. This institution has been selected as the case for the present study.

Research Questions

1. What is the perception of teachers towards leadership style of the principal?
2. Is there any difference between male and female teachers in their perception towards the leadership style of the school head?
3. What are the perceptions of teachers towards the organisational climate of the school?
4. What is the relationship between leadership style and organisational climate in the school?
5. What are the major issues related to school leadership and organisational climate in the school?

Research Objectives

1. To study the perception of teachers towards leadership style of the principal.
2. To compare the perception of male teachers and female teachers towards leadership style.
3. To study the perception of teachers towards organisational climate of school.
4. To study the relationship between leadership style and organisational climate in school.
5. To find out the issues related to leadership and organisational climate of school.

Delimitation

The study is delimited as follows:

1. One school namely- Pravuji English Medium School, Bhubaneswar was considered.
2. The faculty members from secondary and higher secondary level will be considered as sample.
3. The only variables such as leadership style and organisational climate were studied.

METHODOLOGY

Research design: The study adopted a *descriptive survey* with quantitative and qualitative approach. The quantitative and qualitative data was collected by using questionnaire on leadership, organisational climate of school and interview schedule.

Population and sample:

For the purpose of this study, Pravuji English Medium School, Bhubaneswar, has been selected as the sample school. There are 130 teaching staff are employed at various levels, ranging from nursery to higher secondary. Out of these, 40 teachers work at the secondary level and 30 teachers at the higher secondary level. As the study is delimited to teachers of the secondary and higher secondary levels, the target population comprises 70 teachers. From the population, a sample of 50 teachers was selected by considering an equal number of male

and female teachers from both secondary and higher secondary levels.

Sampling procedure:

As the study is case study, the researcher has selected the school *purposefully* and required number of teachers conveniently from the target population considering male and female teachers from both secondary and higher secondary levels.

Data collection instruments:

The following self-made tools were developed and used in the data collection procedure.

1. A *Leadership Style Questionnaire for Teachers (LSQT)* used to know the teacher's perception about leadership quality of head of the institution
2. *Organizational Climate Description Questionnaire (OCDQ)* was used to understand the organizational climate of the school.
3. An *interview schedule* for the principal

Scoring and interpretation**Scoring of LSQT:**

The LSQ consists of 25 items distributed across 5-dimensions. The response to each item was scored using Likert 5 point scale (SA,A,UD,DA,SDA). Scores for each dimension are obtained by summing the responses of the respective items under that dimension. Similarly, the total leadership style score is calculated by adding the scores of all 25 items. Higher scores indicate a more positive and effective leadership style, whereas lower scores reflect less effective leadership practices.

Scoring of OCDQ:

The Organizational Climate Description Questionnaire (OCDQ) consists of 10 items; each rated on a four-point Likert scale: 4 – *Very Often*, 3 – *Often*, 2 – *Sometimes*, and 1 – *Rarely*. All the statements are positive in nature; hence, the scoring is done directly without any reverse scoring. The score for each respondent is obtained by summing the ratings of all 10 items. Thus, the minimum possible score is 10 and the maximum possible score is 40.

Data analysis Plan

- The responses to the interview schedule of principal are often subjective, rich and consist of in-depth information, mainly unstructured text- based data, which is normally presented in the form of words.
- *In quantitative analysis*, the scores or responses obtained from two questionnaires were analyzed using *frequencies, and percentage analysis*.

- To assess the relationship between leadership and organizational climate of the school, a *correlational analysis* technique was adopted.
- To facilitate data interpretation and analysis, the researcher summarized the data using frequency tables, graphs, means and percentage analyses to identify the pattern and relationships.

1.12 Data Analysis Table:

1. Teacher’s perception towards leadership style: Table-1

Dimension	HS	LS	Range	Total	Average
A: Decision-Making	25	12	13	956	19.2
B: Delegation	25	11	14	935	18.7
C: Motivation Strategies	25	12	13	960	19.2
D: Communication Style	25	10	15	941	18.7
E: Conflict Resolution	25	11	14	945	18.9

2. Comparison of perception between Male and Female teachers: Table -2

Gender	N	Mean	HS	LS	Range	SD
Male	25	96.72	122	73	49	15.02
Female	25	92.44	121	67	54	14.94
Total	50	94.74	122	67	55	15.02

3. Analysis of Organisational climate of School: Table -3

SI No	STATEMENTS	4 Very Often (N)	3 Often (N)	2 Sometimes (N)	1 Rarely (N)
1	Teachers respect each other’s ideas.	22	16	11	1
2	The principal shows concern for teacher welfare.	16	16	17	1
3	Staff meetings are productive and inclusive.	15	22	10	3
4	Teachers support each other professionally.	28	13	7	2
5	The principal handles problems constructively.	21	20	8	1
6	There is a strong sense of collaboration among teachers.	21	16	12	1
7	The school environment is open and respectful.	23	20	5	2
8	The principal acknowledges teacher efforts.	14	21	12	3
9	Communication is transparent and effective.	15	18	15	2
10	There is a strong emphasis on student achievement.	37	10	2	1

4. Analysis of Perception scores:

The total score reflects the overall organizational climate of the school as perceived by the teachers. Higher scores suggest a supportive, collaborative, and positive school environment, whereas lower scores indicate issues related to communication, leadership, teamwork, and overall school climate.

Table 4

Sl no	Score Range	Numbers	Percentages	Result
1	31 – 40	31	62%	Highly positive and healthy organizational climate
2	21 – 30	18	36%	Moderately positive organizational climate
3	10 – 20	01	2%	Less favourable or poor organizational climate
4	Total	50	100%	----

5. Relationship between Leadership and Organizational Climate: Table -5

Variable	Value of correlation coefficient(r)	Result
Leadership style	r=0.5043	Positive
Organisational climate		

The obtained correlation coefficient value ($r = 0.5043$) indicates a *moderate positive correlation* between the two variables. This means that leadership style and organisational climate are positively related to each other.

Findings of the Study

1. These high scores (19.2) in *Decision-Making* and *Motivation Strategies* indicate satisfaction among teachers with the principals' ability to guide and inspire the school staff.
2. The dimension of *Conflict Resolution* secured an average score of 18.9, indicating that principals are perceived as reasonably capable of handling conflicts and maintaining harmony within the school environment.
3. *Communication Style* obtained an average score of 18.76, reflecting that teachers generally view principals' communication practices positively.
4. The dimension of *Delegation* recorded the lowest average score of 18.7 among all the dimensions, though the score still indicates a favorable perception.
5. The *male* teachers possessed a *slightly more positive* perception towards the leadership style of school heads compared to female teachers, although the degree of variation in perceptions among both groups remained almost the same.
6. Teachers generally perceive the organisational climate of the school *positively*, as the

- majority of responses for almost all statements fall under the categories “Very Often” and “Often.” This indicates the presence of a healthy and supportive school climate.
7. A high level of professional cooperation exists among teachers. For the statement “Teachers support each other professionally,” 28 teachers responded “Very Often” and 13 responded “Often,” showing strong *collegial relationships and teamwork among staff members*.
 8. The leadership of the principal appears to be *constructive and supportive*. Most teachers reported positively regarding the principal’s concern for teacher welfare, problem-handling ability, and acknowledgement of teacher efforts, indicating favourable perceptions towards school leadership.
 9. A majority of teachers agreed that the school environment is *open and respectful and that staff meetings are productive and inclusive*, reflecting healthy communication and participative functioning within the organisation.
 10. The study found that most teachers (62%) perceived the school’s organisational climate as highly positive and supportive, reflecting healthy working relationships, cooperation, and satisfactory institutional conditions within the school environment.
 11. The obtained correlation coefficient value ($r = 0.5043$) indicates a ***moderate positive correlation*** between leadership style and organisational climate of the school. This means both the variables climate are positively related to each other.
 12. The responses provided by the principal reveal that the organisational climate of the school is *positive, well-organized*, and based on a decentralized approach where duties and responsibilities are properly distributed among staff members.
 13. The principal perceived the relationship and teamwork among teachers as very good, emphasizing cooperation, support, and the importance of group work in achieving school goals.
 14. The responses of the principal indicate that the school maintains a supportive, cooperative, and inclusive environment with only *minor challenges* affecting its organisational climate.

Educational Implications of the Study:

1. Effective leadership training programmes should be strengthened to enhance principals’ decision-making, motivation, and communication skills.
2. Schools should promote collaborative activities and participative management to maintain a positive organisational climate.
3. School leaders should adopt democratic and inclusive approaches for effective conflict

resolution and staff harmony.

4. Principals should involve teachers more actively in delegation, decision-making, and responsibility-sharing processes.
5. Educational institutions should organise continuous professional development and capacity-building programmes to improve teacher effectiveness and organisational growth.

CONCLUSION

The study reveals that effective leadership practices and a positive organisational climate play a significant role in improving school functioning and teacher satisfaction. Teachers perceived the principals' decision-making, communication, motivation, and conflict resolution abilities positively, indicating supportive and constructive leadership. The findings also highlight the importance of cooperation, teamwork, and participative management in maintaining a healthy school environment. Although delegation received comparatively lower scores, it still reflected a favourable perception, suggesting scope for greater teacher involvement in school activities. Overall, the study emphasizes the need for continuous leadership development, teacher empowerment, and professional growth for enhancing organisational effectiveness in schools.