



RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOUR OF SECONDARY SCHOOL HEADS AND ACADEMIC ACHIEVEMENT OF STUDENTS OF BANGALORE DISTRICT

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INTRODUCTION

The notion of instructional leadership has emerged during near the beginning of 80's and with the emergence of leadership styles in educational administrations' the rules for administration have been changed. In the past, educational administrators were examined by virtue of their ability to manage the academic processes with business like competence. The educational leaders were not much stimulating with academic tasks. But latest studies have revealed that institutes which are high-achieving had such institutional leaders who are bold enough to lead the academic programmes along with their administrative tasks. There are numerous administrators who also acknowledge the importance of both these tasks because it holds up their direct interest in the heart of the educational task i.e. academics. Now a days, the tasks of the academic administrators include; setting goals to be achieved, examining the established curriculum, evaluating the performance of faculty members and carefully assessing the results. According to Conley and Goldman (1994), now days, the popular opinions leadership proposes that the role of principals should not be to guide others but to produce a school culture in which decisions are made collaboratively. Such "facilitative" leadership exercise power through others and not over them. The study of Ramsey (2005) has revealed that schools with highest student achievements are those in which heads/principals focused their time, talent and attention on matters associated with instructional improvement. It was also found that the decision-making is also associated with institutional leadership. The implication of institutional leadership is very much related with the faculty members. Gang and Chung (2009), approved that the successful departmental leadership should have a strong influence that can effectively motivate the staff members and fulfill the departmental value. Moreover the healthy development of department can be obtained by a far-sighted vision of an effective leader.

NEED FOR THE STUDY

Education takes place most effectively in an atmosphere of regard, respect and warmth. Leadership is required for effective and efficient operation of the structure to achieve the ends. Leadership is defined as the process of influencing group activities towards the accomplishment of goals in a given situation. Holding the position of leader in the school organization must concentrate his efforts on providing such an environment to his staff and the students that maximizes all round development of students and the professional growth of the staff. The principal is in key position to affect the attitude, climate, progress, co-operation and direction of effort in the school.

Quality improvement in an educational system largely also depends on the quality of its teachers. Gone are the days when only born teachers were inducted into the job. Today with the expansion of the system in both quality and variety, large number of teachers with varied background has entered the profession without adequate and sufficient professional preparation.

There is an urgent need to have competent persons who could cope with the changing circumstances and guide their pupil to fit in this metamorphic atmosphere. This requires effective leadership behaviour of heads to suit to the new circumstances. Head is the center of the whole organization of the school. We may call him a referee, the captain of the ship, the boss of the firm, a juvenile judge before whose tribunal comes not only the culprits but the adults who frequently contribute to the pupils "shortcoming. He is a promoter who must project the future of the institution. He is a social physician to every parent who has a wayward son who needs attention. Unless he has a seeing eye, an understanding heart and an all adjusting mental poise, he is bound to falter and tumble.

Leader should be firm in his dealings, resolute in his convictions and decisions. The success of the school system depends on his abilities and skills as a sound and effective educational leader. The success or failure of the school depends upon its Headmaster "As is the Headmaster, so is the school." Great Headmasters make school great.

Teaching is the most difficult and complex profession for the very fact that unlike artisans and craftsman, a teacher deals with the most sensitive of the subject matter, i.e. human child. The task of a teacher has always been held in high esteem. The success of a teacher has always been held in high esteem. The success of a teacher depends not only what he is, but what he does. Moreover, a teacher is completely responsible for child's instructional programme in assessment of his capacity to provide new knowledge and evaluate as to how much the child has learnt. Not only has the future of our children and our country but the destiny of the world lain in the hands of the teacher to a large extent.

Students' academic achievement has always been a crucial point and main focus of educational research. It plays vital role of importance in almost all walks of life science, engineering, medical, literature, agriculture, education and politics etc. From the beginning of one's life, academic achievement creates a challenge for every pupil at all levels of education.

In the present study the leadership styles of principals in Government and Private schools have been studied through the perception of teachers working with them. It is believed that

present study help to generate thinking about the impact of more roles of the leadership styles in the Government and Private Schools.

STATEMENT OF THE PROBLEM:

The present study has been stated as follows,

“RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOUR OF SECONDARY SCHOOL HEADS AND ACADEMIC ACHIEVEMENT OF STUDENTS OF BANGALORE DISTRICT”

OBJECTIVES OF THE STUDY

The objectives of the present study are,

1. To study the relationship between Academic Achievement of students and Leadership Behaviour of school heads.
2. To study whether significant difference found in the Leadership Behaviour of school heads perceived by secondary school male and female teachers.
3. To study whether significant difference found in the Leadership Behaviour of school heads perceived by secondary school teachers working in government and private schools.
4. To study whether significant difference found in the Leadership Behaviour of school heads perceived by secondary school younger and older teachers.
5. To study whether significant difference found in the Leadership Behaviour of school heads perceived by secondary school teachers having under graduation and post-graduation qualification.
6. To study whether significant difference found in the Leadership Behaviour of school heads perceived by secondary school married and unmarried teachers.
7. To study whether significant difference found in the Leadership Behaviour of school heads perceived by secondary school teachers having less and more teaching experience.

FORMULATION OF HYPOTHESES:

The following hypotheses were formulated in the null form.

1. There is no significant relationship between Academic Achievement and Leadership Behaviour of school heads.
2. There is no significant difference in the Leadership Behaviour of school heads perceived by male and female school teachers.
3. There is no significant difference in the Leadership Behaviour of school heads perceived by secondary school teachers working in government and private schools.
4. There is no significant difference in the Leadership Behaviour of school heads perceived by secondary school younger and older teachers.

5. There is no significant difference in the Leadership Behaviour of school heads perceived by secondary school teachers having under graduation and post-graduation qualification.
6. There is no significant difference in the Leadership Behaviour of school heads perceived by married and unmarried secondary school teachers.
7. There is no significant difference in the Leadership Behaviour of school heads perceived by less and more teaching experienced school teachers.

VARIABLES OF THE STUDY:

In this study, there were two types of variables namely Dependent and Independent/Background variables. The classification of this is given below.

I. Dependent Variables

1. Academic Achievement
2. Leadership Behaviour of school heads

II. Background Variables

1. Gender
2. Type of School Management
3. Age
4. Graduation Type
5. Marital Status
6. Teaching Experience

SAMPLING PROCEDURE

The investigator selected a sample of 46 secondary schools at Bangalore district by using a simple random sampling technique.

RESEARCH TOOLS:

The selection of suitable instruments or tools are vital importance for any successful research under the light of this, the following tools were used for the collection of data.

1. Leadership Behaviour Description Questionnaire (LBDQ) developed by E.A Fleishman (1975) was used to assess leadership behavior of school heads by teacher perception.
2. Academic Achievement from office records.
3. Personal Proforma.

COLLECTION OF DATA:

Data on various aspects relevant to study was collected from 46 secondary school teachers working in secondary schools such as government and private schools of Bangalore district. The data was collected by the researcher himself by personally visiting the schools. The LBDQ was administered to the secondary school teachers under normal condition. The teachers have been asked to respond to the items freely and frankly. The data has been scored as per the procedure explained under tool.

STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS:

The collected data was scored and tabulated for the purpose of analysis. The following statistical techniques are used:

1. Pearson's Co-efficient of Correlation
2. 't' – test analysis

ANALYSIS AND INTERPRETATION OF DATA

The purpose of the study was to find out the relationship between Leadership Behaviour of school heads and Academic Achievement of students. The researcher further studied to know the Leadership Behaviour of school heads perceived by teachers due to variations in their background variables.

In the present study, Leadership Behaviour of school heads, Academic Achievement, gender, type of school management, age, graduation type, marital status and teaching experience variables were considered for the present study.

In the present study to find out the Academic Achievement of students, the researcher collected data from the office records and Leadership Behaviour Description Questionnaire (LBDQ) developed by Fleishman (1975) was used to assess the Leadership Behaviour school heads perceived by school teachers. This tool was administered on 46 school teachers working in Government and Private schools of Bangalore District, Karnataka. The collected data was scored and tabulated according to the manual. The formulated hypotheses were verified through Pearson's Product Moment Coefficient of Correlation and independent 't' test as a statistical analysis tools and conclusion and implications were drawn based on the results.

The data was analyzed under the following two sections.

Section-I: Pearson's Product Moment coefficient of Correlation ('r' value)

Section-II: Independent 't' test ('t' value)

The obtained values have been presented in the following tables along with interpretation of results:

PEARSON'S PRODUCT MOMENT COEFFICIENT OF CORRELATION

In this section the researcher intended to study the relationship of Leadership Behaviour and Academic Achievement. For the purpose the researcher used Pearson's Product Moment Coefficient of Correlation as a statistical technique. Academic Achievement is considered dependent variable and Leadership Behaviour of school heads perceived by school teachers is considered as independent variable. The level of significance was set at 0.05 and 0.01 levels.

Null Hypothesis-1

There is no significant relationship between Academic Achievement and Leadership Behaviour of school heads.

Table-1.1 shows number, degrees of freedom, 'r' value and significance value between Leadership Behaviour and Academic Achievement.

Variables	N	Df (N-2)	'r' value	Sig
Consideration and Academic Achievement	46	44	0.221 NS	0.140
Initiation Structure and Academic Achievement	46	44	0.537**	0.000
Leadership Behaviour and Academic Achievement	46	44	0.370*	0.011

*Significant at 0.05 level;** Significant at 0.01 level.

From the above table-1.1, it can be seen that correlation between Leadership Behaviour and Academic Achievement.

The obtained 'r' value is 0.221, which shows no significant relationship between Consideration Leadership Behaviour of school heads and Academic Achievement of students. Hence, the stated null hypothesis is accepted that "there was no significant relationship between Consideration Leadership Behaviour of school heads and Academic Achievement of students".

The obtained 'r' value is 0.537, which shows a positive significant relationship at 0.01 level ('r' critical value 0.393) between Initiation structure Leadership Behaviour of school heads and Academic Achievement of students. Hence, the stated null hypothesis is rejected and alternative hypothesis has been formulated that "there is a positive significant relationship between Initiation structure Leadership Behaviour of school heads and Academic Achievement of students." It concludes that better initiation structure Leadership Behaviour higher the academic achievement and vice versa.

The obtained 'r' value is 0.370, which a positive significant relationship at 0.05 level ('r' critical value 0.304) between Leadership Behaviour of school heads and Academic Achievement of students. Hence, the stated null hypothesis was **rejected** and alternative hypothesis has been

for formulated that “Leadership Behaviour and Academic Achievement.” It concludes that better leadership behaviour higher the achievement and vice versa.

The obtained ‘r’ value is 0.537, which shows a positive significant relationship at 0.01 level (‘r’ critical value 0.393) between Initiation structure Leadership Behaviour of school heads and Academic Achievement of students. Hence, the stated null hypothesis was **rejected** and alternative hypothesis has been formulated that “there was a positive significant relationship between Initiation structure Leadership Behaviour of school heads and Academic Achievement of students.” It concludes that better initiation structure Leadership Behaviour higher the academic achievement and vice versa.

The obtained ‘r’ value is 0.370, which a positive significant relationship at 0.05 level (‘r’ critical value 0.304) between Leadership Behaviour of school heads and Academic Achievement of students. Hence, the stated null hypothesis was **rejected** and alternative hypothesis has been for formulated that “there was a positive significant Achievement of students.” It concludes that better leadership behaviour higher the achievement and vice versa.

Null Hypothesis-2

There is no significant difference in the leadership behaviour of school heads perceived by male and female school teachers

Table1.2 shows the Number, Mean Scores, Standard Deviation, ‘t’ value and Level of significance of Leadership Behaviour of school heads perceived by Male and Female school teachers.

Variable	Groups	No.	Means Scores	Standard Deviation	‘t’ value and significant level	Sig
Gender	Male	24	137.625	18.325	3.54	0.001

	female	22	160.318	24.400		
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The above table 1.2 shows the number, mean scores, standard deviation, 't' value and significance of Leadership Behaviour of school heads perceived by male and female school teachers. The mean scores of Leadership Behaviour of school heads perceived by male and female school teachers are 137.625 and 160.318 and their standard deviation are 18.325 and 24.400 respectively.

The obtained 't' value is 3.54 which is greater than the table value of 2.71 (df=44) at 0.01 level and thus it is significant at 0.01 level. Hence the null hypothesis is rejected and an alternative hypothesis has been formulated that "there is a significant difference in the Leadership Behaviour of school heads perceived by male and female school teachers." The female school teachers (M=160.318) had better leadership behaviour perception than male school teachers (M=137.625). It was concluded that sex factor of teachers was influenced to improve perception of leadership behaviour.

Null Hypothesis -3

There is no significant difference in the Leadership Behaviour of school heads perceived by secondary school teachers working in government and private schools.

Table 1.3 shows the Number, Mean Scores, Standard Deviation, 't' value and Level of significance of Leadership Behaviour of school Heads perceived by secondary school teachers working in government and private schools.

Variable	Groups	No.	Means Scores	Standard Deviation	't' value and significant level	Sig
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Type of school	Government	24	139.625	25.897	2.83	0.007
Management	Private	22	158.136	17.966		

The above table1.3 shows the number, mean scores, standard deviation, ‘t’ value and significance of leadership behaviour of school heads perceived by secondary school teachers working in government and private schools. the mean scores of leadership behaviour of school heads perceived by secondary school teachers working in government and private schools are 139.625 and 158.136 and their standard deviation are 25.897 and 17.966 respectively.

The obtained ‘t’ value is 2.83 which is greater than the table value of 2.71 (df=44) at 0.01 level and thus it is significant at 0.01 level. hence the null hypothesis is rejected and an alternative hypothesis has been formulated that “there is a significant difference in the leadership behaviour of school heads perceived by secondary school teachers working in government and private schools.” the secondary school teachers working in private schools (m=158.136) had better leadership behaviour perception than teachers working in government schools (m=139.625). it was concluded that type of school management of teachers was influenced to improve their perception of leadership behaviour of school heads.

Null Hypothesis-4

There is no significant difference in the Leadership Behaviour of school heads perceived by secondary school younger and older teachers.

Table1.4 shows the Number, Mean Scores, Standard Deviation, ‘t’ value and Level of significance of Leadership Behaviour of school Heads perceived by secondary school younger and older teachers.

Variable	Groups	No.	Means Scores	Standard Deviation	't' value and significant level	Sig
Age	Younger	27	157.370	17.914	3.08*	0.004
	Older	19	135.842	26.483		

The above table-1.4 shows the number, mean scores, standard deviation, 't' value and significance of leadership behaviour of school heads perceived by secondary school younger and older teachers. The mean scores of leadership behaviour of school heads perceived by secondary school younger and older teachers are 157.370 and 135.842 and their standard deviation are 17.914 and 26.483 respectively.

The obtained 't' value is 3.08 which is greater than the table value of 2.71 (df=44) at 0.01 level and thus it is Significant at 0.01 level. Hence the null hypothesis is rejected and an alternative hypothesis has been formulated that "there is a significant difference in the Leadership Behaviour of school heads perceived by secondary school teachers." The younger and older teachers." The younger schools teachers (M=157.370) had better leadership behaviour perception than older school teachers (M=135.842). It was concluded that age of teachers was influenced to improve their perception of leadership behaviour of school heads.

The comparison mean scores of Leadership Behaviour of school heads perceived by secondary school younger and older teaches are graphically presented in Fig.4.4.

Null Hypothesis -5

There is no significant in the Leadership Behaviour of Secondary school heads perceived by secondary school teachers having under graduation and Post-graduation qualification.

Table 1.5 shows the Number, Mean Scores, Standard Deviation, 't' value and Level of significance of Leadership Behaviour of Secondary school heads perceived by secondary school teachers having under graduation and graduation qualification.

Variable	Groups	No.	Means Scores	Standard Deviation	't' value and significant level	Sig
Graduation Type	Under Graduation	17	142.588	20.414	1.35NS	0.182
	Post-Graduation	29	151.931	25.727		

The above table 1.5 shows the number, mean scores, standard deviation, 't' value and significance of Leadership Behaviour of Secondary school heads perceived by secondary school teachers having under graduation and post-graduation qualification. The mean scores of Leadership Behaviour of Secondary school heads perceived by secondary school teachers having under graduation and post-graduation qualification. Are 142.588 and 151.931 and their standard deviation are 20.414 and 25.727 respectively.

The above table further shows that the obtained t value is 1.35 which is less than the table value of 2.02(df =44) at 0.05 level and thus it is not significant even at 0.05 level. Hence the stated null hypothesis that is "that is no significant difference in the Leadership Behaviour of Secondary school heads perceived by secondary school teachers having under graduation and post-graduation qualification" is **accepted**.

Null Hypothesis-6

There is no significant difference in the Leadership Behaviour of school heads perceived by married and unmarried secondary school teachers.

Table 1.6

Table shows the Number, Mean Scores, Standard Deviation, 't' value and Level of significance of Leadership Behaviour of Secondary school heads perceived by married and unmarried secondary school teachers.

Variable	Groups	No.	Means Scores	Standard Deviation	't' value and significant level	Sig
Marital Status	Married	37	147.918	23.806	0.29NS	0.774
	Unmarried	9	150.777	26.635		

The above table 1.6 shows the number, mean scores, standard deviation, 't' value and significance of Leadership Behaviour of school heads perceived by married and unmarried secondary school teachers. The leadership behaviour of school heads perceived by married and unmarried teachers are 147.918 and 150.777 and their standard deviation are 23.806 and 26.635 respectively.

The above table further shows that the obtained 't' value is 0.29 which is less than the table value of 2.02(df =44) at 0.05 level and thus it is not significant even at 0.05 level. Hence the stated null hypothesis that is "there is no significant difference in the Leadership Behaviour of Secondary school heads perceived by married and unmarried secondary school teachers" is **accepted**.

Null Hypothesis -7

There is no significant difference in the Leadership Behaviour of Secondary school heads perceived by less and more teaching experienced school teachers.

Table 1.7

Table shows the Number, Mean Scores, Standard Deviation, 't' value and Level of significance of Leadership Behaviour of school heads perceived by less and more teaching experienced school teachers.

Variable	Groups	No.	Means Scores	Standard Deviation	't' value and significant level	Sig
Teaching Experience	Less	26	152.000	23.584	1.12NS	0.266
	More	20	143.900	24.591		

The above table 1.7 shows the number, mean scores, standard deviation, 't' value and significance of Leadership Behaviour of school heads perceived by less and more experienced school teachers. The mean scores of Leadership Behaviour of Secondary heads perceived by less and more experienced school teachers are 152.000 and 143.900 and their standard deviation are 23.584 and 24.591 respectively.

The above table further shows that the obtained 't' value is 1.12 which is less than the table value of 2.02(df =44) at 0.05 level and

it is not significant even at 0.05 level. Hence the stated null hypothesis that is "there is no significant difference in the Leadership Behaviour of school heads perceived by less and more teaching experienced school teachers" is accepted.

MAJOR FINDINGS OF THE STUDY:

1. There was no significant relationship between consideration Leadership Behaviour of school heads and Academic Achievement of students ('t'+0.221).
2. There was a positive significant relationship between Initiation Leadership Behaviour of school heads and Academic Achievement of students ('r'+0.537 @ 0.01 level). It concludes that better initiation leadership behavior higher the academic achievement and vice versa.
3. There was a significant difference in the Leadership Behaviour of school heads and Academic Achievement of students ('r'=0.370 @0.05 level). It concludes that better leadership behavior higher the academic achievement and vice versa.
4. There was a significant difference in the Leadership Behaviour of school heads perceived by male and female school teachers ('t'=3.54@ 0.01 level). The female school teachers (M=160.318) had better Leadership Behaviour perception than male school teachers (M=137.625). It was concluded that sex factor of teachers was influenced to improve perception of Leadership Behaviour.

5. There was a significant difference in the Leadership Behaviour of school heads perceived by secondary school teachers working in government and private schools ('t'=2.83@ 0.01 levels). The secondary school teachers working in private schools (M=158.136) had better Leadership Behaviour
6. There was a significant difference in the Leadership Behaviour of school heads perceived by secondary school younger and older teachers ('t'3.03@ 0.01 level). The younger school teachers (M=157.370) had better leadership behaviour perception than older school teachers (M=135.842). It was concluded that age of teachers was influenced to improve their perception of leadership behaviour of school heads.
7. There was no significant difference in the Leadership Behaviour of secondary school heads perceived by secondary school teachers having under graduation and post-graduation qualification ('t'=1.35).
8. There was no significant difference in the Leadership Behaviour of school heads perceived by married and unmarried secondary school teachers ('t' = 0.29)
9. There was no significant difference in the Leadership Behaviour of secondary school heads
10. Perceived by less and more teaching experienced school teachers ('t' =1.12).

EDUCATIONAL IMPLICATIONS:

1. The correlational analysis of data revealed that there was a significant positive correlation between Academic Achievement of students and Leadership Behaviour of school heads should exhibit appropriate democratic leadership behaviour. They should know when to exhibit considerations behaviour and when to exhibit initiation behaviour school heads should maintain cordial relations with teachers, distribute work load properly assign duties and responsibilities to teachers properly. They should use praise and revealed in the proper manner to keep the teachers mentally happy.

2. From the 't' test analysis it was found that obtained t-values in the sex, types of school and age are more than the tabled values (1.96) at 0.05 level of significance. Therefore the null hypothesis in this regard is rejected. It means that the obtained t-values are found to be significant. Therefore it is concluded that female school heads leadership behaviour better than male school heads. The private schools head leadership behaviour better than government schools heads leadership behaviour and the younger school heads leadership behaviour better than older school heads. Whereas the obtained t-values in other variable like graduation type,

marital status and teaching experience are lesser than the tabled value both at 0.01 and 0.05 levels of significance. Therefore the null hypothesis in this is accepted.

From this study it is concluded that the product of learning that is many factors influenced the academic achievement of students at the secondary school level in the present study it is observed that leadership behaviour of the heads have made significant contribution towards the academic achievement.

The following are the implications made by the researcher to improve the academic achievement of the students.

1. Leadership behaviour, skill, and behaviours that contributed to improved student academic achievement determine differences the perception of principals and their teachers about the extent to which the principals demonstrated these behaviours, and identify specific behaviours principals demonstrated that led to improved student achievement.
2. Leadership responsibility elements are shared among faculty members and which of the greatest value a critical bridge between student success initiatives and their impact on students in schools.
3. School leadership provides a critical bridge student success initiatives and their impact on students in schools.
4. The leadership, practices that have the highest impact on student achievement, to determine the extent to which these leadership practices are implemented, and the relationship between knowledge, use and student achievement.
5. Instructional practices, practices, the principal had emulated a shared vision through collaboration. And shared decision making with his staff the effective leadership had accentuated the levels of student performance.
6. The knowledge of the teachers' perception of leadership styles of their principal may be utilized by the present day principals to evaluate and impose their functioning.
7. The findings of the study May be of great use to planners of the programmes for the training of educational administrators.
8. The findings have a message to the principal to make efforts to develop better human relations with the members of the staff by situational leadership styles.
9. The findings of the study would be very helpful to the education officers of various zones to analyse and evaluate the performance of the school under them.

DELIMITATIONS OF THE STUDY

The study has the following delimitations:

1. The study was restricted to a very few schools of Bangalore district.
2. This study is limited only to secondary school teachers.
3. This study has not included other variables that influence the academic achievement of students.
4. This study is limited only to teacher perception of leadership behaviour of school heads.
5. Only correlation and 't' test statistical techniques were used to interpret the data.

SUGGESTIONS FOR THE STUDY:

The following suggestions may be considered for the further studies:

1. The study may be conducted in other districts of Karnataka taking more sample.
2. Similar studies may be conducted by taking other variables like organizational effectiveness, locus of control and other demographic variables.
3. The research was based on the teacher perception leadership behaviour from other heads of departments.
4. The study may conduct at primary, higher secondary and at college levels also.
5. The study could be undertaken by considering teachers working at different levels of education namely, primary teachers and teachers at university level.
6. A study on the relationship between head teachers' level of motivation and students' academic achievement.
7. A study on teachers' perception of head teachers' leadership styles and their job performance.

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