

**LEADERSHIP STYLES AMONG THE HEADS OF  
PRIMARY SCHOOLS IN KERALA**

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## **D E C L A R A T I O N**

I, T. Mohamed Saleem do hereby declare that this study **“LEADERSHIP STYLES AMONG THE HEADS OF PRIMARY SCHOOLS IN KERALA”** has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

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## **C E R T I F I C A T E**

Certified that this thesis entitled "**LEADERSHIP STYLES AMONG THE HEADS OF PRIMARY SCHOOLS IN KERALA**", is a record of bonafide study and research carried out by **T. Mohamed Saleem.**, under my supervision and guidance and that it has not been previously formed the basis for the award of a Degree, Diploma, Title or Recognition.

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**Prof. (Dr.) P. Kelu.**

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## **INTRODUCTION**

Globalization is now going as a relentless process in our country. The impact of which has been changing all the web of life from the micro individual to the national level. As it pervade in to all the social systems and subsystem, it has its influence either in a positive or negative manner on the socio educational and the atomic sphere of life. It is lucid that even one who protests globalization is also not away from its clutches. This world order is characterized by a unipolar monopoly system where the developed nation rules the entire market and that power monarchy dominates and diminishes the entire life system of the developing nation. This has deep-rooted impacts in the one to one interaction of the citizen themselves and the widening interaction phase of class and society. Even the phenomenon had access to the cultural sanctity of the third world nations.

It should be noted that it is through the achievements in the knowledge, science and technology that this monopoly the developed nations secured. So the ultimate result is that even for their own knowledge these countries have to depend exclusively on the knowledge produced in the developed countries. The prominence secured in the knowledge lead the monopoly to have dominance in the entire educational system. Education is regarded as the potential instrument of individual which ultimate to the progressive evolution of human generation. It is in this juncture the issues like

liberalization, privatization and globalization; its manifold reflections in the field of education as a process of human exaltation have to be analysed.

All the above illustrate or highlight the natural role of education has to be performed in an ordinal socio economic realm. But the international scenario invaded in to the even the last tributary village is not so smooth. The natural and nurturant effect of globalization has made education as a market based commodity; and all the parameters used to assess the quality of a commodity has been synonymously used for education also. Thus education in the post globalized system is conceived as an input process output mechanism. The strongest emphasis is attributed to the quality of the product. As in the commercial system, in education also the quality of the end product is important. It should be emphatically say that this will deteriorate the human element of education. If the above mentioned fissiparous tendencies remained for a prolonged period that obstruct the social evolution and the divergent cultures of the third world countries will be deprived of as anything. Then the crucial question arises. How these can be defended. Only education can do at the very outset one may feel it as. Paradoxical paradigm it is clearly visible on a Meta analysis. Here arises the efficient channeling of educational system synchronizing the positive elements of globalization with human face. Such an effort requires efficient leadership to engineer the situation. Such engineering will result the processing process effectively utilizing the provided inputs to get the high quality

and effective output. This engineering can be the crucial issue in educational administration.

Education is regarded as a potential instrument of individual development as well as social upliftment. It is intimately related with the national development and particularly correlated with productivity and quality of life. Education is also found to be a powerful means of removing disparities, discrimination and disabilities in the society. That is why education is eulogized by all civilized societies through centuries. It was given a place of pride and an important role to play in national reconstruction and social well being. International community has not failed to give due recognition to education in all spheres of human activities.

In 1948, UN proclaimed Universal Declaration of Human Rights and its article 26 says, "Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory". According to Indian sages and saints, education is that which liberate man from all bondages i.e. 'Sa Vidya Ya Vimuktaye'. Education is the means of self realization and self expression. It helps bringing out the best in a person. In brief it promotes physical, intellectual, social, emotional and spiritual development of the children. UNESCO (1990) has aptly said, "Education as basic human need therefore opens up unlimited possibilities calling for responses that are constructive, creative and challenging". The declaration of the rights of the child proclaimed by the UN general assembly 1959 says "the child who is physically, mentally or socially

handicapped shall be given special treatment; education and care required by his/her particular condition”.

Education aims to transmit aspects of human experience, as yet uninitiated, and so involves an introduction to modes of behavior, which certainly includes modes of thinking and feeling relevant to our common life. Although many impressive achievements have been made in higher education since independence, but a closer analysis reveals that situation is still gloomy and very far from satisfactory. More than half of our population is still illiterate. Adult education is far from its target. The goals of universal primary education has not been obtained, education of girls has been lagging behind than of boys. Wastage of resources due to drop out and stagnation still continues especially in females. The absence of adequate information base and proper infrastructure has a series of adverse effect on overall educational planning.

The management of an organization is not an easy job. A single decision-maker would have to bear far too many dimensions in her/his mind for continuous success. A wide range of expertise needs to be availed of by the management to be able to take even reasonably good decisions, inevitably, management becomes a group effort. This generates its own dynamics within the ranks of management, such as differences of opinion, selective perception, and struggle for power and communication difficulties. These dynamics, along with the objectives of the organization, the operating context, and key choices in the past (especially during the formative

years of the organization) give rise to a distinctive management culture. This distinctive management culture is the style of management.

The management has also to shape the operating environment so that it is more congenial to the organization; inspire and motivate members of the staff for superior performance., take care of the interests of various stakeholders in the organization (such as unions, bankers, suppliers, clients, government agencies, etc). So that they continue to support the organization; cultivate a favourable image of the organization so that it builds up general goodwill, so essential in crisis situations, contribute to socio-economic development as well as other social needs and priorities by playing the role of a good democratic citizen.

Kothari commission (1964-66) observed the urgent need of quality in educational administration and management. According to the commission "Administration is essentially a matter of faith and vision, bold and courageous leadership, and proper handling of human relations. The importance of securing the right type of personnel for it cannot, therefore, be over emphasized. The major weaknesses of the existing organization of the state education departments are largely related to personnel. These include; shortage of personnel at higher level; lack of specialized staff; unsatisfactory remuneration and condition of service; unsatisfactory methods of recruitment; inadequate provision of in service education; and inadequate staffing" for the proper improvement, the commission suggested the creation of

Indian Educational Service (IES), such a service would help the progress of education.

## **I. NEED AND SIGNIFICANCE OF THE STUDY**

Educational system should be the most vibrant and vital of all the social systems of a nation. In the changing scenario of globalized world, educational administration of a country is a crucial factor in determining the educational output of a nation. To cope up the challenges of modern age, country's educational administration from top to bottom is to be revitalized. Educational administration is not a new term. But it has to be reconceived in these years.

The word 'administration' as the Latin root 'minister' suggests, means service, i.e., work dedicated to the good of others. The main objective of administration, therefore, is to secure for an individual or society, or the nation, such environments as may lead to their fullest growth and development. Good's Dictionary of Education (1994) defines educational administration as, "all those techniques and procedures employed in operating the educational organization in accordance with established policies"

Gegg (1994) defines, "Educational administration is the process of utilizing appropriate materials in such a way as to promote effectively the development of human qualities. It is concerned not only with the development of children and

youth but also with the growth of adults, and particularly with the growth of school personnel”.

Administration is machinery through which any organization or institution is managed. It is a means set up for a smooth and efficient working of educational structure. Educational administration is the direction, control and management of all matters pertaining to school affairs. Direction is the leadership within the community and the school system. Control and management are means for the realization of purposes defined in educational planning. Education is the control of the state. Certain controls are at the state level in the form of constitutional provisions, enactments and executive activities. Management designates a broad function, including the responsibilities related to the school, pupils, teachers and other affairs of the school.

Educational administration is concerned with dealing and coordinating the activities of groups of people. It is the dynamic side of education. Educational philosophy sets the goal; educational psychology explains the principles of teaching and educational administration deals with the educational practices. It is planning, directing, controlling, executing and evaluating the educative process.

The scope of educational administration is very vast. It includes everything regarding the efficient functioning of the educational institutions, securing the greatest benefit to the greatest number through an adoption of practical measures. It interprets and clarifies the functions and the activities of an

educational programme in fruitful relationships and harmonizes their mutual action. It ensures sound educational planning, good direction and efficient and systematic execution. Today more than five thousand men and women are entrusted with the responsibility of administering education in the country. While a majority is of professional background, a few have been nurtured in the school of experience. The total look towards educational administration has undergone rapid changes during the recent years.

A good administration is one, which exhibits human activity at its best. The ingredients of good administration are:-

1. Associated performance - Human beings work in close collaboration and there is sharing of responsibilities.
2. Organized purpose - Well defined purposes are achieved through sharing of responsibilities.
3. Creativity - Through dynamic approach, the group proceeds towards its goal.
4. Achievement - The feeling of achievement makes an administrator take more efforts to achieve perfection.

Educational administration and management becomes as essential as education: it is the practical side of education, which has a scientific basis. One of the major aspects of educational administration is Leadership in education.

### **A. Concept of Leadership in Education.**

The term 'Leadership' has discussed by social scientists in various contexts. Fairchild, (1967) defined leadership as 'the act of organizing and directing the interests and activities of a group of persons, as associated in some project or enterprise, by a person who develops the co-operation through securing and maintaining their more or less voluntary approval of the ends and methods proposed and adopted in their association.' Leadership is a kind of interaction between or among people. Any attempt on the part of a group member to change the behavior of one or more members of a group is an attempt at leadership. According to Terry (1972) leadership as 'the relationship in which one person, or leader, influences other to work together willingly on related tasks to attain that which the leader desires'. Thus it becomes the co operative and collaborative endeavor of an individual in the group. Stogdill (1950) considered it as 'the process of influencing the activities of an organised group in its efforts toward goal achievements'. It is the ability to persuade others to seek defined objectives enthusiastically. In short leadership is a process whereby one individual exerts Influence over others so that they will strive toward the achievement common goals. Here the leader's stand behind the group to push and the followers to contribute with cheerful readiness to attain the goals according to their own capabilities. It may be concluded that a leader has following essential elements: -

1. He himself acts as a member of the group.
2. He and his followers influences mutually.

3. He has the responsibility to lead the group towards the goal.

Leadership is a social phenomenon that is a universal social institution that is seen in one form or another in every form of life. Every person who leads a group of people, a community, a society or a nation is termed as a leader. He is obeyed or heard or honoured by his followers. He unifies and embodies the opinion of the people and mobilizes it to a dignified goal. Generally speaking people who influence in any shape of life are known as leaders. Usually a leader has to present a model behavior for others.

Leadership is to be understood and defined in terms of dominance. The term dominance may be defined as an act or response, which affects the attitude and act of another. The methods of influencing others may tend to range from the use of flattery to the acts of aggression including suggestion and persuasion. Thus leadership is the behavior that influences the behaviour of other people more than the behaviour effects that of the leader. Anyone who acts as a model to others is often called a leader.

In education today, few commodities hold more value than the elusive notion of "leadership" With schools under strong pressure to show improvements-and many of them facing complex challenges—administrators and staff developers are being encouraged to put a premium on traits associated with individuals who solve problems, build teams,

and bring about change. This emphasis is increasingly evident in teacher hiring and promotion.

There have long been teacher leaders in schools. They have traditionally accepted positions as department chairs, team and grade leaders, curriculum committee chairs, and more. With the advent of school and teacher education restructuring efforts, new leadership roles were emerged. Whether taking on traditional or emerging roles, a major characteristic of teacher leaders is that they often teach full- or part-time and then assume other responsibilities. An additional characteristic is that they have generally learned the new role just by doing it. A good teacher leader is a national asset and a precious dynamic force.

### **B. The Headmaster /Headmistress - Leader of a Primary School**

The head of a school is the centre of all the activities taking place in that institution. Desai and Rao: writes that 'The unique purpose of administration is to divert the utilization of limited resources of time, people, space, equipment, supplies and work technique in the realization of coherent operation of an enterprise. It involves activities and processes which require specialization of effort and sophistication in use. These have been very frequently identified as activities which include planning, programming, budgeting, stalling, evaluating, and such processes as leadership, organization, communication and co-ordination'. In the school, all the staff members work under the leadership

of the headmaster/headmistress. He or she giving all the directions and the staffs are working according to the directions.

The olden concept regarding the Heads of School is purely authoritarian in nature. He was the sole authority of every thing both physical and academic aspects of the school. At that time Heads of School was the custodian of school materials and his major duty was to keep records and act as a reporter in between staff and authorities. But the dawn of nineteenth century the situation has changed a lot and the concept of Headship of school became more structured in nature and the management concept in education become more popular. Thus planning and administration in education gained much attention and it laid base stone to new change in the field of education especially in the management aspect of education.

The Headmaster or Headmistress is mainly responsible for what goes on in the school. He holds the key position in the school just as the captain of a ship holds the key position on a ship. The headmaster is the coordinating agency, which keeps the balance and ensures the harmonious development of the whole institution. He sets the tone of the school and is the chief force in moulding the tradition, which develops as time goes on. It is essential, therefore, that he be not only a man of high character but also a man of faith, faith in his vocation, faith in his staff and students and faith in human nature. Perhaps no single characteristic is more important in a headmaster than the power of inspiring his students to

make the best of the opportunities provided, drawing out the best that is in them and inspiring confidence in himself, and his advice and wisdom and good will: inspiring his staff with energy, life and mutual goodwill among themselves, and confidence in his as their leader.

The present century eagerly looking for the trained, capable and dedicated leadership. The urge for the charismatic leadership is more relevant in the field of education especially in school education. The school where we are nurturing the future society needs well prepared organism to achieve the specific goals. In the light of above facts, the Heads of schools have great responsibilities to the nation, as they are the custodians of the future of the youth.

In the modern ages the responsibility of families in the educational growth of the child has minimized a lot, due to the complexities of the globalized world. Accordingly, schools assume a major responsibility for the transmission to the young of certain knowledge, skills, attitudes and values that are deemed to be important. Primary education has historically occupied a unique role in contributing to that process.

Every society has a more or less elaborate process for transmitting the cultural heritage from one generation to the next. In this society, basic responsibility for this function historically has been divided between the agencies of the family and church. In comparatively recent times, the school was developed as an agency to share this responsibility. At

about the same time, childhood was institutionalized. In the minds of many people, the two concepts have blended in to a belief that the educational institution has only one agency, the school, which has the function of making children into adults. This belief has brought many, often, conflicting demands on the school.

In primitive societies, children attempt to be like their parents in every respect. However, our society, among others, places value on the worth and dignity of the individual, and encourages his or her uniqueness. The educational institution thus has a responsibility to help him search for his own truth. “Universal education must precede universal enfranchisement” goes the saying; an educated and enlightened citizenry is an essential condition for success of democracy. In most of the developed countries, education is compulsory up to the secondary stage. But in the developing countries like India education up to elementary stage is considered very essential for every citizen. The constitution of India therefore, laid down under the directive Principles of State Policy, that “the State shall endeavor to provide within a period of 10 years from the commencement of this Constitution for the free and compulsory education of all children until they complete the age of 14 years”. This implies that all children in the age group 6-14 should have been brought to schools by 1959. But this constitutional commitment made 40 years ago has not been realized up to date. The target has not yet been reached and the goal of universalisation of elementary education has not been

realized so far. Our constitution has amended for realizing this long cherished goal of attaining universalizing elementary education. By the 93<sup>rd</sup> constitutional amendment, education has become a fundamental right of the every children of the country.

The pupil's future may depends heavily upon what he has gained in the Primary Schools. It has accordingly been mentioned in the UNESCO document (1971). 'For several reasons, the Primary level can be seen as the most sensitive area of educational planning and development, firstly, because pupils who enter at the age of five or six" Scheduled" to leave at 12 or 14, acquire at those impressionable ages thought patterns and habits that will affect them throughout their lives, secondly because primary education bears the brunt of today's education explosion, thirdly because, many young people especially in rural areas, will never receive any further school experience, fourthly because any egalitarian educational frame must provide minimum learning skills to all.'

Primary Education is also the largest single enterprise all over the world. A bit array of teachers, the biggest number of pupils, a large number of supervisors and administrators are involved in this programme. As such, from the point of view of magnitude, from the standpoint of psychological preparedness, from the preponderance of sociological influences, in view of the economic necessities, and the philosophical background and in view of scientific

enlightenment and humanism, the role of primary education is extremely significant and crucial.

Schools and students have changed significantly in recent years, but teachers are still at the heart of instruction. If, as a nation, we expect to prepare all students for the 21st century, we must provide teachers with ongoing opportunities to be the most informed, the most capable, and the most inspiring classroom leaders possible

Research in education in general and educational administration in particular, was practically non-existent in this country four decades ago. Organizations like the NCERT, UGC, NIEPA, ICSSR etc., have played an important role in initiating research, documentation and dissemination of educational research through their journals, etc. The need for the research in the field of leadership of Primary Schools in Kerala is much significant, because, it is the age of Sarva Shiksha Abhiyan (SSA) in the state. The District Primary Education programme has closed; hence the study may give the effect of DPEP on the leadership of Primary Schools in Kerala.

Knowing the basic leadership styles and the leadership behavioural pattern of primary Heads is more significant today because of the strong need for the qualitative improvement of elementary education of the state. It would be interesting to find out the different dimensions of leadership behaviour and how these Heads are leading their subordinate and what are the concepts of teachers and

parents regarding the style of their Heads. A study on leadership styles of headmasters and headmistress relating to the above issues would certainly help educational authorities, teacher educators, researchers, and other groups interested in the field to form new strategy in this area. It would also help the Heads of Primary School for a self evaluation in their styles and proceedings.

Thus the present study is a humble effort to analyse the basic leadership styles among the Heads of Primary Schools in Kerala and to suggest effective style of leadership. It is hoped that the result of the study will be a guideline for the educators, administrators and social reformers to formulate and practice strategies to improve the conditions of Primary Schools.

## **II. STATEMENT OF THE PROBLEM**

The problem for the present study is entitled as “LEADERSHIP STYLES AMONG THE HEADS OF PRIMARY SCHOOLS IN KERALA”

## **III. DEFINITION OF KEY TERMS**

The key terms in the problem are defined as follows

### **A. Leadership**

According to International Encyclopedia of Psychology Vol. II (1996) “Leadership involves a complex set of behaviors between an individual and a group”.

For the present study 'Leadership' denotes, the quality of behaviour of an individual whereby they guide people or their activities in organized effort.

### **B. Heads**

In the present study 'Heads' denotes the Headmaster or Headmistress of the Primary Schools of Kerala.

### **C. Primary School**

In this study Primary School denotes, those school which are imparting instruction from I<sup>st</sup> standard to VII<sup>th</sup> standard.

## **IV. OBJECTIVES OF THE STUDY.**

The major objectives of the study are as follows

1. To identify the existing Leadership Styles among the Heads of Primary Schools in Kerala for the total sample selected.
2. To identify the existing Leadership Styles among the Heads of Primary Schools in Kerala for the sub samples based on
  - a) Gender
  - b) Type of Management
  - c) Teaching Experience
  - d) Academic Qualification
3. To study the Leadership Behaviour of the Heads of Primary Schools as perceived by their Teachers

for total sample and the relevant sub samples based on Gender, Type of Management, Teaching Experience and Qualification based on the following Twelve Dimensions Viz:

- a) Representation
- b) Demand Reconciliation.
- c) Tolerance of uncertainty.
- d) Persuasiveness.
- e) Initiating Structure
- f) Tolerance of Freedom
- g) Role Assumption
- h) Consideration
- i) Production Emphasis.
- j) Predictive Accuracy
- k) Integration.
- l) Superior Orientation.

4. To study the Leadership Behaviour of the Heads of Primary Schools as perceived by their Teachers in terms of Leadership as a whole for total sample and sub sample based on Gender, Type of Management, Teaching Experience and Qualification.

5. To give suggestions for implementing the better Leadership Styles among the Heads for the qualitative improvement of Primary Education.

## **V. PROCEDURE.**

A brief description of procedure implemented for the present study is as follows

### **A. Sample**

The present study was conducted on a representative sample of 120 Heads of Primary Schools, 492 Primary School Teachers and 50 Primary School Parents. Proper representations were given to the relevant categories such as gender, type of management, teaching experience and qualification. Data were collected directly from Heads and the teachers of the institution and finally interviewed 50 parents in order to cross check the responses of heads and teachers.

### **B. Tools Employed for the Collection of Data**

In order to fulfill the said objectives the following tools were used for collecting data.

1. Leadership Style Survey Questionnaire (LSSQ) for the heads of Primary Schools of Kerala.
2. Leader Behaviour Descriptive Questionnaire (LBDQ) for the teachers of Primary Schools.
3. Interview schedule on the Leadership Style of Heads for the parents of Primary Schools.

### **C. Statistical Techniques Used**

The following statistical techniques were used to analyse the data.

1. Percentage analysis
2. Graphical interpretation.

### **VI. SCOPE AND LIMITATIONS OF THE STUDY**

The present study is an attempt to analyse the leadership styles of the Heads of Primary Schools in Kerala. The investigation is conducted on a representative sample of 120-headmaster/ headmistress, 492 teachers, and 50 parents, from the Primary Schools of Kerala. In order to make the result more accurate, proper care was taken in the selection of sample, and preparation of tools. Therefore it is hoped that the finding of the study will be valid to a great extent

Though considerable effort has been made to make the study more generalisable the investigator could identify certain limitation also. They are the following:-

1. Though there were private unaided Primary Schools in Kerala, only government and aided schools were considered for the present study.
2. Only the three basic leadership styles are considered for the present study.

3. A number of personality factors are influencing the leadership behaviour. But here only limited factors are considered for the present study.
4. The school concept consists Primary, secondary and higher secondary. The study was conducted on primary Heads only.

Practical constraints are the justifications for the above limitations. Despite all these limitations, the investigator hopes that, the present study will throw light in the areas of leadership styles of the Heads of Primary Schools. This humble effort would be a guideline for the Heads of Primary Schools, administrators and policy makers of education, especially in the field of primary education.

## **VII. ORGANIZATION OF THE REPORT**

This report consists of Six chapters.

The first chapter presents a brief introduction of the problem, need and significance, statement of the problem, definition of key terms, objectives, procedure and scope and limitation.

Chapter Two gives a reflection regarding the theoretical overview of the educational leadership especially the leadership styles and behavior of Heads of the educational institution and a brief history of the primary education in Kerala.

Chapter Three presents the abstracts of reviewed related studies, including journals, books and theses.

Methodology of the study described under the headings like objectives, sample, tools and statistical techniques for analysis are presented in chapter Four.

Details of analysis and interpretation of results are explained in chapter Five.

The concluding chapter Six gives the description regarding the major findings, suggestions, educational implications, and suggestions for further research.

## **THEORETICAL OVERVIEW**

This chapter presents a theoretical overview of educational leadership especially the leadership styles of heads of the educational institution and a brief history of the primary education in Kerala.

The Review of theoretical background of the problem is an important aspect of any investigation. A proper study of related literature would enable the investigator to locate and go deep in the problem. According to Mouly (1970) “the survey of related literature is a crucial aspect of planning of the study and the time spend in such a survey invariably is a wise investment.” it provides opportunity of gaining an insight to the methods, measures, subjects, and approaches employed by other research workers which in turn will lead to significant improvement of his own research design. The chapter is organized under the following heads.

- A. Leadership
- B. Characteristics of Leadership
- C. Quality of Leadership
- D. Tasks of a Leader
- E. Portraits of a Leader
- F. Theories of Leadership
- G. Leadership Styles
- H. Leaders of a Primary School
- I. Primary Education in India
- J. Primary Education in Kerala

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**A. Leadership**

Leadership is the most important aspect of educational administration and management. The history of administration and management can be traced back as far as 1300 B.C., when the Egyptians were spreading their culture through out the world. They had a system of large-scale administration. The Greeks introduced democracy into administration when it placed government in the hands of all men. It recognized such basic facts as: all men are equal before the law; a citizen should be interested not only in his own personal affairs, but also in the affairs of state; all citizens have a responsibility for deciding public policy; and full discussion of important public issues is an essential to good government. The Romans showed their ability in large-scale management, which included the administration of their own affairs as well as the affairs of their subjects. They established a paid system of civil service under Augustus about 25 B.C.

Educational administration is concerned with dealing and coordinating the activities of groups of people. It is the dynamic side of education. Educational philosophy sets the goal; educational psychology explains the principles of teaching and educational administration deals with the educational practices. It is planning, directing, controlling, executing and evaluating the educative process. Current research has emphasized the significance of the concept, stating that effective schools should have leaders who articulate with the community.

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Any institution requires a leader to run the institution. Every thing which happens depends on the type and nature of the leadership. Leadership is the ability and readiness to inspire, guide and direct or manage others. Haskell (1994) defines leadership “as a relation between persons such that the ideas (will) of the person are being accepted and followed by other persons”.

Davies (1994) defines educational leadership as “that quality which evokes from co-workers their voluntary, active participation in assuming responsibilities which contribute to growth in relationships, attitudes and activities of the group.”

Zeieny (1994) defines a leader as “a group member whom others follow because he has demonstrated mastery of the social relationships in the group, and as a consequence becomes its ‘centre of living.’”

Leadership is the interpersonal influence exercised in a situation and directed through the communication process toward the attainment of a specific goal or goals. It is an influence, a positive influencing act directing a group and making difference among groups.

Leaders are agents of change as persons whose acts affect other people more than other people affect them. A leader affects the group by initiating action, facilitating communication, establishing structure and implementing his own philosophy in the manner in which he leads.

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According to Culberston, (1994) effective leadership involves responsibility and authority, and the main leadership acts are, planning, initiating, managing, delegating, coordinating, decision-making, communicating and evaluating. In solving any problem, a principal might use one or several of these acts of leadership. An effective leader has to perform a number of functions, they are: -

1. Co-operating in the identification of common goals.
2. Motivating individuals, making decisions, taking actions and evaluating the work of the group.
3. Developing favourable and healthy climate for individual and group effort.
4. Guiding individuals and groups for immediate and long-range activities.
5. Becoming a friend, philosopher and guide from time to time.
6. Coordinating the efforts of others.
7. Carrying out effectively any responsibility for actions that have been accepted and expected of him by the group.

## **B. Characteristics of Leadership**

The American Association of School Administrators gives the following characteristics of leadership in the field of educational administration.

1. It sets the pattern and guides the outcomes of cooperative action.

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2. It guides the educational programme but relies on shared decision.
3. It gives common understanding to common purposes.
4. It Produces cohesiveness without which cooperation is impossible.
5. It communicates through out the school personnel a sense of mutual understanding and mutual loyalty to the ideals of education.
6. It generates enthusiasm for a project and inspires work towards its solution.
7. It resolves the differences, which frequently arise in growing organizations.

## **C. Quality of Leadership**

A leader is expected to take initiative, to have a “preferred outcome” in terms of group goals. At the same time, he or she is expected to maintain the organisation in good enough shape that it can continue to function. The five key facets of quality of leadership are as follows:

### **1. Focus**

Effective leaders stay focused on the outcomes they wish to create, and do not get too married to the methods used to achieve them. They provide this 'outcomes focus' for their organization by emphasizing the mission, vision and strategic goals of their organization and at the same time building the capacity of their organizations to achieve them. This capacity building emphasizes the need to be

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flexible, creative and innovative and avoid becoming fossilized through the adoption of bureaucratic structures, policies and processes.

**2. Authenticity**

Leaders who are authentic attract followers, even leaders who are viewed as being highly driven and difficult to work for. Simply put, they are viewed as always being themselves and therefore followers know what to expect from them and can rely on them, come thick or thin. Authenticity provides the leader with the currency to obtain 'buy-in' from key stakeholders, because it builds and maintains trust.

**3. Courage**

The challenges facing leaders are immense, and require great courage to overcome. Leaders are constantly being challenged by others, be it their own team, customers, the public or other stakeholders. Standing firm in the face of criticism, and having the courage to admit when they are wrong are hallmarks of courageous leaders. For example, shifting an organization from being introspective to becoming customer focused requires courage when people pay lip service to the new direction it means calling people on their bluff.

**4. Empathy**

Effective leaders know how to listen empathetically. Thus legitimizing other's input. By doing so, they promote

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consensus building, and build strong teams. They coach others to do the same, and so create a culture of inclusiveness. But they do not get bogged down in overly complicated dialogue.

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**5. Timing**

The single most critical facet is in knowing when to make critical decisions and when not to. All of the other facets must be viewed as subservient to getting the timing of critical decisions right. There is a time to be focused, authentic, courageous and empathetic, but get the timing wrong on critical decisions and everything else is nullified. Great leaders move with appropriate speed. They do not believe that everything must be done immediately. They know how to prioritize, and how to get their team to prioritize. As well, they engage in timely follow through to ensure actions that are committed to happen in a well coordinated and timely way.

**D. Tasks of a Leader**

A good leader has to face a number of problems, when he deals with the group activities. The effective tackling of these problems is the major task of any leader. The following are the major tasks of a leader.

1. When group decision is made, the group members may disagree with each other at the problem-identification stage or at the problem-solving stage. In such cases, the leader will provide his service and arbitrate between them to resolve the differences by providing guidance.
2. An effective leader believes in team concept. He therefore, seeks and gives suggestion. This is essential to have

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- group cohesiveness, as members feel a sense of participation.
3. A leader sets not only his own objectives but also helps his subordinates in setting realistic objectives. He clarifies group objectives and makes sure that these objectives are rational and useful to the organisation.
  4. A leader is often required to encourage his group members to work effectively. Thus, he works as a catalyst and spurs his subordinates to action.
  5. By ensuring a supportive face - to - face relationship and developing a positive attitude, he develops an environment conducive to work. By providing a sense of security and belongingness, he motivates the group to work effectively.

## **E. Portraits of a Leader.**

An excellent leader in education has so many qualities. Portraits of a Leader are as follows:-

1. He sees education in relation to society.
2. He has a balanced view of education in the professional sense.
3. He is a specialist in the process of inspection.
4. He has superior mental ability.
5. He is socially and emotionally matured.
6. He is robust in health.
7. He has technical skills.

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In order to improve human relationships, the educational leader will bear in mind the following factors.

1. Increased respect for human personality: Superiors should have respect for their subordinates and vice versa,
2. A sense of high purpose, which overrides material self-interest: The individual should be willing to make personal sacrifices for the good of the group.
3. Free and responsible participation: People give their best when they do thing voluntarily.
4. Appreciation for leadership: A group should show its appreciation for the ability and good work of its leader.
5. Respect for authority: This is necessary in any group, except where autocratic power prevails.

**F. Theories of Leadership**

The area of leadership gained much significance because of the rapid growth of the management concepts in the day to day activities of human being especially in the field of business and education. Studies initiated by Ohio state university turned the style and dimension of leadership studies and many types of innovations emerged in this field of study thereafter. All the studies have its own significance in that area and each theory explained much about leadership keeping its own point of view.

Many theories have been emerged to explain the specific qualities and behaviours that differentiate the leaders

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from the group. These theories can be grouped under four major categories as follows:

1. Trait theory
2. Behavioural theories
3. Situational theories
4. Transformational leadership

### **1. Trait Theory of Leadership**

The first systematic attempt to study the leadership quality was trait approach. These theories are called 'Great man' theories because they focused on identifying the innate traits and qualities possessed by great social and political leaders. (Eg. Gandhiji, Lincoln, Lenin etc.). It was on the basis of the concept that a man is born with or without some specific traits. The traits that characterises the leaders from his followers are in two categories: 1. Inherent personal qualities. 2. Acquired tendencies.

The research of this period focused on identifying the specific traits that clearly differentiated leaders from followers. Barnard (1938) explains the traits or qualities for effective leadership; they are: - physique, skill, technology, perception, knowledge, memory, imagination, determination, persistence, endurance and courage.

Stogdill (1948) analysed and more than 124 trait studies that were conducted between 1904 and 1947. This survey identified a group of important leadership traits that were

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related to how individuals in various groups become leaders. The finding of the analysis reveals that the average individual in the leadership role is different from the average group members in the following ways: (i) intelligence, (ii) alertness, (iii) insight, (iv) responsibility, (v) initiative (vi) persistence, (vii) self-confidence, and (viii) sociality. Thus the traits that leaders possess must be relevant to situations in which the leader is functioning. Leaders in one situation may not necessarily be leaders in another situation.

Now a days the influence of personality traits on leadership behaviour is widely discussed and a number of studies conducted in this area.

Hence, the trait approach is still significant. It began with an emphasis on identifying the traits of great persons: then shifted to the situations on leadership and most currently, it has turned back to restore the critical role of traits in qualitative leadership.

**2. Behavioural Theories of Leadership**

Behavioural approach in leadership is based on observed behaviour. It gives emphasis on how the leaders actually behave as observed by subordinates. According to this view leadership is composed of two general kinds of behaviours: task behaviours and relationship behaviours. The first one is concentrating on goal accomplishment; they help group members to achieve their goal. The second one that is the Relationship behaviours let the subordinates feel free and

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comfortable with themselves, in their activities. Thus the essence of behaviour approach is to explain how leaders integrate these two kinds of behaviours to influence subordinates in their efforts to achieve the goal.

Research studies in behavioural approach gained much significance during the period of 1960's and 1970's. Group dynamic studies by Cartwright and Zander, (1960) X and Y theory by Mc Gregor, (1960) Likert's (1961) management system, are notable efforts in this area. But the most important contributors in this field were the Ohio State University studies, Michigan University studies and the Blake and Mouton leadership studies. The above three groups gives a comprehensive picture regarding the behavioural approach to the leadership studies. A brief description of these categories are given below.

**a) Ohio State University Studies**

The Bureau of Business studies and research wing of Ohio State University initiated a series of leadership studies in 1945. A research team consists of researchers from Sociology, Psychology and Economics developed leaders behaviour description questionnaire (LBDQ). Using this tool the Ohio group identified two major dimensions of leadership i.e. Initiating structure and consideration. Halpin, (1959) explains that the Initiating structure refers to the leader's behaviour in delineating the relationship between himself and members of the work group and in endeavoring to establish well-defined patterns of organisation, channels of

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communications, and methods of procedure. On the other hand, consideration refers to behaviour indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff.

High scores in both two dimensions shows the better is the leadership behaviour. Scores having high initiating structure manifest the behaviour of the leader who clarifies goals, and organises for the completion of specific task. This type of leadership behaviour can be called as more institution-oriented. A leader, who gets high score on consideration, is more person-oriented. If the leader has low score on both the dimensions, he is the less effective leader.

The result of further studies in this field reveals that the high - high leaders (high scores in both initiation and consideration) is considered as the high achievers in their organisation. The Ohio State Studies suggested that the high-high style generally resulted in positive outcomes.

**b) Studies of Michigan**

The survey research centre of the Michigan University initiated their studies of leadership behaviour concentrating on the impact of leader's behaviour on the performance of small groups. They identified two types of leadership behaviour, (a) Employee Orientation and (b) Production Orientation.

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Employee orientation is based on the strong human relations with subordinates. They are considering the worker's individuality, and give special attention to their personal needs. Actually Employee orientation is very similar to the Consideration Structure of Ohio State Studies. Production orientation emphasis on the technical and productive aspect of a job or a profession. According to production orientation, workers are viewed as a means for getting work accomplished. (Bowers and Seashore, 1966).

**c) Managerial Grid**

The managerial grid, model appeared first in the early 1960s and since then a number of revisions took place on the same model (Blake and Mouton, 1964, 1978, 1985). Managerial grid has been used especially in organisational training and development. It explains how leaders help organisations to reach their goal through two factors; (a) Concern for Production (b) Concern for People. Managerial grid is also known as leadership grid.

Concern for production refers to whatever the organisation is seeking to accomplish. It includes variety of activities, such as policy decisions, new innovations, new product and process, work plan, etc.

Blake and Mouton, (1964) explains that, Concern for people refers to how a leader attends to the people within the organisation who are trying to achieve its goals. This concern includes building organisational commitment and trust,

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promoting the personal worth of employees, providing good working conditions, maintaining a fair salary structure, and promoting good social relations.

### **3. Situational Theories of Leadership**

1950's Social psychologists initiated for another turn in the leadership studies that is the role of situational variables that had impact on leadership roles, skills, and behaviour.

Situational Leadership focuses on leadership in situations. The basic theory of situational leadership is leaders are adopting different styles according to the situation demands. In short an effective leader adopt his or her style to the demands of different situations. A number of studies emerged in this area. Some of the important attempts are briefly discussed below

#### **a) Fiedler's Contingency Theory of Leadership**

Fiedler (1967) is considered as the father of Contingency Theory of Leadership. He has conducted a number of studies on different types of leaders worked in different context. After analysing the styles of hundreds of leaders who were both good and bad, Fielder and his colleagues suggests that three major situational variables seem to determine whether a given situation is favourable to leaders:

- i) Leader member relations refer to the extent to which the group trusts the leader and willingly follows her directions.

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- ii) Task structure refers to the degree to which the task is clearly defined.
- iii) Position power means the extent to which the leader has official power to influence others.

If all the three dimensions are high, the situations are favourable to the leader. That is, followers generally accept the leader. If the dimensions are in low position, the situation will be very unfavourable for the leader. Hence the favourableness of the situation in combination with the leadership style determines effectiveness.

### **b) Path-Goal Theory**

The relationship between the leader's style and the characteristics of the followers is the most important aspect when we consider the leadership style or behaviour. Path - goal theory gives emphasis on this aspect. Actually the basis of this theory is derived from expectancy theory, which suggests that subordinates will be motivated if they think they are capable of performing their work.

House (1971) explains four major types of leadership on the basis of Path - Goal theory. They are: -

- i) Directive: the leader tells employees what he expects of subordinates, and shows them how to do it.
- ii) Supportive: the leader shows concern for the well being of his employees by being friendly and approachable.

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- iii) Participative: the leader involves employees in decision making, consults them about their views of the situation, asks for their suggestions, considers those suggestions in making a decision.
- iv) Achievement oriented: the leader helps employees to set goals, and encourages them to assume responsibility for achieving the goals.

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**c) Reddin's Tridimensions Management Style Theory**

Another popular theory in situational leadership is Reddin's 3-D theory. According to this theory a manager has to look at the five situational elements namely (i) Organization, (ii) Technology, (iii) Superiors, (iv) Co-workers and (v) Subordinates (Reddin, 1970). Here, Organization refers to all those factors which influence behaviour within a social system that are common to essentially unrelated positions. Technology refers to the way work may be done to achieve managerial effectiveness. Superior, Co-workers and Subordinates are concepts which are used in the generally accepted sense. These elements make demands on the manager's style. A manager has only to exhibit these elements in order to make a comprehensive situation diagnosis. Leaders control the situation and by doing so, they have to first control themselves.

**d) Life-Cycle Theory**

This theory of leadership is the contribution of Hersey and Blanchard (1988). They used the terms Task behaviour and Relationship behaviour to describe concepts similar to consideration and Initiating structure of the Ohio State Studies. The essence of life - cycle theory is the relationship between a leader's style and the readiness of his followers. The readiness of his followers likely to increase over the life cycle of his relationship with the leader.

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The term Task behaviour means the behaviours in which the leader specifies an individual's or group's duties and responsibilities by setting the goal. It gives a clear picture regarding what activities each one is to do and when, where, and how, tasks are to be accomplished. Relationship behaviour is based on communication behaviour of the leaders. It includes listening, facilitating interactions, feedback, and supporting individuals and group; maintain personal relationship between themselves and members of their group by opening up channels of communication (Hersey and Blanchard, 1988).

Combining these, two dimensions life cycle theory proposes four basic styles of leadership as follows:

- i) Telling: High task, and Low relationship. The leader guides, directs, establishes guidelines, Provides specific instructions, and closely supervises performance. A dysfunctional telling-style leader dictates without really considering the employees at all.
- ii) Selling: High task and High relationship. The leader explains decisions, clarifies them and persuades employee to follow them as necessary. Too intense selling, however, can result in badgering at employees with too much structure and consideration.
- iii) Participating: Low task and High relationship. The leader shifts significant responsibility to the followers, encourages employees to participate in decision-

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making, and facilitates collaboration and commitment. In extreme cases, the leader can bend too far to accommodate the will of the employees, rather than correctly judging the appropriate amount of participation.

- iv) Delegating: Low task and Low relationship. The leader only observes and monitors employees' performance after giving them responsibility for decisions and implementation. Improper application of this style can result in the leader disengaging too much from the decision making process.

Readiness in situational leadership is defined as the extent to which a follower has the ability and willingness to accomplish a specific task. People tend to be at different levels of readiness depending on the task they are being asked to do. Readiness is not a personal characteristic; it is not an evaluation of a person's traits, values, age, and so on. Readiness is preparing a person to perform a particular task (Hersey and Blanchard, 1988).

## **4. Transformational and Transactional Leadership**

Recent studies since the early 1980s witnessed new innovative studies in the field of leadership and administration. Transformation and Transactional approaches are the products of new leadership paradigm. These theories began to develop with emphasis on the leader's charisma, ability to develop and implement vision of the organisation,

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and ability of each worker to act as self-leader. Manz and Sims (2002) explain that, when most people think of leadership, they think of one person doing something to another person. It is influence and a leader as one who has ability to influence another. A classic leader- one whom everyone recognizes is a leader- is sometimes described as a Charismatic or heroic. A popular concept is the idea of a transformational leader, one who has the vision and dynamic personal attraction to total organisational change.

Simply, Transformational leadership is a process to transforms individuals. Values, ethic standards, and long-term goals are highly correlated with this concept. It estimates the follower's motives, satisfying and treating them as full human beings.

Burns (1978) observes that, Transformational leadership refers to the process whereby an individual engaged with others creates a connection that raises the level of motivation and morality in both the leader and the follower. Here the leader makes the follower to attain the maximum goal. Burns presents Gandhiji as a best example of transformational leadership. Gandhiji raised the hopes and needs of millions of his people.

Schermerhorn (1996) classifies the specialities of a transformational leader as follows

- (i) Vision: having ideas and a clear sense of direction, communicating them to others and developing

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- excitement about working hard to accomplish shared dreams.
- (ii) Charisma: arousing others enthusiasm, faith, loyalty, pride, and trust in themselves through the power of personal reference and appeals to emotions.
  - (iii) Symbolism: identifying a hero offering special rewards, and holding spontaneous and planned ceremonies to celebrate excellence and high achievement.
  - (iv) Empowerment: helping others to develop and perform, removing performance obstacles, sharing responsibilities and delegating truly challenging work.
  - (v) Intellectual stimulation: gaining the involvement of others by creating awareness of problems and stirring their imagination to create high-quality solutions.
  - (vi) Integrity: being honest and credible, acting consistently out of personal conviction.

Bass (1985), one of the proponents of this approach, argues that there are essentially two types of leaders i.e., Transactional and Transformational. Transactional leaders motivate employee by appealing to self-interest. That is, transactional leaders treat leadership as an exchange that is, a transactional relationship between themselves and their employees. In spirit, they are saying, I will look after your interests if you will look after mine. Although nothing may be wrong with this approach, Bass and others argued it fails to lead to the kind of employee commitment and dedication necessary for greatness. To achieve this, the leader must exhibit charismatic, or transformational characteristics.

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A transformational leader is one who inspires trust, confidence, admiration and loyalty from his or her followers. As a result, followers are motivated to exert high levels of effort out of a sense of personal loyalty to the leader, if not the organization. Effective leaders always exhibit several characteristics. (Conger and Kanungo, 1987) studied and listed certain unique features that give the leader to influence over their followers. They are as follows:

- (i) High self-confidence, charismatic leaders exhibit strong confidence in their own judgements and actions.
- (ii) Ability to articulate a vision, such leaders has a unique ability to put into words an idealized vision of what the future could hold. In fact, the greater the disparity between the status quo and the idealized vision, the greeter the likelihood that followers will attribute extraordinary vision to the leader.
- (iii) Willingness to assume high personal risks to pursue the vision, charismatic leaders are often seen as being willing to assume great risks to pursue their vision. This commitment to the future and self-sacrifice often entices others to follow.
- (iv) Use of unconventional strategies, these leaders often use unconventional behaviour or break accepted norms as a sign of their confidence in their course of action. Such attention- getting behaviour often attracts the admiration of the followers.
- (v) Perception of leaders as change agent, finally, charismatic leaders are often seen by followers as

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change agents, especially when followers are disaffected or unhappy with current events.

**G. Leadership Styles**

Leadership style is the distinctive way in which a superior manages her/his interfaces with subordinates. This style is likely to be influenced strongly by the leader's beliefs about how subordinates should be treated. It is likely to manifest itself in aspects such as the nature of a leader's response to the subordinate's mistakes, conflicts between subordinates, the role the leader gives to subordinates in decision-making, the kind of support the leader extends to subordinates, the manner in which the leader assigns tasks, the kind of information she/he shares with subordinates and the way in which it is shared, the opportunities the leader gives to subordinates to take initiative, and the effort the leader makes for the development of subordinates.

A leader can have different ways of relating with subordinates. The relationship here is an exploitative one. Or, the leader can consider subordinates as subjects, as fellow human beings with aspirations, strengths and weaknesses, a potential that can be developed under the right conditions. The relationship here is relatively egalitarian and catalytic of the growth of subordinates in terms of their skills, competencies, maturity, etc. There is also an intermediate way of relating with subordinates - treat subordinates as children to be protected and nurtured in exchange for love, admiration, and loyalty.

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The first initiation in the field of leadership styles was in 1939. A group of researchers under the leadership of Kurt Lewin the famous psychologist conducted experiments on different styles of leadership. The experiments were conducted on specific group of school children and the researchers then observed the behavior of children in response to the different styles of leadership. Though recent researches have identified more specific types of leadership, this early study was very influential and established three major leadership styles. They are Authoritarian, Democratic and Laissez-fair. A brief description about these styles is given below.

**1. Authoritarian Leadership (Autocratic)**

Where the leader exercises rigid control and believes in the 'carrot and stick' method to motivate his subordinates. He prefers only one-way communication, i.e., top-down communication. There is one advantage here-the decision making takes less time, but this may antagonize the group members and adversely affect group morale. Authoritarian leaders have the clear concept for what to be done, when it should be done, and how it should be done. He keeps the strong boundary between the leader and the followers. Authoritarian leaders taking decisions independently without consulting the rest of the group. It is found that decision-making was less creative under authoritarian leadership. According to Lewin it would be more difficult for an authoritarian to make changes in his style. Abuse of this style is usually viewed as controlling, bossy, and dictatorial.

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Authoritarian leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group.

**2. Democratic Leadership (Participatory)**

According to Lewin's study democratic style of leadership is considered as the most effective leadership style. Here the leaders offer all helps to group members, and they themselves participating in the group. The leader believes in allowing participatory management and group members are free to give their opinion, decision-making is cooperative and members have a sense of belonging. In Lewin's study, children in this group were less productive than the members of the authoritarian group, but their contributions were of a much higher quality. Participative leaders encourage group members to participate, but retain the final say over the decision-making process. Group members feel engaged in the process and are more motivated and creative. The potential demerit is slower decision-making process.

**3. Laissez-Fair Leadership (Delegative)**

Where the leader avoids contact with the group and there is a free climate and non-interference from the leader. Though the members have freedom, there is no control and group members may try to realize their personal objectives rather than group goals, with the result that group cohesiveness is lost ultimately. Lewin (1939) observed that Delegative leaders offer little or no guidance to group

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members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation.

In the present study the investigator considered Lewin's basic style theory to identify the existing leadership styles of primary school heads of Kerala. Most of the heads of primary schools are having the qualification of TTC/B Ed offered by the state. Here this section of heads hasn't even the basic theoretical background regarding the new theories of leadership. During the in service period they doesn't have the opportunity to update the knowledge in this area. When compare to other areas of leadership especially industrial, military etc. education field is lagging behind in adapting new trends and methods in administration and management. Hence, in the present study, the investigator mainly intended to assess the existing condition of the heads of primary schools in Kerala. Considering the above mentioned conditions of the Heads of Primary Schools in Kerala, the investigator strongly believe that it is better to consider Lewin's basic leadership style theory to evaluate the leadership style of the heads of primary schools in Kerala.

**H. The Headmaster / Headmistress - Leader of a Primary School**

The headmaster plays an important role in an educational institution. He is compared with the captain of a ship. He is also described as the solar wed round whom all

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the teacher planets revolve. In fact, he is the head of the school both academically and administratively.

The headmaster is the head of the masters or teachers or teachers in a particular school. He holds the key positions and plans, coordinates and organizes various programmes. He ensures proper maintenance of discipline in the school. He promotes the harmonious development of the institution. He carries the traditions as well as projects the image of the school according to his own ideas and ideals. It is, therefore said that a school is as great as its headmaster.

The headmaster should be a man of great head and heart. He must have good qualification in general education as well as in professional training. He must be a person with character and integrity. He should be a learned person and should have faith in himself, in his profession, in his staff and in his pupils. He should inspire all staff, students and public. He should, therefore, have adequate proficiency in maintaining proper human relationships with all concerned.

The headmaster is the team leader and the spirit of cooperation should permeate the entire dealings with the staff, pupils and community. He, with collaboration of his staff, would work for accomplishing the objective and ideals of the institution set before them. The success and achievements of the school largely depends on the efficiency, ability, alertness, imagination, experience and resourcefulness. In fine, he is the friend, philosopher and guide in the school

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### **1. Duties of Headmaster/ Headmistress**

The work of the headmaster can be classified as academic and administrative. He should strive to bring about improvement in the curriculum and the methods of instruction.

The headmaster and the staff should act as a team in bringing about change and introduce innovations, which are essential for the effective functioning of the school. The teaching staff should be willing to cooperate and to work towards the welfare of the institution

The headmaster's contact with the students is very important. He should be accessible to the students and maintain his prestige and dignity without giving the impression that he is harsh or indifferent to the students. He should see that he is respected and not feared.

The headmaster's relationship with the parents is very crucial. He should be cordial with the parents and make arrangements for parent-teacher association in the school. Meetings should be conducted regularly and parents should be encouraged to participate in certain activities.

The headmasters should keep constant touch with the; latest regulations of the Government regarding administration. A private school headmaster should know the details of recognition and grant-in-aid.

The headmaster has to do many things before the commencement of the academic year: preparation of school

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calendar, distribution of work for the teaching and the administrative staff, framing of the school timetable, purchase of necessary equipment, books etc., completion of admissions as far as possible, formulation of new classes, making plans for the school etc.

The headmaster has large number of academic, organizational and administrative duties and responsibilities, but for convenience sake, these can be classified into the following:

1. Planning
2. Teaching
3. Organising and administering
4. Supervision and guiding
5. Maintaining discipline and relations

## **2. Duties of Headmaster/ Headmistress as per Kerala Education Act and Rules**

1. To see that the rules and orders issued by the department and Govt. are complied with.
2. To maintain discipline in the school.
3. To organize work in the school by framing time tables, distributing work among the assistants, conducting tests and examinations, and encouraging extra curricular activities.
4. To effect promotion of pupils.

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5. To supervise the work of teacher.
6. To see that records, books and registers of the school are maintained in proper conditions and to attend to school correspondence promptly.
7. To collect fees from the pupils through the teachers and remit the amount in to the treasury.
8. To maintain the school premises in a healthy neat and tidy condition.
9. To organize and conduct staff council.

**3. Tomorrow's Headmaster/ Headmistress**

Schools are changing dramatically. Headmaster/ Headmistress in the coming decades will lead schools that are far different than those of today. Students will be more numerous and more diverse than ever, and they will continue to bring many of society's problems to the schoolhouse door. Qualified teachers will be harder to find. Technology will play an ever-increasing role in education. Safety likely will remain a top concern. Increasingly, schools will be expected to be centers of community. Many heads will lead schools in public education systems exploring innovations such as charter schools and tuition vouchers. And perhaps most importantly, academic achievement will be the priority for professional accountability. In other words, heads will be expected to lead in an atmosphere of constant, volatile change.

The Heads of today, on the other hand, typically is a white male about 50 years old. He works at least 10 hours a

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day. He/She has been a head since before 1990. In the intervening decade, he has received little training or support to help him deal with the emerging challenges of school wide leadership for student learning. Despite the yawning chasm between where heads of the school are and where they need to be, the nation can prepare heads for tomorrow's challenges. Communities have little choice. The schools of the 21st century will require a new kind of Heads, one whose role will be defined in terms of:

1. Instructional leadership: that focuses on strengthening teaching and learning, professional development, data-driven decision-making and accountability;
2. Community leadership: manifested in a big-picture awareness of the school's role in society; shared leadership among educators, community partners and residents; close relations with parents and others; and advocacy for school capacity building and resources;
3. Visionary leadership: that demonstrates energy, commitment, entrepreneurial spirit, values and conviction that all children will learn at high levels, as well as inspiring others with this vision both inside and outside the school building.

All three are important. But in a crucial sense, leadership for student learning is the priority that connects and encompasses all three major roles. The bottom line of schooling, after all, is student learning. Everything principals

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do - establishing a vision, setting goals, managing staff, rallying the community, creating effective learning environments, building support systems for students, guiding instruction and so on — must be in service of student learning.

**I. Primary Education in India**

Education has ever been accorded an honoured place in the Indian society. The great leaders of the nation when engaged in the Freedom struggle realised the fundamental role of education in accelerating the pace of Independence movement and stressed its unique significance for the national unity and development. Gandhiji formulated the scheme of Basic Education not only to harmonize intellectual and manual work, but also to unify various parts of the country into a national whole. Basic Education had most of the characteristics of a national system of education and it was intended to lay the foundation of a unified India.

Just after the Independence it was decided to reorient the educational system of the country in order to adjust it to the changing needs and aspirations of the people. Education was also regarded as a potential instrument of social change and national upliftment. It was taken as a vital factor of the national progress and security. It has been the major concern of Government both at the national as well as state levels and increasing attention was given to educational reconstruction. Several Commissions were required to review the educational

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problems and make recommendations for bringing about desired changes in the structure and strategy of education.

The University Education Commission, 1948-49 made recommendations for improving the quality of higher education and the Secondary Education Commission, 1952-53 made suggestions for restructuring and reorienting the secondary education.

Attempts were made to implement the recommendations of these Commissions and the Resolution on Scientific Policy was passed under the leadership of Jawaharlal Nehru, the erstwhile Prime Minister. As a result of this the development of science, technology and scientific research received special emphasis and encouragement. Towards the end of the third Five Year Plan, a need was felt to get the entire educational system reviewed with a view to initiating a fresh and more determined effort at educational reconstruction. The Education Commission 1964-66 was appointed to advise Government on "national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects".

According to the Convention, State Parties recognised the rights of the child to education, and with a view to achieving this right progressively on the basis of equal opportunity, they should make primary education compulsory and free to all (Article 28). In the Constitution of India, Article 45 of the Directive Principles of State Policy declares "the State shall endeavor to provide within a period of 10 years from the commencement of the Constitution for free and

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compulsory education for all children until they complete the age of 14.” But in spite of various efforts on the part of government, this objective could not be realised so far and the National Policy on Education, 1986, the goals set for Education For All (EFA) 1990 and the revised NPE, 1992 reaffirm the country’s commitment to universalisation of primary education by the year 2000. But it is felt that without strong commitment on the part of government and massive involvement of public, it may not be possible to reach the goal even by the end of the 20th century.

In the 8<sup>th</sup> Five Year Plan (1992-97) universalisation of primary education and eradication of illiteracy in the age group of 15 to 35 have been taken as the basic objectives of education. It is a major step in the direction of making primary education compulsory. Special attempts have been made for improving enrolment particularly among girl children of Scheduled Castes, Scheduled Tribes and to reduce wastage and to improve efficiency of school management. It has also been emphasized to improve the quality of school education and to make the teaching learning environment more enjoyable, accountable and meaningful.

**1. Role of primary education**

The programmes and practices of primary schools contribute in one way or another to the child’s achievement of the developmental task. Thus, the curriculum helps or hinders the accomplishment of every task. Every school is thus a laboratory for working out of these tasks. Consequently it seems useful to regard the developmental tasks as objectives or goals of primary education. Successful

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achievement of these tasks can be described in terms of observable behaviour and these descriptions may be used in evaluating the progress of a child. The objectives of primary education are synonymous with the achievement of developmental tasks. Living stone (1949) as there fore said, "Elementary education is not complete in itself. It is preparatory. It prepares the people to go on to something else and put his foot on the first step of the ladder of knowledge".

Unless the school properly discharge their responsibilities and the help the pupils to achieve their development all tasks very well, they fail in their fundamental duties and also the entire generation of the future citizens would suffer with irreparable loss to the society. In this context, Howard (1950) has remarked, "If the school do not do everything in their power in on generation to make their people feel that they "belong" to knit them in to the social fabric, to help them to become aware of their social responsibility then the whole of our social life will be that much the poorer in the next generation."

Primary schools provide for universal education, which is fundamentally a democratic conception. That is why Fascism could never tolerate this idea. Kilpatrick (1963) has cited flitter is reported to have said, "Universal education is most corroding and disintegrating poison that liberalism ever invented for its own destruction. We must, therefore, be consistent and allow the great mass of the lowest order the blessings of illiteracy". Free, compulsory and universal

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education is considered a strong pillar of democracy, not only because all citizens will have equal opportunities for all-round development of their personalities, but also because they will become creative and productive members of a democratic society. With a view to enabling the children to efficiently discharge their responsibilities as citizens, universal primary education is a pre-requisite. That is why John Stuart Mill has aptly said that universal education should precede universal enfranchisement. Primary Education is thus called “People’s education” as well as education for the ‘masters’ i.e. voters. Education, especially primary education is mainly shaped by the social milieu in which it is provided. Considering the future of our society, the Philosophy and sociology of Primary Education must clearly reflect the rural and urban differences, national and regional integration, industrial and agricultural values of life, population explosion and so on. The Kothari commission (1966) has, therefore, observed.

“But in view of the immense difficulties involved such as lack of adequate resources, tremendous increase in population, resistance to the education of girls, large numbers of children of the backward classes, general poverty of the people and the illiteracy are apathy, it was not possible to make adequate progress in primary education and the constitutional directive has remained unfulfilled.”

**2. Universalisation of Elementary Education**

In accordance with the Constitutional commitment to ensure free and compulsory education for all children up to

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age 14 years, provision of universal elementary education has been a salient feature of notational policy since independence. This resolve has been spelt out emphatically in the National Policy of Education (NPE), 1986 and the Programme of Action (POA) 1992. A number of schemes and programmes were launched in pursuance of the emphasis embodied in the NPE and the POA. These include the scheme of Operation Blackboard (OB); Non Formal Education (NFE); Teacher Education (TE); Mahila Samakhya (MS) State Specific Basic Education Projects like the Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), Lok Jumbish (LJP) in Rajasthan, Education For All project in Uttar Pradesh; Shiksha Karmi Project (SKP) Rajasthan, National Programme of Nutritional Support to Primary Education; District Primary Education Programme (DPEP) and the on going scheme, Sarva Shiksha Abhiyan (SSA). But the constitutional commitment made 40 years ago has not been realized up to date. The target has not yet been reached and the goal of universalisation of elementary education has not been realized so far.

The National Education Policy (NPE) 1986 expressed strong political will and deep commitment to the universalisation of elementary education. The Programme of action (POA) 1986 for implementing the NPE rightly observed, 'NPE gives an unqualified priority to universalisation of elementary education (UEE). The thrust in elementary education emphasizes: (i) universal enrolment and universal

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retention of children up to 14 years of age, and (ii) a substantial improvement in the quality of education.

The POA has aptly mentioned, determined efforts have been made since independence towards the achievement of this goal. Between 1950 - 51 and 1984 - 85 the number of primary schools increased from approximately 2,10,000 to approximately 5,20,000 and the number of upper primary schools from 30,600 to 1,30,000. Even so an acceptably large number of habitations are still without primary schools and nearly one-third of the schools in rural areas have only one teacher. The emphasis so far has been on enrolment of children - approximately 50 percent children in 11-14 age group are enrolled in schools, the corresponding figure for girls being 77 percent children dropout between classes I-V and 75 percent between classes I-VIII. Thus, in spite of enormous expansion of education at all stages, there has been quite inadequacy in provision of schools, retention of students and enrolment of children in the age group of 6-14.

**4. Latest Innovations in the Primary Education of India****a) District Primary Education Programme (DPEP)**

The District Primary Education Programme (DPEP) is a centrally sponsored scheme providing special thrust for achieving Universalisation of Primary Education (UPE). The programme takes a holistic view of Primary Education development and seeks to achieve the maximum result through implementing various new strategies for UPE. The DPEP was mainly operationalised by the district agencies

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specific to the local needs with emphasis on decentralized management, participatory process, empowerment and capacity building at all levels.

The DPEP has been structured to provide additional inputs over and above the provisions made by the State Government for Elementary Education. It has visualized to fill up the existing gaps in the development of Primary Education and to revitalize the existing system of administration and supervision. This programme is called contextual programme with stress on gender equality and improvement of the infrastructure by construction of class rooms and new school buildings, opening of non-formal/alternative schooling centre, appointment of new teachers, establishing Block resource Centers, Cluster resource Centers, Teacher Training and Orientation, research-based other special interventions for education of girls and SC/ST Sections of the society. This programme has also planned to include components of integrated education for disabled children and distance Education component for teachers to improve their professional competency.

The DPEP mainly seeks to provide access the Primary Education for all children, reducing primary student's dropouts to less than 10 percent. Increasing learning achievement of primary school students by at least 25 percent and reducing the gap among gender and social groups to less than 5 percent.

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The programme which was initially launched in 1994 in 42 districts of seven States have now extended to cover 219 districts of 15 states, namely, Assam, Hariyana, Karnataka, Kerala, Maharashtra, Tamil Nadu, Madhya Pradesh, Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh, West Bengal, Uttar Pradesh, Bihar and Rajasthan. The programme is likely to expand further to eight districts of Orissa, six districts of Gujarat, 9 districts of Rajasthan.

**Overview****b) Sarva Shiksha Abhiyan (SSA)**

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The Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time-bound integrated approach in partnership with State. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age groups by 2010.

The SSA is an effort to recognize the need improving the performance of the school system and to provide community owned quality elementary education in the mission mode. It also envisages bridging of gender and asocial gaps.

**Objectives of Sarva Shiksha Abhiyan**

1. All children in school, Education Guarantee Centre, Alternate school, 'Back to School' camp by 2003.
2. All children complete five years of primary schooling by 2007.
3. All children complete eight years of schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and asocial category gaps at primary stage by 2007 and at elementary education level by 2010.
6. Universal retention by 2010.

**Overview****J. Primary Education in Kerala**

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Being the largest literacy state in India, Kerala has achieved tremendous improvement in the field of elementary education. The dream of universal enrollment and retention has almost fulfilled. But the quality is still lagging behind. DPEP tried to revive and SSA is doing the same, still there are some problems both financially and academically.

The strength of primary school in Kerala is satisfactory. We have adequate schools within the limit of walkable distance. But the problem of wastage and stagnation still exist. In the field of primary education, the head of the institution has a key position to perform. The headmaster/headmistress is the head of the masters or teachers in a particular school. He holds the key positions and plans, coordinates and organizes various programmes. He ensures proper maintenance of discipline in the school. He promotes the harmonious development of the institution. He carries the traditions as well as projects the image of the school according to his own ideas and ideals. It is, therefore said that a school is as great as its headmaster/headmistress.

**Conclusion**

Effective administration and management has wider scope especially in the field of education. Here the role of head of the institution is crucial. Proper training and orientation is very necessary for the improvement in this field. New techniques and strategies should be developed according to the changing world and it should be implemented in a systematized way. Thus the investigator

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hopes that, proposed study may throw light in this field and open new doors for healthy discussion.

## **REVIEW OF RELATED STUDIES**

The Review of related studies is very much relevant for the successful completion of research. The investigator must try to become familiar with his problem by going through the related studies. It helps the researcher to make a chance to gain an insight regarding the various aspects of the present study. According Best (1996) “familiarity with the literature in any problem area help in students to discuss what is already known, what others have attempted to find out, what methods of attacks have been promising or disappointing and what problems remained to be solved.” This chapter provides abstracts of the reviewed studies and these abstracts are presented under the following heads:

- A. Theoretical Aspect of Leadership.
- B. Leader/Leadership and Institutional Management.
- C. Leadership and Heads of Institution.

### **A. Theoretical Aspect of Leadership**

Foster (1980) presents theoretical aspects of educational administration and management. The article discusses leadership styles, successful leaders' characteristics, subordinate types, and situational factors having a bearing on effective leadership.

Smith (1981) observes that the survival of the nation's schools and their leaders depends on these leaders having

real influence over the quality of schooling, this volume draws from the work of many authorities to look at leadership from three perspectives: the person, the structure, and the skills. Chapters focusing on the person who holds the leadership position look at characteristics of today's educational leaders, at what makes an effective leader, at the scarcity of female and black school leaders, and at leadership style. The part of the volume focusing on structure looks at the organizational supports that underlie school leadership. It examines school-based management, management support teams, participative decision-making systems, and determinants of school climate. Chapters on leadership skills highlight several abilities administrators must master to be effective leaders in education today. This part of the volume looks at such skills as communicating, leading meetings, managing time and stress, managing conflicts, and solving problems. Practical suggestions for using this information in schools are offered throughout.

Miller (1983) observed that Management processes of planning, organizing, directing, and motivating are vital to schools and industries alike. Accordingly, this module, the first in a series of two, has been developed as a training guide using the Hersey-Blanchard approach to leadership styles. It can help build principal-faculty relationships, superintendent-governing board relationships, and teacher-student relationships. The first section, "What you need to know," provides a literature review of leader behavior theory, explaining basic concepts such as influence, task behavior,

and relationship behavior. It then provides an in-depth explanation of the Hersey-Blanchard Situational Leadership Model, showing the relationships between task-relevant maturity of a group and leadership styles. The second section provides a series of learning activities and handouts based on this model. These include (1) a scoring and interpretation workbook, (2) five case studies for assessment of task-relevant maturity of groups, and (3) a set of leadership style role-playing kits, illustrating various styles of leadership and patterns of accommodation.

Ann (1989) reviews theories of leadership style--the way a leader leads. Although most experts agree that leadership style is important, they disagree concerning style components, leaders' capabilities for changing styles, the effects of personality traits on style, and the desirability of flexible styles. Style theories may be broadly categorized according to decision-making behaviors, views of subordinates, focus on work or people, and approaches to facilitating organizational change. Actually, effective leadership defies categorization; there is no ideal approach to fit all situations. Although leadership style theories differ significantly, all have implications for better leadership. Each can be used as a basis for training and selecting leaders and for enhancing one's own leadership style

Edward (1989) observed that Visionary leadership has emerged as a significant characteristic of high performing school administrators. Vision provides a sense of direction for the school and facilitates accomplishment. The final

component of vision is future vision which often uses metaphorical statements, symbols, or personal models. Administrators should allocate funding, materials, and time to sustain the vision, and apply various administrative strategies to pursue the vision. The changes in rural education, demands visionary leadership.

Nancy (1991) studied Leadership styles based on Bass's model of transformational and transactional leadership. Questionnaires were administered to staff and faculty at 45 private secondary schools in the southeast United States to determine the headmasters' leadership qualities. Factors of transformational leadership include charisma, individualized consideration, and intellectual stimulation; transactional leadership involves contingent reward and management-by-exception. Findings indicate that the transformational and transactional factors identified in other studies of business supervisors were replicated in the population of private secondary school headmasters. Also, perceptions of headmaster effectiveness and satisfaction with the headmaster were more positively correlated with transformational than with transactional leadership. Outcomes that differed from previous studies, however, indicate a broader definition of "charisma" due to its overlapping components and the identification of the two separate factors of leadership as second-order factors. The headmasters were less concerned than business supervisors with emotional support and intellectual stimulation of their staff relationships; however, both business and educational

settings practiced individual attention, contingent rewards, and management-by-exception.

Samuel (1991) observes that, the development of sound theory and theory-based instruments is essential for studying the impact of instructional leadership on student learning outcomes. This article argues that a constructivist perspective provides a more reliable basis than a functionalist perspective for understanding what differentiates effective instructional leaders from others. The differences do not lie in a distinctive set of characteristics nor mastery of a set of discrete leadership skills. Instead, what distinguishes effective instructional leaders from others is a proactive approach to work that is guided by a distinctive set of beliefs about what is possible. Data are presented to show the extent to which self-reports of principals and teacher ratings are in agreement regarding perceptions of instructional leadership within the school building. Additional data reported here demonstrate a chain of empirical relationships from principal instructional leadership beliefs and practices, through teacher satisfaction and commitment, to student commitment and achievement.

Dick (2000) presents socialization theory to re-examine a unique, 10-year longitudinal study of head teachers so as to describe the stages of headship transition. It outlines prior models of leadership succession in both business and schools and produces a stage theory of headship that can be used not only as a research tool, but also as a way to assist the development of heads and prospective heads. The article outlines the stage theories of socialization and examines

previous research on headship-preparation programs. The longitudinal study re-examined here consisted initially of questionnaires that were administered to 188 head teachers. Follow up questionnaires were then distributed to a select number of these principals over a 10-year period. The responses enabled the creation of a model depicting the stages of transition in the headship. The model should help head teachers understand the likely phases they will experience during their tenure. Although each school is unique, patterns of development are still evident and can be used for preparation and support.

Leftwich (2001) conducted a study on the transformational leadership styles of department chair leveling North Carolina community college. This study examines the transformational leadership behaviors of exceptional department chairs in North Carolina community colleges during this period of change, while determining the level of agreement between the department chair and his or her faculty members as to the chair's leadership style. Each of the state's 58 community colleges was invited to nominate one or two department chairs for the study. The population for the study consisted of 32 department chairs, identified by administrators as being exceptional leaders, from 26 colleges. Results indicated that department chairs who lead significant change: (1) are perceived as being highly ethical; (2) possess good people skills and use them to influence and empower faculty; (3) are good implementers of change; (4) have confidence in their leadership abilities; (5) develop individual

relationships with their faculty members in order to carry out the work of the department; and (6) pay particular attention to the organizational dynamics that can affect leadership.

Lunenburg (2003) examined the usefulness of transformational leadership in educational organization. Most research on transformational leadership has used the multifactor leadership questionnaire (MLQ) developed by Bass and his associates. This study examines the extent to which the MLQ measures the dimensions that it purports to measure in school organization, also assessing the relevance of idealized influence (charisma) in stable school organizations. Previous research has suggested that charismatic leadership would be more likely found in a new and struggling organization. The paper discusses empirical results from previous studies that have used the MLQ. It also presents the results from three studies that examined the conceptual adequacy and psychometric qualities of the MLQ. In Study 1 (Wooderson-Perzan, 2000), a content adequacy assessment of the transformational leadership items was conducted. In Study 2 (Wooderson-Perzan and Lunenburg, 2001) and in Study 3 (Blair and Lunenburg, 2002), a series of confirmatory factor analyses, internal consistency estimates, and correlations were conducted on a revised set of transformational leadership items. The paper concludes that, despite the MLQ's shortcomings, it does identify several leader behaviors that appear to be components of transformational leadership. It finds empirical support for three behaviorally oriented dimensions of transformational

leadership that are consistent with theoretical propositions (intellectual stimulation, individualized consideration, and inspirational motivation).

Reflections on the practice of instructional and transformational leadership was collected and analysed by Philip (2003). Over the past two decades, debate over the most suitable leadership role for principals has been dominated by two conceptual models: instructional leadership and transformational leadership. This study reviews the conceptual and empirical development of these two leadership models. The author concludes that the suitability or effectiveness of a particular leadership model is linked to factors in the external environment and the local context of a school. Moreover, the study argues that the definitions of the two models are also evolving in response to the changing needs of schools in the context of global educational reforms.

Eyal and Kark (2004) conducted a study to discover the relationship between different leadership styles and alternative entrepreneurial strategies in the not-for-profit public school system. They develop a conceptual framework for understanding various strategies of corporate entrepreneurship. Accordingly, they hypothesize that transformational leadership can promote a "vigorous entrepreneurial strategy" that encourages radical change, whereas monitoring leadership can only promote limited change by means of an incremental "calculated entrepreneurial strategy." Passive-avoidant leadership

restricts organizational entrepreneurship to the boundaries of existing constraints, mainly using a "conservative strategy." These relationships were tested using a sample of 1,395 teachers working under 140 elementary school principals. The results partially support the expected relationships. It was found that although transformational leadership provides the most accommodating managerial background for radical entrepreneurship, the relationship is complex.

The study of Ribbins and Zhang (2004) draws upon these literatures, especially the work of Aristotle, to develop a framework for the study of ambition in educational leadership. The framework is applied to a qualitative, in-depth interview-based study of the lives and careers of 25 secondary head teachers from Yunnan, a rural and impoverished province in western China. Much of the discussion focuses on aspects of personal and vocational aspiration among these head teachers and considers the relative influence of nature and nurture in determining ambition. It concludes with some thoughts on the possible implications of this research for the improvement of education in China.

A case study on leadership and gender in higher education was conducted by Young (2004) among the women managers in US higher education. Literature concerning leadership styles in HE provides no distinct view on whether style relates to gender. Transformational styles are regarded by some as particularly suited to times of change, and likely to be adopted by women; but others argue such styles are

unsuited to HE. In a study of leadership within an institute of higher education undergoing change, transformational and transactional leadership behaviours were identified in all senior managers, male and female. However, when official communications were plotted over time, transformational attitudes were superseded by transactional. Women managers apparently identified more with male gender paradigms and displayed male-type leadership behaviours, whilst men showed female paradigm identification and female-type leadership. Additionally, managers indicated that past experience of 'poor' management and their subject training had greatly influenced their leadership approaches

An evaluative study on team leadership in upper secondary by Moller and Eggen (2005). This study presents some of the findings from the Norwegian part of the "Successful School Leadership Project". In order to adequately capture the complicated and dynamic nature of leadership in the participating schools, a distributed and micro-political perspective on leadership is chosen. The Norwegian team has been investigating elementary as well as secondary education, but we will for this presentation emphasize some general aspects of leadership in upper secondary education. Three upper secondary schools will be presented and used as examples in the discussion. The findings underscore how school leadership is an interactive process involving many people and players. Geographical location, school history and size point to a variety of challenges, but in all schools they could identify success as a result of a continuous team effort.

Leadership analysed within a distributed perspective can be described as an organizational quality in these schools. The many faces of distributed leadership in upper secondary education can best be comprehended in the light of the schools' historical, cultural, political and social context. The study also demonstrates how trust and power within distributed leadership of an organization were closely interrelated

Byrd and Williams (2006) developed a value added approach to the assessment of an educational leadership preparation programme. The purpose of the study was to advance a model for evaluating educational administrator preparation programs at the individual course level in a Texas university. Results indicated that, of the two preprogram and seven program core principal preparation courses examined, only two had a significant impact on the pass rate on the Texas Principal Certification Exam. Findings revealed that courses titled "Programs and Procedures in Supervision" and "Public School Law" were significant predictors of student success on the state-mandated exam. Although findings derived from this specific study cannot be generalized beyond the specific program examined, the model itself is generalisable and can be used to evaluate a variety of university programs. Implications for immediate implementation of the model are recommended and suggestions for future advancement of the model are discussed.

The study of Cook (2006) discusses how a radical approach to teacher education encourages both pre-service teachers and high school students to embrace a paradoxical model of leadership. A project that positions high school students as teachers and learners in an undergraduate secondary teacher certification course challenges pre-service teachers to learn to teach by listening to high school students, and it challenges students to learn to speak and take action within their school lives. As participant reflections illustrate, this project enacts the paradoxical model it advocates: it contradicts received notions of leadership as hierarchical, top-down, and synonymous with a single person - in this case, the teacher - in a position of authority; it challenges both pre-service teachers and students to embrace the seeming internal contradiction of being at once followers and leaders; and it represents, on a larger scale, resistance to the current climate and predominant acceptance in the USA of federally mandated standards and scripted approaches to teaching and learning.

Mawhinney (2006) describes and experimentally demonstrates the main tenets of an operant theory of leadership. Leadership is characterized in the current study as involving problem solving operant behavior (Cerutti, 1989; Skinner, 1969) in a social context (Skinner, 1953). The theory was assessed under two experimental analogs modeled from generic formal organizational bureaucratic leader-follower role relations. Under a minimal leadership contingency (MLC) leaders and followers in  $N = 4$  dyads interacted via button

pressing and trigger pulling responses, respectively, and they received feedback on counters located on response panels in their separate rooms. Under the MLC every leader button press added a point worth money to one of the follower's counters but the leader received no points worth money based on follower responses. A leadership contingency (LC) was identical to the MLC except that for every 19th follower trigger pull the leader received a point worth money. As anticipated, high rates of leader-follower interaction evolved in all dyads under the LC and appreciably lower rates occurred under the MLC as leader button pressing extinguished under the MLC with repeated exposures to the two contingencies presented in ABABAB fashion. Results were discussed in terms of the theory and data as they may be related to assessment and maintenance of leader-follower interactions and performance in OBM lab and field experiments.

MacWilliam (2007) of Queensland University investigated into the making up of an educational leader. The study explores the call to use the emotions more fully in the interests of excellent leadership, through understanding why and how they have become desirable in the performance of educational work. The analysis that is presented seeks neither to endorse nor reject out of hand the new forms of leaderliness that are evoked through the call to be more in touch with the emotions. Rather, it elaborates the 'making up' of this demeanour, and how it links to broader shifts in organizational culture. The study probes this new leaderliness

as a historically situated search for distinction, one that is rendered both visible and desirable through multiple forms of knowledge production. The analytic presented raises questions about the 'fine tuning' processes of self-audit as a central aspect of this knowledge production, including the ways in which the desire to be a warm and passionate leader is acquired and promulgated.

A study conducted by Andrew (2007) examines issues arising from the use of self-report questionnaires in cross-cultural contexts. The research draws from the extensive literature on cross-cultural leadership in business organizational culture as well as from educational cross-cultural contexts. It examines claims, drawn from business and educational contexts, that many questionnaires are poorly conceptualized and constructed leading to misleading data and conclusions. Specifically it looks at how questionnaires are constructed, how the roles of researcher and researched are conceptualized and the extent to which research can be seen as ethnocentric or emic. Throughout, it applies the findings to the Gulf-Arab context. Findings raise questions as to the validity of some cross-cultural research and implications for the field as a whole. It calls for greater transparency in the research papers of how concepts are derived and matched, samples selected and scales derived and tested. The implications apply not only to the Gulf region but also to wider cross-cultural research.

The study conducted by Moller (2007) explores discourses of leadership and learning within a Norwegian

context. It is inspired by critical discourse analysis. The analysis draws upon, and compares, some findings from two studies. The first is a textual analysis of policy documents. The second is a case study of school leadership and how principals and teachers talk about leadership and learning. One claim made here is that a language of education has increasingly been replaced by a language of learning, which also has implications for our understanding of educational leadership. As educators, we have contributed to the focus on learning within the discourse of education. Bringing this concept into play has also allowed for a reinterpretation of the educational process in terms of an economic transaction. The Norwegian discourse of learning and leadership at a policy level echoes the international discourse of learning and leadership. However, at the school level a different discourse still seems to dominate. In the discussion, I raise the question about how long the local school will be able to resist complying with an economic way of thinking about education, and highlight some implications for educational leadership.

The investigation of Wang (2007) presents the findings from an interpretative study of an Australian offshore leadership development programme conducted in China from 2002 to 2003. The study explored the conceptions of learning and leadership brought by a group of Chinese educational leaders to the course and investigated the perceived influence of the course upon their conceptions. It was a pre- and post- comparison case study, inspired by the phenomenographic approach, which employed semi-

structured and in-depth interviews of twenty participants over a 12-month period. Comparison of their conceptions prior to and after the course indicated an expanded range of, and more complex conceptions. There was a general shift from content/utilitarian-orientated learning conceptions to meaning/developmental-orientated conceptions. There was also a shift from task/directive-orientated conceptions about leadership to motivation/collaborative-orientated conceptions. This study therefore makes a new contribution to understanding Chinese educational leaders' conceptions of learning and leadership in an international education context

In the study of leithwood et al., (2007), they inquired about patterns of leadership distribution, as well as which leadership functions were performed by whom, the characteristics of non administrative leaders, and the factors promoting and inhibiting the distribution of leadership functions. We consider our account of distributed leadership in this district to be a probable example of "best practice" at the present time - not perfect, but likely more mature than average by a significant degree. The most noteworthy detail to emerge from our study was the critical part played by formal school and district leaders in helping to foster apparently productive forms of distributed leadership.

A study conducted by Ozkanly and White (2008) explores leadership styles and gender in higher education by examining representation of female professors in Australian and Turkish universities and identifying barriers to achieving seniority. The study explores factors, including leadership

styles, which explain the higher representation of female professors in Turkey, despite legislative frameworks and strategies in Australia to improve representation of senior women. It then explores barriers to women's career advancement, including the difficult management culture, low morale, informal processes in appointment and promotion, and lack of training for management roles in Australia, and conflict between career and family roles in Turkey. Finally, the study identifies the impact of strategic choices on leadership styles and women's career advancement. This research questions the impact of equal employment opportunity and affirmative action frameworks on women's representation as professors

In a study where the leadership style of the teacher was assessed by Osman et.al;(2008) in terms of people orientation and task orientation. The learning styles examined were: group, individual, visual, auditory, tactile, and kinesthetic. Multiple discriminant analysis indicated that teacher leadership style was the main factor affecting academic performance.

## **B. Leader/Leadership and Institutional Management.**

Erickson (1973) gives an overview, through questions and answers, of team management from the standpoint of the superintendent, the principal, and industry. Team management is "ideal" to the extent that it operates democratically, and "practical" in that it normally finds a more sound solution than if one person, alone, came up with a solution. The management team concept as a practical venture is not without its challenges, as it requires a dedicated democratic boss as well as more time and effort than the traditional way of managing.

Aswathy (1981) studied administrative problems of principals of affiliated colleges of Avadh University. The study was designed to find out the characteristic of teachers and principals of colleges affiliated to Avadh University. The study highlighted the problems faced by the principals in dealing with the management.

Linda Rice (1982) observes the characteristics and competencies needed by principals in schools serving special education students. Traits of empathy, integrity, honesty, creativity, and imagination are among those considered. Competencies (in terms of knowledge, values and attitudes, and performance) are listed for seven functions: to promote and represent the developing trends and issues which affect special education programs in schools; to foster and participate in constructive staff development; to observe, evaluate, and support the development of appropriate,

instructive learning environments; to communicate about assessment programs and methods; to plan, implement, and evaluate organizational structures which permit cooperative processes and relationships with school, home, and community; to oversee architectural consideration; and to assure that issues affecting special education students are understood by political representatives and legislators

Slezak (1984) in his resource book, for practicing school administrators and professors of school administration, provides 151 adaptable, flexible processes which have been used effectively in school districts to improve academic achievement and learning climate. The book is organized into three parts. Part 1, "Excellence in Leadership," consists of chapters on leadership styles, time management, and management of stress. Part 2, "Excellence in Administration," begins with six chapters on planning, organization, personnel evaluation, program evaluation, staff development and learning climate. Following these are seven chapters on all levels of decision making: decision techniques, the Delphi technique, the conduct of meetings, board-superintendent relations, superintendent-principal decisions, and decision making at the elementary-middle school and high school-junior high levels respectively. Part 3, "Excellence in Programs," has five chapters on marketing, advisory councils, community schools, finance and instruction.

Leslie (1985) studied the roles of participants in high school change, focuses on activities of principals in guiding and facilitating change, on leadership configurations found in

high schools, and on how principals interact with other change facilitators during the change process. Two high schools were visited in nine districts during the 1983-84 school year, each district located in a different state to provide geographic representation. Research reports documented changes and situational and leadership influences. Reports of management of change and the role played by the principal in facilitating change provided the most in-depth information for analysis. Roles of principals are grouped according to activity function, such as change facilitation, and categorized. Data related to configurations of leadership and the change facilitating roles of principals support the contention that, despite the myriad roles that principals assume, they are capable of maximizing their time and decision making opportunities.

Gene (1987) observes that principals play a role in setting school climate; this paper focuses on how this actually happens. First, the paper explores different criteria and variables as possible frameworks for defining the term "climate." This task is complicated by problems in identifying consensus findings due to weak variable definitions and lack of reliable, valid measures. Next, the databases and conceptual frameworks used to relate the principal's role, school climate, and effects are discussed. These frameworks are then employed to describe three different roles (responder, manager, and initiator) that principals can assume as change facilitators, along with brief descriptions of the types of climate likely to result.

Dianne (1991) studied the effects of a statewide mentoring program for Illinois principals, with a focus on the reasons for principals' behavior changes. Methodology involved interviews with six pairs of mentors and proteges, site observations, and artifact collection. Conclusions are that: (1) principals respond to a personalized mid career renewal; (2) principal development should be an individualized process that emphasizes issues of identity and adaptivity; (3) mentoring is an interpersonal relationship based on mutual respect and trust; (4) every principal changed to some degree from directive to shared decision-making leadership styles; (5) planned project mentoring can have an important role in principals' professional growth but must be implemented with care; and (6) the principals' mid career crisis problem has been overlooked.

The dominant theoretical frameworks (structural, human resources, political, or cultural) espoused by elementary school principals are studied by Nelson (1991). The platforms are compared with data previously collected on leadership behaviors and time usage. Data for 5 principals and 151 teachers in 5 elementary schools in Philadelphia (Pennsylvania) on the Principal Instructional Management Rating Scale (PIMRS) are presented. The PIMRS issued to determine the teachers' perceptions of their principals' instructional management behaviors and perceptions of the principals. Data for principals on time use surveys are included. The elementary schools have student enrollments of between 382 and 816 students with minority populations

from 16 percent to 100 percent. The espoused theoretical framework is determined using the principals' responses to the Leadership Orientations Instrument. The results show that one principal uses a structural frame, three principals use a human resources frame, and one principal uses a combination of structural, human resources, political, and symbolic frames. The principal who espoused the greatest number of theoretical frames has the most relevant and recent training. All the principals have internalized the norm of high expectations for students and teachers, and use this concept to drive their own leadership behaviors, as indicated by the teachers. In these urban schools, use of the political frame is surprisingly low.

Willis (1992) presented the findings of a study that examined principals' leadership behaviors in implementing a systemic program for school reform and improvement. The program, Reaching Success through Involvement (RSI), is an implementation strategy that involves comprehensive assessment and student leader participation. A survey was administered to 1,426 teachers from 30 schools participating in RSI to determine views of their principals' leadership. Findings confirmed the importance of the three factors of effective leadership that were identified in the literature: developing and maintaining structure, providing consideration, and developing an organizational culture. A new construct was also identified--personal challenge--which is the ability to empower others by creating opportunities for personal or professional growth. A conclusion is that

administrators need to play a more active role in helping school community members find job satisfaction and meaning.

Theodore (1993) presents in his book, a pragmatic approach to school administration as a career choice. It offers a comprehensive analysis of the administrator's work environment and describes how the professional lives of principals and superintendents evolve. The book was designed to present the issues and trends likely to shape tomorrow's schools and to show how these issues/trends affect the practice of school administration. The first part provides an overview of educational leadership both as a field of study and as a specialization of professional practice. The nature of administrative work, professional preparation, licensure, and job opportunities are discussed. Part 2 focuses on the work environment of administrators; specifically, the origins and control of public education and the relationship of school to society. The third part looks at leadership challenges and responsibilities in educational settings, with a focus on leadership styles. Contemporary issues that affect schooling and the practice of school administration are explored in part 4. These include transitions in society, issues of gender and minorities in school administration, and school reform. The final part examines career decisions and commitments. Each chapter concludes with a section titled "Implications for Practice," which is designed to stimulate individual introspection.

Georgia (1993) examines the implications for change in the role of the principal when a school moves from a traditional model to a specific restructured model, an accelerated school. The paper begins with a review of the characteristics of both traditional and restructured schools in general, and the accelerated school as a particular example of a restructured school. The traditional school is hierarchical and characterized by a static environment. A restructured school features collaborative decision making and flexibility. The principal's role in a traditional school is managerial, autocratic, and reactive. The principal in a restructured school is transformative, proactive, and collaborative. He or she facilitates change and takes risks by sharing power. A framework and methodology are presented to identify the behaviors of an accelerated-school principal by using the Critical Incident Technique.

Nona (1993) observes the principal's role in school restructuring using essential school precepts. Based on qualitative data from a 2.5-year longitudinal study, results indicate that principals must assume a more inclusive, prominent role in restructuring efforts. The Coalition of Essential Schools' metaphor "student as worker, teacher as coach" must be extended to include "principal as enabler."

Betty (1996) observes that, a restructured school setting necessitates a major change in the principal's role. This paper compares and contrasts the leadership styles of two principals who participated in the implementation of a restructuring effort, the Accelerated Schools Project. The

study was set in a rural Louisiana school that served a high proportion of at-risk students. Data were gathered through informal interviews with and observations of 26 teachers and through in depth interviews with 6 teachers and the current principal. In 1991, the former principal and the teachers chose to implement the project with the support of the central-office administration. The second principal entered at the start of the project's second year. She recognized the importance of teacher inquiry for encouraging and developing innovation and trusted them to teach in creative ways. Teachers reported that the first principal did not apply the project's philosophy to the in-use level; teachers remained isolated and were not included in decision making; and some teachers continued to use traditional remedial work for at-risk children. According to teachers' accounts, the second principal showed that she was a team player, exhibited flexibility and took risks, treated the teachers as professionals, and trusted them to use creative strategies. In summary, restructuring the principal-teacher relationship is a key element in school restructuring.

Jean (1999) observes that Public school decentralization has increased involvement of multiple constituencies in school governance. This study of a private school and a public school illustrates the complexities of leading teachers in the decision-making process. Both principals were transformational leaders, but teachers were not empowered enough to make changes.

Christine (2002) studied five elementary schools actively engaged in inclusive approaches using survey, observation, and interview methods. Findings revealed commonalities in leadership practices and core principles across this diverse sample of schools, consistent patterns in measured climate indices, and arrange of administrative strategies used by principals to promote inclusive practices.

A study investigated how the Accelerated Schools Project (ASP) school restructuring model fostered the capacity for teachers to become leaders, noting improvements that happened as a result of teachers becoming leaders was conducted by Davidson and Dell(2003). Data came from three rural ASP schools attended by low socioeconomic status PreK-6 students. Interviews with teachers and the principal from each school examined teachers' roles prior to implementation of the ASP and tools the process provided that enabled them to develop leadership skills. Information on student improvement from standardized test scores, student attendance rates, and school performance score were used to compare overall achievement during 1999-00 and 2001-02. Three themes emerged: four embedded leadership components (the ASP training exposing teachers to ASP principles and values, utilization of the inquiry process, expectations for the role of the coach, and cadre membership); action plans developed and implemented by cadres to improve student learning; and improvement of scores on state and national standardized tests and attainment of the growth target on the state's school

accountability report card. These tools were the building blocks for creating teacher leadership within the schools. This leadership formed the foundation for transforming classroom teaching. Teachers were considered a major part in making decisions, researching, inquiring, mentoring, developing curriculum, and facilitating professional development

Flores (2004) explores the ways in which school culture and leadership impact on new teachers' learning in the workplace. The study was carried out over a two-year period and involved a cohort of 14 new teachers and 18 elementary and secondary schools. Data were collected through semi-structured interviews with the new teachers and head teachers and a questionnaire, which was also administered to all staff in each of the schools. Findings suggest the key role of school culture and leadership in re shaping teachers' response to the institutional and situational constraints of the workplace and their learning and socialization process at school. Implications for induction and the role of schools in fostering teacher professional growth are discussed.

David (2004) investigated in to the effectiveness of a school leadership programme. There is a growing discussion focusing on applicability of school leadership training programs. The study reveals that national standards seem to provide an accurate description of a leader's daily activity, the preparation provided to meet those activities seems to be lacking. Conclusions: A systemic overhaul must occur in leadership preparation programs. Formation of stronger ties between public education and universities, providing

authentic and on-going school-based experiences, and less emphasis on management and more emphasis on instructional leadership will provide much of the framework around which leadership programs must be built.

Centre for comprehensive school reform movement (2005) under US department of education analysed the role of principal leadership in improving student achievement. School and district leadership has been the focus of intense scrutiny in recent years as researchers try to define not only the qualities of effective leadership but the impact of leadership on the operation of schools, and even on student achievement. A recently published literature review entitled "How Leadership Influences Student Learning" contributes to this growing body of knowledge by examining the links between student achievement and educational leadership practices. Analysis made two important claims. First, "leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" Second, "leadership effects are usually largest where and when they are needed most". Without a powerful leader, troubled schools are unlikely to be turned around

The study of Foster (2005) reports principals', teachers', parents' and students' perspectives of leadership within secondary schools involved in school improvement initiatives. Findings support growing recognition that competent administrative and teacher leadership contribute to school success; reinforce recent literature that defines leadership as a shared social influence process; underscore that parents

and students often feel excluded from leading in school improvement; and suggest that traditional school organization is a leadership-resistant architecture. Implications are noted, including the need to consider ways in which non-traditional perspectives of school leadership address issues related to influence and inclusion in setting and achieving goals for successful schooling

Moller (2006) explores the meaning of an education based on democratic values and the implications for school leadership in practice. Based on findings from a case study in a Norwegian upper secondary school, the study describes democratic school leadership in practice, with particular attention to the distribution of power and leadership in the school, student voice in the decision-making process, their opportunities for open dialogues, and the conditions that must be in place for students to develop as citizens.

The study of Jacobson et al., (2007) examined the beliefs and practices of three principals during whose tenure their high-poverty urban elementary schools experienced improved student achievement. A two-stage, multiple case-study methodology was employed. First, New York State Education Department (NYSED) school report card data were analyzed to identify case-study sites. Three high-need elementary schools whose student achievement scores improved after the arrival of the current principal were selected for study. Next, a multi perspective interview protocol was utilized to triangulate the perceptions of the administrators, teachers, members of support staffs, parents,

and students at each of the three sites to understand how their respective principal contributed to the school's success. Findings revealed that all three principals responded to the challenges of their high-poverty communities by establishing safe, nurturing environments for children and adults; setting high expectations for student performance, and holding everyone - students, faculty, staff, parents, and themselves - accountable for meeting those expectations. Although different in personal style, all three set clear directions for the school and then influenced members of the school community to begin moving in that direction, in great measure by modeling the behaviors and practices they desired. The article concludes with recommendations about the preparation and practices of school leaders who serve or aspire to serve in high-need communities

Fierstone and Martinez (2007) in their case studies of four schools in three districts, explores how leadership is distributed in districts and asks about the role of teacher leaders. It proposes that teacher leaders and districts can share three leadership tasks: procuring and distributing materials, monitoring improvement, and developing people. The district and teacher leaders play complementary roles. How effective teacher leaders are at people development will depend on the time they have, the knowledge they have, and their monitoring responsibility. These conditions depend partly on administrative support, indicating districts may have more opportunity to influence teaching practice than past research had indicated.

Adamowki, Therriault and Cavanna (2007) examined the barriers of effective leaderships in schools. Public school principals encounter a sizable gap between the autonomy they believe they need to be effective and the autonomy that they actually have in practice, especially when it comes to hiring, firing, and transferring teachers. That is a key finding of this report from the Fordham Institute and the American Institutes for Research, which is based on a series of interviews with a small sample of district and charter-school principals. Regrettably if understandably, many district principals have also come to accept this "autonomy gap" as a fact of life

### **C. Leadership and Heads of Institution**

Chung (1970) proposed a concept of teacher-centered management, as a style of leadership behavior for school administrators to reduce the incompatibility between social/psychological needs of teachers and monocratic/bureaucratic management patterns in educational organizations. Data obtained from self-report questionnaires distributed to teachers in 21 public schools in southeastern Michigan demonstrated that a high teacher centered management style of leadership behavior by public school principals as perceived by teachers--and high job satisfaction of teachers are significantly related. Teacher-centered administrative management style is characterized by teachers as (1) much sharing in decision making, (2) less close teacher supervision, (3) high administrative support of teachers' professional growth, (4) strong personal

relationships, and (5) accessible relationships. The concept is supported as a useful approach to improving interpersonal relationships in educational organizations.

Peter (1973) observed that the common demands of the position of headmaster as distinct from the unique individuality of the headmaster personality. The first part of the presentation draws its information from current literature and attempts to set down the theoretical bases of the headmastership. The literature points to certain desirable personal characteristics and leadership qualities, including basic managerial skills and dedication to the educational process and to individual needs. It stresses the need to understand the individuality of each group affected by the school; i.e., students, faculty, staff, parents, trustees, alumni, community members, and an employee and his dependents. The second part of the report presents the results of a questionnaire sent to a select group of practicing headmasters. Some of the conclusions derived from the findings indicate that (1) headmasters wish to spend considerably more time conferring with faculty, students, and parents, but not with trustees; (2) the activities of improving instruction and evaluating were performed less frequently than desired; (3) most independent school headmasters have had relatively little experience in public schools; and (4) general experiences in graduate schools are the least helpful in preparing headmasters for their leadership roles.

Das (1983) studied the administrative behaviour of secondary school principals in relation to selected school

variables. The findings of his study were, principals are moderately effective in their performance of administrative task. Positive relationship found between principal's administration and school climate.

Patel (1983) studied the leadership behaviour of the principals of the higher secondary schools of Gujarat. Major finding of the study shows positive relationship between leadership and school climate. The rural urban dimensions did not play any significant role on leadership behaviour.

Egbe (1985) studied the performance of Nigerian primary school headmasters. It was evaluated in six critical areas of administration: instruction and curriculum development; staff personnel; pupil personnel; community/school leadership; organization and structure; and school finance. The results revealed that neither age, length of service, nor qualifications had significant impact on performance in these areas.

Kumar (1986) conducted a study on the effectiveness of administrative behaviour in relation to the work value and self concept of college principals and he found out that, the work value significantly related with the administrative effectiveness.

Burns (1987) assessed Leadership styles and management skills needed by directors and coordinators of learning assistance and developmental education. Based on a literature review, a questionnaire was constructed and then validated by a panel of experts in the field. The questionnaire

was sent to 45 selected learning assistance/developmental education directors and coordinators and 16 responses were received. Findings include: program directors and coordinators saw a difference between leadership and management; the majority of respondents possessed management skills that affected their leadership styles; more than half of the respondents' leadership styles affected their management skills; the majority of respondents felt they needed additional skills, information, or training to improve their leadership styles and management skills; and although the majority of respondents knew where to go for training, they could not afford training unless the institution paid for it.

Christy (1990) observes that principals' leadership behavior have been limited to purely descriptive content with no insight into the meanings they ascribe to their actions. The methodology used in this study assesses principals' own interpretation of their behavior at the time of an action. An "Instructional Leadership Inventory" consisting of 48 items designed to measure the "Five Dimensions of Instructional Leadership" (defines mission, manages curriculum, supervises teaching, monitors student progress, and promotes instructional climate) was given to each of the 81 principals representing schools from the Chicago metropolitan area. Results of the survey relate the dimensions of instructional leadership to behavioral reports made by the principals. The most dramatic finding is the absence of consistent differences in the types of activities that effective vs. less effective principals engage in. Distinctions lie in specific meanings

leaders ascribe to what they did. A comprehensive listing of explanations and results is included.

Michael (1995) presents findings of a study that explored the changing roles of principals and other school leaders in Israel as the system moves toward autonomous school organization. Specifically, the study examined the extent to which principals employed supervisory behaviors, teacher-activating behaviors, and school-restructuring initiatives. Data were gathered from a survey of about 550 graduates of 12 educational administration classes (1981-92) at a large urban university in Israel. Overall, two configurations emerged from the data. The first was that personal encouragement of teachers to enhance their participation in school management was common in more strictly organized and authoritarian school organizations. The second was that a combination of supervisory climate and consensual leadership more often characterized principals of restructuring schools. Findings indicate that school restructuring required more time, energy, and thought than did teacher empowerment. Furthermore, school-improvement activities were not related to teacher-activating behaviors. It seems that school restructuring is an administrative accomplishment whose success depends on the principals' administrative authority, vision, and leadership.

Paul (1996) observes that, successful schools are invariably led by a principal who is recognized as an instructional leader. He synthesizes and attempts to clarify the most recent perspectives on instructional leadership. Data

sources included professional educational journals, trade books on leadership, and anthologies of articles written by professional educators. It defines instructional leadership and identifies the personal and professional characteristics of instructional leaders and the tasks in which they engage themselves and others. It also discusses strategies for implementing instructional leadership at the school site, the role of the central office in enhancing instructional leadership, the effects of effective instructional leadership on student achievement, and transformational leadership. It recommends restructuring the principal's role so that the principal focuses on performing administrative functions and delegates instructional/curricular responsibilities to a curriculum director who works with lead teachers.

Les (1996) discusses a study that surveyed heads of locally maintained, grant-maintained, and private sector (British) primary schools concerning their management styles. Questionnaire and interview data suggest that autonomous primary schools are characterized by collective decision making and high job satisfaction levels. Private sector school heads' management styles allow less staff involvement.

Eleanor (1997) presents findings from a 4-year ethnographic research study into school leadership relating to how a particular principal with a well-informed adult development perspective actually employed it through her practices in support of teacher development in a school. This work focuses on leadership, adult development, and teacher development while studying the philosophies and practices of

a principal's leadership for supporting adult growth and development. Findings illustrate how adult development theory might be bridged to leadership practices aimed at supporting the development of the mind (transformational learning). Learning include: (1) what leadership for adult development is; (2) how three specific leadership initiatives ("teaming"—sharing in work," providing leadership roles"—sharing authority, and "collegial inquiry"—reflective practice) related to the principal's leadership philosophy; (3) how her initiatives worked within a school context as tools to support teacher development and transformational learning; and (4) the importance of reflective practice for school principals so that they may become better able to support the development of other adult community members. This case study illustrates qualitatively different way of thinking about staff development and transformational learning in adults.

Michael (1997) studied the impact of the National Curriculum for science in a British primary school experiencing a change in head teacher was compared to 15 other primary schools. Managerial style and ideology of the head teacher had a direct influence on school culture and educational practice.

Bradley (1997) presents findings of a study that explored three head teachers' perceptions of leadership in English and Welsh primary schools. Data were obtained through interviews, a staff questionnaire, observation, and document review. Findings indicate that through shared leadership, head teachers saw their role as creating an

empowered community of educational leaders, each committed to practice and professional development. Leadership was practiced as a strategic alliance. Their new concepts of leadership included a new negotiation of their instructional leadership role in a time of increasing managerial imperative, leadership constructs based on a clear sense of "other" rather than a focus on oneself and professional characteristics that contributed to the development of a team. The data suggest that the head teachers felt closely aligned with their enactment of leadership while also feeling separate from the role. They spoke of new alliances formed within and outside the school, and about how leadership was enacted and shaped in the context of other colleagues.

Arlene (1999) explores four women elementary principals' experiences with power in their working lives. Themes emerging through in-depth interviews included empowerment and positive, negative, and traditional power. These are discussed through three lenses: dominance, facilitation ("power through"), and "power with." All interviewees actively employed facilitative and "power with" leadership practices.

Joseph and Jo Blase (2000) provided a partial answer by asking teachers to describe the behaviors of principals who had a positive influence on student learning. Two broad themes emerged: talking with teachers and promoting professional development. These were expressed in specific behaviors such as making suggestions, giving feedback,

modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching. All these actions were carried out in a way that respected teacher knowledge and autonomy.

Blase (2000) conducted a study Over 800 American teachers, they responded to an open-ended questionnaire by identifying and describing characteristics of principals that enhanced their classroom instruction and what influences these characteristics had on them. The data revealed 11 strategies and 2 effective-leadership themes: talking with teachers to promote reflection and promoting professional growth.

A study on the relationship between self esteem and effective leadership was conducted by korir and Kidwell (2000). This study describes the relationship between effective principalship and student achievement, school climate, and discipline. It also examines the connection between self-esteem and a principal's effectiveness, student achievement, and student behavior. The conclusion is that "the performance of the principal is a strong determinant of the success of the school as a learning community." The belief system of the principal plays a focal role in creating a negative or positive school climate and culture. Principals need to have a realistic vision for their schools and a plan to achieve it. They must also collaborate with teachers, parents, and the school community. The school community should be encouraged to participate in decision making. Self-worth has

a definite impact on the effectiveness of the principal and on student achievement and behavior.

Margaret (2001) conducted semi structured interviews with nine women head teachers in UK independent secondary schools on preparation and training of women administrators. Leadership roles were learned at school, not in training. Those working in girls' schools experienced less discrimination than those working in Headmasters' Conference school.

Sharples (2002) conducted a study on leadership competencies of north Carolina community college presidents. This study investigated the relationship between certain institutional characteristics and perceptions of North Carolina community college presidents about the importance of leadership roles, values and emotions, and skills. Those characteristics were the size of the institution, the growth rate of the institution, and the geographic setting of the institution. The perceptions of three groups of presidents were studied. One group consisted of presidents of large community colleges and presidents of small community colleges. The second group consisted of the presidents of high enrollment growth colleges and the presidents of low enrollment growth colleges. The final group comprised presidents of urban community colleges and rural community colleges. Fifty-one of the 58 presidents selected participated, a rate of 87.93%. The participants completed the Leadership Competence Assessment Instrument, responding to 30 specific leadership competencies by estimating the energy they expended for each and their effectiveness in addressing

that competency. Overall, there were no differences in the perceptions of presidents of large and small community colleges, presidents of high enrollment growth and low enrollment growth community colleges, and presidents of urban and rural community colleges about the leadership roles, values and emotions, and skills that are most important. Significant differences were detected in some individual competencies, suggesting that size, enrollment growth, and geographic location may have an influence on the perceptions of presidents.

The perception of teacher leader candidates on defining and applying leadership was explored by Whitsett and Riley(2003) among the graduate teachers of US. This study examined shifts in perceptions of the meaning of leadership and necessary leadership skills held by 18 teachers in a graduate program on teacher leadership. Participants were queried twice regarding their definitions of leadership; once at the outset of their degree program and again 1 year later. In between, they took classes in leadership and mentor training, professional standards, school climate, legal and fiscal management, public relations and community resources, and parent and family involvement. Two Likert-scale surveys examined their perceptions of the importance of 11 leadership skills and of the extent to which they attained growth in each skills. Results found little variation in the relative importance participants assigned to the skills. Confidence emerged as the most important skill, followed by two skills that involved the participation of others in tasks

undertaken by the teacher leader. Participants varied more widely in their assessment of personal growth in leadership skills. They perceived the greatest growth in knowledge of educational issues and understanding leadership styles. Initially, most participants defined leadership under the figurehead category. Midway through the program, half of them changed to define leadership in terms of the cheerleader/team player category.

Leadership Styles and Characteristics of Effective Principals in High-Poverty Public Schools was explored by Gregory (2003) in Detroit. This study describes a study in progress of principals' perceptions of leadership styles and characteristic in creating success in three high-poverty Detroit public schools. The data sources of the study were based on three effective, seasoned principals. All the principals are African American women and had at least 10 years of tenure at their current respective public schools. Each principal had been individually identified as an exemplary administrator through district wide, regional, or national awards. Through the use of surveys, semi structured interviews, observations, and shadowing, the study viewed effective-schools research as the conceptual model under girding the measurement of principal leadership. The principals and three teachers from each of the three schools completed an initial background survey. Each principal and teacher was also given an individual semiformal recorded face-to-face interview before and after the researcher's observations. Every attempt was made to observe each principal at varying times and days through the school week.

Also, sufficient time was provided for principals to reflect on their leadership styles and behaviors and how they empower their teachers to become more effective. A qualitative thematic process was utilized to both organize and categorize the interview responses to identify and isolate common themes.

Bradley (2003) examined what school leaders actually do to effectively lead schools. It then presents what this implies for policy and leadership development. Data for the study were collected from interviews with principals, vice principals, and teachers from 21 public, private, charter, contract, and magnet schools in 4 cities in 4 states. From the interviews came five major conclusions: (1) The core of the principal's job is diagnosing the school's particular needs and deciding how to meet them; (2) regardless of school type, leadership is needed in seven areas: instructional, cultural, managerial, human resources, strategic, external development, and micro political; (3) principals are responsible for ensuring that leadership happens, but they do not have to provide it; (4) a school's governance structure affects the ways key leadership functions are performed; and (5) principals learn by doing and acquire skills on the job. The results suggest that a variety of leaders and leadership models can work within schools. The report concludes with some suggestions about how district and state policymakers and colleges of education can change to better support the variety of leaders and leadership.

Leadership Styles and Characteristics of Effective Principals was explored by Donahue (2003) in High-Poverty

Public Schools of Illinois. Three Illinois community college chairs were selected to participate in this study, which examined the challenges faced by community college board chairs. In Illinois, the chair is an elected official, who has been selected by her or his fellow trustees to fulfill a statutory obligation and to serve the college in a leadership position. The author employed a qualitative study and multiple-case study design, using interviews, observations, document analysis, field notes, and a reflective journal. The leadership qualities of the chair have not been studied as extensively as those of the president. This document suggests that this study is needed for the following reasons: (1) community colleges are responsible for the education of over 50% of students enrolled in higher education courses; (2) there will be a significant number of first-time presidents in the near future due to current presidents' reaching retirement age; and (3) the development of effective leadership from the chair is an area of concern. This study asks two questions: What elements constitute the perspective of community college board chairs on their leadership roles? What variables influence this perspective? The themes that emerged from the data as elements that constituted the chairs' perspective on their leadership role were facilitation, communication, information, participation, expectation, and collaboration.

The study of Cranston et al.(2004) examines the roles of deputy principals (assistant principals, deputy heads) in secondary schools and thus contributes to an under-researched area often overlooked in discussions about school leadership. Typically, these discussions have focused on the

principalship alone. Data were collected from deputy principals in one large government education system in Australia using a specially designed questionnaire, comprising closed and open items. Respondents reported high pressure in the role, and an increase in recent times in the number of hours worked and in the variety and diversity of the role. Noteworthy is the fact that the majority was satisfied with their role as a deputy principal, with about 40% intending to seek promotion to the principalship. 'Lifestyle decisions' were the overwhelming deterrent to seeking promotion. The level of satisfaction with their role related to how well the notion of team among school administration team members was developed and the alignment in their roles between what deputy principals saw as their *real* role with their *ideal* role. The closer the *real* and *ideal* roles were aligned, the higher the level of satisfaction. Deputy principals identified strong interpersonal/people skills, inspiring and visioning change, delegation and empowerment and being a good manager as key skills for their role. Professional development areas of need for them included financial management and leadership skills.

An evaluative study was conducted by Jones and DeWalt (2006) on the role of women leadership in 21<sup>st</sup> century. The major purpose of this study was to examine the role of top-level women leaders in the 21st century. The study was conducted in Spring, 2005 as a part of the WS History Month Program. Five prominent women leaders were invited to a university campus as a community outreach initiative. The panelists included: one 4-year college president of a HBCU

[Historically Black Colleges and Universities]; one 2-year college president of a small, suburban technical college; one college provost and chief operating officer of a large predominately White northeast university (PWU); one superintendent of a medium size rural school district; and one director of a non-profit organization. The panel group was very diverse: two African American leaders; one Asian leader; and two White top-level leaders. The researcher also invited an associate provost (White) of a large suburban PWU to introduce the event. The pilot study, panel discussion group format was similar to a focus group study. According to Krueger & Casey (2000), "Focus groups are typically composed of five to ten people, but the size can range from as few as four to as many as twelve". Two themes emerged as a result of this pilot. One theme related to mentoring. The second theme related to the need for leadership programs to help develop women leaders

A study conducted by Pegg (2007) explores concepts of learning used by leaders, focusing on learning for leadership through day-to-day workplace experiences. The participants were drawn from the senior management team within a school, the chair of governors of the school and the local authority school improvement advisor. Concept mapping was used as a participatory research method. Maps were created by the participants and linkages discussed. The maps indicated that learning for leadership from experience was multifaceted. The language used to describe concepts of learning reflected generic and everyday concepts, rather than the language of pedagogy or concepts used in professional

training/the literature. The study alerts us to the difficulties in embedding concepts used in formal training in the everyday life of educational professionals. It also highlights the use of concept mapping as a technique for exploring workplace learning.

### **Conclusion**

The investigator does not claim that the survey of studies attempted in this chapter is complete. Most of the studies have been conducted in foreign countries. In India, there are some studies in the leadership behavior of the heads of the educational institution. But in Kerala context the number of studies in this area is very rare. Thus the investigator felt the need to fill this gap to a certain extent. The investigator believes that the present study on the primary schools of Kerala will be a guideline for future studies in this area and it will lead to open deep and fruitful discussions in this field.

## **METHODOLOGY**

The present study is an attempt to investigate the Leadership Styles among the Heads of Primary Schools in Kerala. The methodology of the present study is classified and presented in the following headings.

- I. Objectives of the Study
- II. Design of the Study
- III. Sample for the Study
- IV. Tools Used for Collecting the Data
- V. Data Collection Procedure
- VI. Scoring and Consolidation of Data
- VII. Statistical Techniques Used for Analysis

### **I. OBJECTIVES OF THE STUDY**

The following are the objectives of the study.

1. To identify the existing Leadership Styles among the Heads of Primary Schools in Kerala for the total sample selected.
2. To identify the existing Leadership Styles among the Heads of Primary Schools in Kerala for the sub samples based on
  - a) Gender
  - b) Type of Management
  - c) Teaching Experience
  - d) Academic Qualification

## **Methodology**

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3. To study the Leadership Behaviour of the Heads of Primary Schools as perceived by their Teachers for total sample and the relevant sub samples based on Gender, Type of Management, Teaching Experience and Qualification based on the following Twelve Dimensions Viz:
  - a) Representation
  - b) Demand Reconciliation
  - c) Tolerance of uncertainty
  - d) Persuasiveness
  - e) Initiating Structure
  - f) Tolerance of Freedom
  - g) Role Assumption
  - h) Consideration
  - i) Production Emphasis
  - j) Predictive Accuracy
  - k) Integration
  - l) Superior Orientation
  
4. To study the Leadership Behaviour of the Heads of Primary Schools as perceived by their Teachers in terms of Leadership as a whole for total sample and sub sample based on Gender, Type of Management, Teaching Experience and Qualification.
  
5. To give suggestions for implementing the better Leadership Styles among the Heads for the qualitative improvement of Primary Education.

## **II. DESIGN OF THE STUDY**

For the present investigation the researcher used survey method for assessing the leadership style among the Heads of Primary School in Kerala.

“Survey involves a clearly defined problem and definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of data gathered and logical and skilful reporting of the findings” (Best & Kahn, 1996)

Survey research is a method for collecting and analyzing data, obtained from large number of respondents responding a specific population collected through highly structured and detailed questionnaire, or interviews. The researcher is usually interested in describing the population he is studying.

The survey approach to educational problems is one of the most commonly used approaches. It goes beyond mere gathering and tabulation of data. It Involves interpretation, comparison, measurement, classification, evaluation and generalization, all directed towards a proper understanding and solution of significant educational problems. It brings in to focus of our attention existing educational problems and also suggests ways of meeting them. Three major objectives of a survey method are;

1. What exist now
2. What we want to be
3. How to get there

## **Methodology**

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Major characteristics of survey research are listed below

1. It gathers data from relatively large number of cases.
2. It is essentially cross-sectional, mostly of the 'what exist' type.
3. It is an important type of research involving clearly defined problem and definite objectives.
4. Surveys may be qualitative or quantitative.
5. Description may be either verbal or expressed in mathematical symbol.

For making the study qualitative the data is to be collected through multiple approaches. This enhances cross checking of the data and thereby ensures reliability and minimises subjectivity.

### **III. SAMPLE FOR THE STUDY**

The basic purpose of any research is to discover principles that have universal application. In this process to study the total population for arriving generalization is not practicable. Hence the process of sampling makes it possible to reach reliable inferences or generalizations on the basis of systematized observation of the representative sample of the population.

According to Best (1996) "A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. A sample is a small

proportion of population selected for observation and analysis”

The population selected for the present study is the Headmaster/Headmistress, Teachers, and Parents in the Primary Schools of Kerala. The dependability of any study is determined to a large extent by the selection of sample on which the test is administered. By increasing sample the error can be reduced to a minimum. So, the size of the sample is most important in research.

For the selection of an adequate sample for the investigation, the investigator followed stratified random sampling technique. Samples were collected from various revenue districts of Kerala. The sample consisted of three categories viz. a) Headmaster / headmistress of Primary Schools in Kerala, b) Teachers of Primary School and c) Parents of Primary Schools. The samples of the present study are described below:

### **A. Heads of Primary Schools**

To identify the Leadership Styles of the Heads of Primary School, 120 Headmaster/Headmistress in the Primary Schools of Kerala were selected as a sample. They are classified according to Gender, Type of Management, Teaching Experience and Academic Qualifications.

### **B. Primary School Teachers**

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492 Teachers in the Primary Schools of Kerala were selected as a sample to gather the leadership behaviour of the heads of Primary School. An average of four teachers from each school was selected to study the leadership behaviour of heads of the school.

### C. Primary School Parents

To gather and analyse the Leadership Styles of the Heads of Primary School, 50 Primary School Parents were selected as a sample for interview. The data collected from parents were used to cross check the validity of the responses made by the Heads and teachers of Primary Schools. The break up of the sample for the study is detailed in Table 3.1

**TABLE 3.1**

Break up of the Sample for the Study

Sl. No.	Particulars	Gender		Management		Teaching experience		Educational qualification		Total
		Male	Female	Govt.	Aided	Up to 20 years	Above 20 years	Below Graduation	Graduation & Above	
1	Heads of Primary School	70	50	46	74	44	76	60	60	120
2	Primary School Teachers	-	-	188	304	-	-	-	-	492
3	Primary School Parents	-	-	15	35	-	-	-	-	50
Total										662

## IV. TOOLS USED FOR COLLECTING THE DATA

## **Methodology**

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In the present study, the investigator used the survey method as a main technique to investigate the leadership styles among the heads of Primary Schools in Kerala. The following tools were used for the study.

1. Leadership Style Survey Questionnaire - LSSQ (Kelu & Saleem, 2007)
2. Leader Behaviour Description Questionnaire (LBDQ)
3. Interview schedule on the Leadership Style of Heads for the Parents of Primary Schools. (Kelu & Saleem, 2007)

Leadership Style Survey Questionnaire (LSSQ) was constructed and standardised by the investigator himself. Leader Behaviour Description Questionnaire (LBDQ) is an adopted tool, which was published by Bureau of Business Research, Ohio State University Columbus. The interview schedule for parents also prepared by the investigator himself. For preparing the questionnaire and interview schedule the investigator have discussed in detail with his supervising teacher, educational experts, Administrators and Teachers of various categories.

### **A. Description of the Tools**

A brief description of the procedure followed in the development of the tools are presented below.

#### **1. Leadership Style Survey Questionnaire (LSSQ)**

This tool composed of two parts, Part I and II. Part I was meant to collect General information regarding name, gender,

## **Methodology**

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and type of management, teaching experience and educational qualifications. Part II consists thirty items based on the three basic leadership style proposed by Lewin. The tool was standardized by the method suggested by Likert (1932).

**a) Preparation of Items**

The first step in the preparation of questionnaire is to obtain items, that is statements, which will represent the respective dimensions and aspects. Initially, 40 items were drafted. The investigator wrote all statements by the help of his supervising teacher. The items were subjected to expert criticism. Then some statements were deleted, and some were modified. The items were prepared based on three basic styles of leadership proposed by Lewin (1939). They are Authoritarian, Democratic and Laissez-faire.

**i) Authoritarian Style**

In authoritarian style the leader exercises rigid control and believes in the 'carrot and stick' method to motivate his subordinates. He prefers only one-way communication, i.e., top-down communication. There is one advantage here-the decision making takes less time, but this may antagonize the group members and adversely affect group morale. Examples for the items included in this category are as follows,

1. In all activities, the final decision will be of mine.
2. I used to enjoy my power which I have upon my colleagues.

**ii) Democratic Style**

Here the leaders offer all helps to group members, and they themselves participating in the group. The leader believes in allowing participatory management and group members are free to give their opinion, decision-making is cooperative and members have a sense of belonging.

## **Methodology**

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Examples for the items included in this category are as follows,

1. The opinions of my colleagues or their representatives are considered when taking decisions.
2. When difference of opinion amidst of colleagues happens, I try to solve them through deliberations.

### **iii) Laissez-Fair Style**

The leader avoids contact with the group and there is a free climate and non-interference from the leader. Though the members have freedom, there is no control and group members may try to realize their personal objectives rather than group goals, with the result that group cohesiveness is lost ultimately. Examples for the items included in this category are as follows,

1. I believe that my colleagues only have the sole responsibility in their activities.
2. I am not used to inflict my power in the decisions with regard to teaching.

The draft form of Leadership Style Survey Questionnaire (LSSQ) along with the response sheet is presented as Appendix 1

### **b) Preliminary Try out**

The draft tool consisted of 40 items was administered among a sample of 120 Heads of Primary Schools. The draft tool includes all the guidelines and directions to respond.

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Respondents were asked to respond each item in a five point scale that is Always, Often, Some times, Rarely and Never. For positive items a score of 5,4,3,2, and 1 and for negative items 1,2,3,4 and 5 were given respectively. Data were collected and consolidated for further analysis.

### **c) Item Analysis**

Item analysis was done to determine the discriminating power of each item. The first step in item analysis was to identify the lower 25 percentage and upper 25 percentages of respondents. Discriminating power was calculated by finding the 't' value of each item of upper and lower groups. 't' value was calculated using the following formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}}$$

### **d) Selection of Items**

Items having higher 't' value indicates the high discriminating power. Initially, the investigator constructed 40 items and administered on a sample population. As per the item analysis, items having value greater than 2.58 were selected for the final test. Hence the investigator selected 30 items having higher 't' values. The basic dimensions of the questionnaire were also taken in to consideration while selecting the items.

### **e) Validity of the Tool**

For establishing validity, the investigator subjected the items for experts' evaluation. As per the evaluation of experts, the item covers the significant aspects of leadership and is comprehensive enough in terms of the dimensions of leadership.

#### **f) Reliability of the Tool**

Reliability of the tool was established using Test Re Test method. The tool was administered to a number of 50 samples and after an interval it was again administered. The two set of scores were correlated using Pearson's product moment method. The reliability coefficient of the whole test was 0.82. It shows that the tool is a reliable one.

The final form of the tool LSSQ along with the response sheet is presented as appendix II

### **2. Leader Behaviour Description Questionnaire (LBDQ)**

LBDQ (Leader Behaviour Description Questionnaire) developed by Stogdill (1963) has been used for collecting data on Leadership Behaviour of Heads of Primary Schools in Kerala as perceived by their respective teachers. The initial work for the growth of the LBDQ was started by research wing of Ohio State University. In the beginning, there were two strong dimensions of leader behaviour. They are (i) Consideration, and (ii) Initiation Structure. These two sub-scales have been commonly used for many research studies especially in the field of education. The present form of the LBDQ by Stogdill (1963) has 12 sub-scales with 100 items. It may be used to describe the behaviour of the leader of any

type of organisation where there should be the provision for observing the leaders in his performance by his co- workers or subordinates. There are no norms constructed for this questionnaire.

### **a) Reliability of the Tool**

The reliability of the sub-scale of the LBDQ was determined by Kuder Richardson Formula (KR-21). In this method split half coefficient resulting from different split of the test are taken. The average correlation obtained from all possible split half will be the result. The correlations of the subscales varied from .62 to .89 on different samples.

### **b) Re - establishing the Reliability of the Tool**

The reliability of the LBDQ was re established in Indian situation by using Test Re test method. The tool was administered for a sample and after an interval it was again administered. The two set of scores were correlated using Pearson's product moment method. The re-established reliability coefficient was 0.78.

The LBDQ has been used by many scholars especially in the field of education. It is used successfully by Halpin (1954, 1955, 1958), Stogdill (1959, 1965), Marder (1960) Hemphill (1955), Day (1961) and Shartle (1956). In Indian conditions the LBDQ has been used by many researchers and found completely suitable and reliable. The LBDQ used in the present study consists of 100 questions and explains the Twelve Dimensions of Leadership Behaviour of Heads of

## Methodology

Primary Schools. These Twelve Dimensions along with brief description are given below as Table 3. 2

**TABLE 3.2**

Description of Dimensions

<b>No</b>	<b>Dimensions</b>	<b>Description</b>
1	Representation	Speaking and acting as the representative of the group.
2	Demand Reconciliation.	Reconciling conflicting demands and reducing disorder in the group
3	Tolerance of uncertainty.	Tolerance uncertainty and postponement of decisions without anxiety.
4	Persuasiveness	Using persuasive arguments effectively and exhibiting strong convictions.
5	Initiating Structure.	Clearly defining own role and letting group members know what is expected of them, planning and organizing the group tasks, encouraging use of uniform procedures, trying out own ideas in the group, clarifying own attitudes to the group, deciding for the group members what they should do and how, assigning specific tasks to them, ensuring that their own role in the group is understood by the members, scheduling work and maintaining performance studies.
6	Tolerance of Freedom	Allowing group members related autonomy, encouraging them to use their own judgement in problem-solving, encouraging initiative encouraging group members to choose their own ways to task implementation, relaxation of control after task assignment, trust in group members

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No	Dimensions	Description
		judgement and encouraging the group to set its own pace
7	Role Assumption	Actively exercising the leadership role rather than surrendering it to others
8	Consideration	Being friendly and approachable, creating pleasant group interactions, implementing suggestions made by group members, treating them as equals, giving advance information about changes, concern for personal welfare of their respective teachers, willingness to make changes and explain the rationale of decisions accompanied by consultative actions
9	Production Emphasis.	Not encouraging overtime work, stress on performing better than any other competing group, close supervision for greater effort, maintaining work at rapid pace, urging group members to work harder, driving them hard when time-bound tasks have to be done, encouraging the group to beat its own previous record and maximum utilization of group capacity
10	Predictive Accuracy	Exhibiting foresight and ability to predict outcomes accurately
11	Integration.	Maintaining closely-knit organization and resolving inter-member conflicts
12	Superior Orientation.	Maintaining cordial relations with superiors and seeking their support.

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Dimension wise distribution of statements in the questionnaire is presented as Table 3.3

**TABLE 3.3**  
**Dimension wise Distribution of Statements in the Questionnaire**

<b>No</b>	<b>Dimensions</b>	<b>Question Number</b>	<b>Total number</b>
1	Representation.	1, 11, 21, 31, 41	5
2	Demand Reconciliation.	51, 61, 71, 81, 91	5
3	Tolerance of uncertainty.	2, 12, 22, 32, 42, 52, 62, 72, 82, 92	10
4	Persuasiveness.	3, 13, 23, 33, 43, 53, 63, 73, 83, 93	10
5	Initiating Structure.	4, 14, 24, 34, 44, 54, 64, 74, 84, 94	10
6	Tolerance of Freedom	5, 15, 25, 35, 45, 55, 65, 75, 85, 95	10
7	Role Assumption	6, 16, 26, 36, 46, 56, 66, 76, 86, 96	10
8	Consideration	7, 17, 27, 37, 47, 57, 67, 77, 87, 97	10
9	Production Emphasis.	8, 18, 28, 38, 48, 58, 68, 78, 88, 98	10
10	Predictive Accuracy	9, 29, 49, 59, 89	5
11	Integration.	19, 39, 69, 79, 99	5
12	Superior Orientation.	10, 20, 30, 40, 50, 60, 70, 80, 90, 100	10

Leader Behaviour Description Questionnaire (LBDQ) is presented as appendix III

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### **3. Interview Schedule on Leadership Style of Heads for the Parents of Primary Schools**

An Interview schedule on the leadership style of heads for the Parents of the Primary Schools is prepared to collect the opinion of parents regarding the leadership styles of heads. 15 questions are included in the schedule. It consists both YES/NO questions and open ended questions, relating to the following areas.

1. Heads and the pupil
2. Heads and the teacher
3. Heads and the society
4. Heads and the authority

The main purpose of the interview schedule was to cross validate the responses collected through LSSQ and LBDQ.

The Interview schedule on the Leadership Style of Heads for the Parents of the Primary Schools is presented as Appendix IV

## **V. DATA COLLECTION PROCEDURE**

After fixing the sample, the investigator approached the Heads and teachers of Primary Schools from various districts in Kerala. After getting permission from the head, giving proper instructions the questionnaire was distributed to the heads and teachers. Enough time was given for responding. Most of the heads and teachers were not ready to fill the questionnaire on the same day; hence the investigator visited again and made arrangements to mail the same to collect the

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filled-up questionnaire. The investigator has attended HM conferences and teachers cluster meetings and in-service programmes for collecting the data. And thus the data in connection with LSSQ and LBDQ were collected from heads and teachers of Primary Schools in Kerala.

Along with LSSQ and LBDQ an interview schedule was administered to the Parents of Primary Schools of Kerala where the LSSQ and LBDQ were administered. Parents were selected randomly from various districts. Interviews were conducted personally by the investigator and the responses were recorded accordingly.

Every possible step was taken by the investigator to make the data more objective by considering the same aspect through different angles.

### **VI. SCORING AND CONSOLIDATION OF DATA**

Leadership Style Survey Questionnaire (LSSQ) administered to the Heads of Primary Schools in Kerala consist of five alternates to each statements that is A, B, C, D and E. These letters stood for 'Always', 'Often', 'Sometimes', 'Rarely' and 'Never' respectively. The respondents were instructed to cross or tick any one of the five choices for each statement. A scoring key was used to quantify the responses. Positive statements were scored 5,4,3,2, and 1 respectively for A, B, C, D and E and the negative statements were scored in reverse direction as 1,2,3,4 and 5 respectively for A, B ,C, D and E.

## **Methodology**

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The Leader Behaviour Description Questionnaire (LBDQ) which was administered to the teachers of Primary Schools contains five responses to each statement, i.e., A, B, C, D and E. These letters stood for 'Always', 'Often', 'Occasionally', 'Seldom' and 'Never' respectively. The respondents were instructed to cross or tick any one of the five choices for each statement. A scoring key was used to quantify the responses. Positive statements were scored 5,4,3,2, and 1 respectively for A, B, C, D and E and the negative statements were scored in reverse direction as 1,2,3,4 and 5 respectively for A, B, C, D and E.

The responses of parents collected through interview schedule were recorded and consolidated using the standard format prepared by the investigator. These consolidated data were used for further analysis.

### **VII. STATISTICAL TECHNIQUES USED**

The following statistical techniques were used to analyse and interpret data.

#### **A. Basic Descriptive Statistics**

The data obtained through LBDQ and LSSQ were analysed using basic descriptive statistics such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis. The data was also represented in frequency graphs and qualitatively interpreted.

#### **B. Percentage Analysis**

**Methodology**

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Percentage analysis was carried out for the data collected through LSSQ and LBDQ. The results obtained through the above technique were interpreted qualitatively. Detailed description regarding the analysis is presented in Chapter 4.

## **ANALYSIS AND INTERPRETATIONS**

The purpose of the present study is to analyse the Leadership Styles among the Heads of Primary Schools in Kerala. The analysis of the obtained data has been done to explore the objectives of the study as listed in chapter 1. The following descriptions give the objective wise analysis and results of the study. Leadership Styles and leadership behaviour of Heads of Primary Schools in Kerala were analysed separately in three sections Viz.

- I. Leadership Styles of Heads of Primary Schools of Kerala.
- II. Leadership behaviour of Heads of Primary Schools as perceived by their teachers.
- III. Interview conducted on Parents of Primary Schools about the leadership of Heads.

### **I. LEADERSHIP STYLES OF HEADS OF PRIMARY SCHOOLS OF KERALA**

Leadership Styles among the Heads of schools in Kerala were analysed and interpreted in this section. 120 Heads of Primary Schools were used as the sample for the investigation. The analysis was done based on the following Heads

- A. Percentage analysis of Leadership Styles among Heads of Primary Schools of Kerala for the total sample.

- B. Percentage analysis of Leadership Styles among the Heads of Primary Schools for the sub sample based on Gender
- C. Percentage analysis of Leadership Styles among the Heads of Primary Schools for the sub sample based on Type of management
- D. Percentage analysis of Leadership Styles of Heads of Primary Schools for the sub sample based on Teaching Experience.
- E. Percentage analysis of Leadership Styles among the Heads of Primary Schools for the sub sample based on Qualification

**A. Percentage Analysis of Leadership Styles among the Heads of Primary Schools of Kerala for the Total Sample.**

The data collected through Leadership Style Survey Questionnaire was treated to percentage analysis and interpreted qualitatively. Percentage analysis of Leadership Styles of Heads of Primary Schools of Kerala for total sample is given in Table 4. 1

**TABLE 4.1**  
**Percentage of Leadership Styles of Heads of Primary Schools in Kerala for Total Sample**

<b>Style Category</b>	<b>Number</b>	<b>Percentage</b>
Democratic	72	60.00

Laissez-faire	29	24.17
Authoritarian	19	15.83
Total	120	100.00

Out of 120 Heads of Primary Schools of Kerala 72 Heads showed a democratic Leadership Style. 29 are Laissez-faire and 19 are authoritarian. Table 4.1 also reveals that 60 percent of Heads of Primary Schools in Kerala are democratic in their Leadership Style. 24.17 percent of Heads are following a Laissez-faire style of leadership while 15.83 are authoritarian leaders.

Only 60 percent of Heads of Primary Schools are democratic leaders. Remaining 40 percent of Heads are either Laissez-faire or authoritarian leaders. Hence the Leadership Style of primary Heads of Kerala needs improvement. 24.17 percent of Heads of Primary Schools follow a Laissez-faire Leadership Style. This shows that a remarkable number of Heads of Primary Schools are Laissez-faire in their Leadership Style.

**B. Percentage analysis of Leadership Styles among the Heads of Primary Schools for the sub sample based on Gender**

Leadership Styles of Heads of Primary Schools were analysed on the basis of gender. The result of the percentage analysis is given in Table 4. 2

**TABLE 4.2**

**Percentage of Leadership Styles of Heads of Primary Schools for the Sub Sample Based on Gender**

Style Category	Male		Female	
	Number	Percentage	Number	Percentage
Democratic	43	61.42	29	58
Laissez-faire	18	25.71	11	22
Authoritarian	9	12.85	10	20
Total	70	100	50	100

Table 4. 2 shows that 61.42 percent Male Heads of Primary Schools are democratic while 58 percent of Female Heads are democratic. In the case of Laissez-faire style, 22 percent of Female Heads and 25.71 percent of Male Heads are coming under the category. Only 12.85 percent of Male Heads are authoritarian but 20 percent of Female Heads are authoritarian.

It reveals that more Female Heads are authoritarian than Male Heads. 42 percent of Female Heads following either Laissez-faire or authoritarian Leadership Styles while 38.56 percent of Male Heads are following Leadership Style other than democratic style

**C. Percentage analysis of Leadership Styles among the Heads of Primary Schools for the sub sample based on Type of Management**

Leadership Styles of Heads of Primary Schools were analysed on the basis of the type of management. The result of the percentage analysis is given in Table 4. 3

**TABLE 4.3**

**Percentage of Leadership  
Styles of Heads of Primary Schools for  
the Sub Sample Based on Type of Management**

<b>Style Category</b>	<b>Govt.</b>		<b>Aided</b>	
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
Democratic	31	67.39	38	51.35
Laissez-faire	9	19.57	15	20.27
Authoritarian	6	13.04	21	28.38
Total	46	100.00	74	100.00

Table 4. 3 shows that 67.39 percent Heads of Government Primary Schools are democratic while 51.35 percent of Heads of Aided schools are democratic. In the case of Laissez-faire style, 19.57 percent of Government Heads and 20.27 percent of Aided Heads are coming under the category. Only 13.04 percent of Government Heads are authoritarian but 28.38 percent of Aided Heads are authoritarian.

It reveals that more Heads of Government schools are Democratic than Heads of Aided schools. There is a considerable difference between Government and Aided Heads while considering democratic and Laissez-faire styles of leadership. Heads of Government schools are less in number as compared to the Heads of Aided schools in the case of Laissez-faire and authoritarian Leadership Styles

**D. Percentage analysis of Leadership Styles of Heads of Primary Schools for the sub sample based on Teaching Experience**

Leadership Styles of Heads of Primary Schools were analysed on the basis of their Teaching Experience. The result of the percentage analysis is given in Table 4. 4

**TABLE 4.4**  
**Percentage of Leadership Styles of Heads of Primary Schools for the Sub Sample Based on Teaching Experience**

Style Category	Up to 20 Years		Above 20 Years	
	Number	Percentage	Number	Percentage
Democratic	40	68.97	32	51.61
Laissez-faire	12	20.69	17	27.42
Authoritarian	6	10.34	13	20.97
Total	58	100	62	100

Table 4. 4 shows that 68.97 percent Heads of Primary Schools having teaching experience up to 20 years are democratic while 51.61 percent of Heads having Teaching experience Above 20 years are democratic. In the case of Laissez-faire style, 20.69 percent of Heads having teaching experience up to 20 years and 27.42 percent of Heads having Teaching experience Above 20 years are coming under the category. 10.34 percent of Heads belonging to up to 20 years category and 20.97 percent of Heads belonging to above 20 years category is showing authoritarian style.

It reveals that Heads having teaching experience up to 20 years are democratic in their Leadership Styles than Heads having teaching experience above 20 years. There is no considerable difference between Heads having teaching experience up to 20 years and Heads having teaching experience above 20 years with regard to Laissez-faire style. Heads having teaching experience above 20 years are

showing more authoritarian style than Heads having teaching experience up to 20 years.

**E. Percentage analysis of Leadership Styles among the Heads of Primary Schools for the sub sample based on Qualification**

Leadership Styles of Heads of Primary Schools were analysed on the basis of their Academic Qualification. The result of the percentage analysis is given in Table 4. 5

TABLE 4.5

**Percentage of Leadership Styles of Heads of  
Primary Schools for the Sub Sample Based on Qualification**

Style Category	Below Graduation		Graduation & Above	
	Number	Percentage	Number	Percentage
Democratic	35	58.33	37	61.67
Laissez-faire	15	25.00	14	23.33
Authoritarian	10	16.67	9	15.00
Total	60	100	60	100

Table 4. 5 shows that 58.33 percent Heads of Primary Schools having educational qualification Below Graduation are democratic while 61.67 percent of Heads having educational qualification Graduation and Above are democratic. In the case of Laissez-faire style, 25.00 percent of Heads having educational qualification Below Graduation and 23.33 percent of Heads having educational qualification Graduation and above are coming under the category. 16.67 percent of Heads having educational qualification Below Graduation category and 15.00 percent of Heads having educational qualification Graduation and above category are showing authoritarian style.

From the percentage analysis of Leadership Styles among the Heads of Primary Schools of Kerala based on their educational qualification reveals that there is no considerable difference between Heads having educational qualification Below Graduation and Graduation and Above in their Leadership Styles.

## **II. LEADERSHIP BEHAVIOUR OF HEADS OF PRIMARY SCHOOLS OF KERALA AS PERCEIVED BY THEIR TEACHERS.**

For the purpose of analysing and interpreting the leadership behaviour of Heads of Primary Schools in Kerala perceived by their teachers, the data has been classified and tabulated under Twelve Dimensions, suggested by Stogdill (1974) and various statistical values have been computed for drawing inferences about each dimension. The results of all the Twelve Dimensions and leadership as a whole, determining the leadership behaviour of Heads of Primary Schools in Kerala are presented in the following headings.

- A. Representation
- B. Demand Reconciliation.
- C. Tolerance of uncertainty.
- D. Persuasiveness.
- E. Initiating Structure
- F. Tolerance of Freedom
- G. Role Assumption
- H. Consideration
- I. Production Emphasis.
- J. Predictive Accuracy
- K. Integration.
- L. Superior Orientation.
- M. Leadership as a whole

The data of each dimension and leadership as a whole were analysed on the basis of sub samples such as Gender,

Type of Management, Teaching Experience and Academic Qualifications.

**A. Representation**

Representation means that the leaders speak and act as representatives of the groups on which they possess the authority.

Table 4. 6 shows the frequency distribution of scores and their computed statistical values on Representation for Male, Female and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.6**  
**Frequency Distribution of Scores and their Statistical Values on Representation for Male, Female and Total Sample**

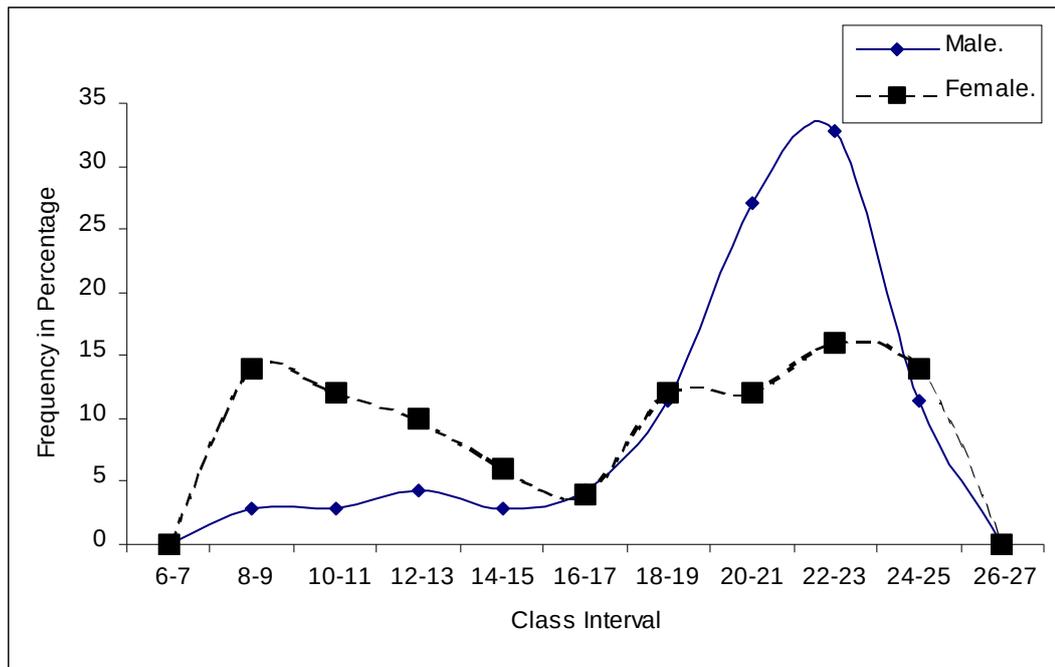
Class	Male		Female		Total	
	f	%	f	%	f	%
8-9	2	2.86	7	14.00	9	7.50
10-11	2	2.86	6	12.00	8	6.67
12-13	3	4.29	5	10.00	8	6.67
14-15	2	2.86	3	6.00	5	4.17
16-17	3	4.29	2	4.00	5	4.17
18-19	8	11.43	6	12.00	14	11.67
20-21	19	27.14	6	12.00	25	20.83
22-23	23	32.86	8	16.00	31	25.83
24-25	8	11.43	7	14.00	15	12.50
Total	70	100.00	50	100.00	120	100.00
Mean	20.07		16.94		19.87	
Median	20.77		16.35		19.02	
Mode	18.68		18.12		18.26	
SD	2.27		2.22		1.55	
Skewness	-0.92		0.80		-0.49	
Kurtosis	1.12		0.17		0.70	

The table 4.6 reveals that the mean scores of the distribution reflecting on Representation of the Heads of Primary School for Male sample is 20.07, which suggests that the Male Heads, on the whole, act as representatives of their groups often. The values of Skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean scores of the Female sample is 16.94, which also suggests that Female Heads are act as representatives of their group often. The values of Skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is slightly lower than the normal. That is the distribution is platykurtic.

The mean score of the total sample is 19.87, which suggests that the Heads of Primary School act as representatives of their group often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4 -1.



**FIGURE 4-1: Frequency Curve of the Scores on Representation for the Sub Sample Based on Gender**

For total sample 70.83 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 71.43 percent of Male and 54 percent of Female are lying above the mean class. It shows that most of the Heads are representatives to their groups. At the same time Male Heads are more representatives than Female Heads.

Table 4.7 shows the frequency distribution of scores and their computed statistical values on Representation for Government, Aided and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.7**  
**Frequency Distribution**  
**of Scores and their Statistical Values on**  
**Representation for Government, Aided and Total Sample**

Class	Govt.		Aided		Total	
	f	%a	f	%	f	%
8-9	0	0.00	9	12.16	9	7.50
10-11	1	2.17	8	10.81	9	7.50
12-13	2	4.35	9	12.16	11	9.17
14-15	1	2.17	9	12.16	10	8.33
16-17	2	4.35	8	10.81	10	8.33
18-19	3	6.52	6	8.11	9	7.50
20-21	13	28.26	12	16.22	25	20.83
22-23	18	39.13	8	10.81	26	21.67
24-25	6	13.04	5	6.76	11	9.17
Total	46	100.00	74	100.00	120	100.00
Mean	20.80		16.15		19.87	
Median	21.27		16.09		18.38	
Mode	19.87		16.26		17.04	
SD	3.01		1.82		1.47	
Skewness	-0.47		0.09		-0.91	
Kurtosis	1.72		0.21		0.70	

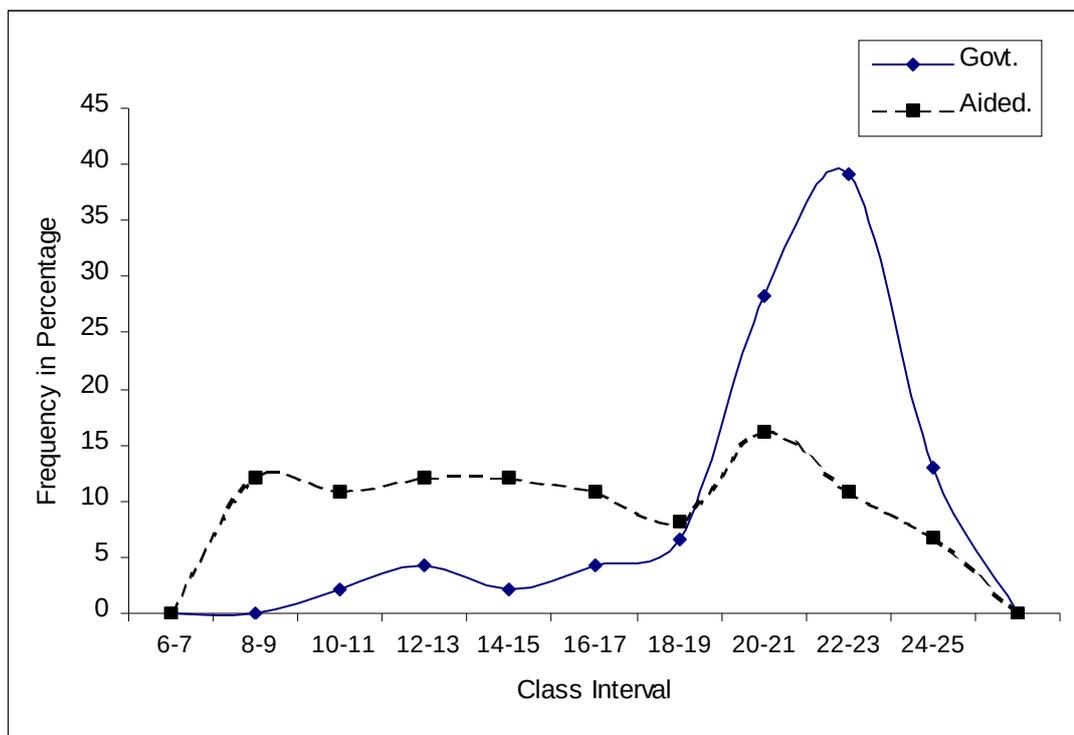
The table 4.7 reveals that the mean scores of the distribution reflecting on Representation of the Heads of Primary School of Government sample is 20.80, which suggests that the Heads of Government schools, on the whole, act as representatives of their groups often. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Aided school Heads is 16.15, which also suggests that Heads of Aided schools are act as

representatives of their group often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is slightly lower than the normal.

The mean score of the total sample is 19.87, which suggests that the Heads of Primary School act as representatives of their group often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-2



**FIGURE 4-2: Frequency Curve of the Scores on Representation for the Sub Sample Based on Type of Management**

For total sample 59.17 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 80.43 percent of Government Heads and 52.70 percent of Heads of Aided schools are lying above the mean class. It shows that most of the Heads are representatives to their groups. At the same time Government Heads are more representatives than Aided Heads.

Table 4.8 shows the frequency distribution of scores and their computed statistical values on Representation for teaching experience Up to Twenty Years, teaching experience Above Twenty Years and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.8**

**Frequency Distribution of Scores and their Statistical Values on Representation for Teaching Experience Up to Twenty Years, Teaching Experience Above Twenty Years and Total Sample**

Class	Up to 20 Years		Above 20 Years		Total	
	f	%	f	%	f	%
8-9	0	0.00	2	3.23	2	1.67
10-11	2	3.45	3	4.84	5	4.17
12-13	4	6.90	3	4.84	7	5.83
14-15	2	3.45	1	1.61	3	2.50
16-17	3	5.17	5	8.06	8	6.67
18-19	9	15.52	4	6.45	13	10.83
20-21	16	27.59	14	22.58	30	25.00
22-23	15	25.86	22	35.48	37	30.83
24-25	7	12.07	8	12.90	15	12.50
Total	58	100.00	62	100.00	120	100.00
Mean	19.82		19.91		19.87	
Median	21		21		21	
Mode	21		23		23	
SD	3.64		4.35		4.01	

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Skewness	-0.96	-1.30	-1.17
Kurtosis	0.25	0.89	0.70

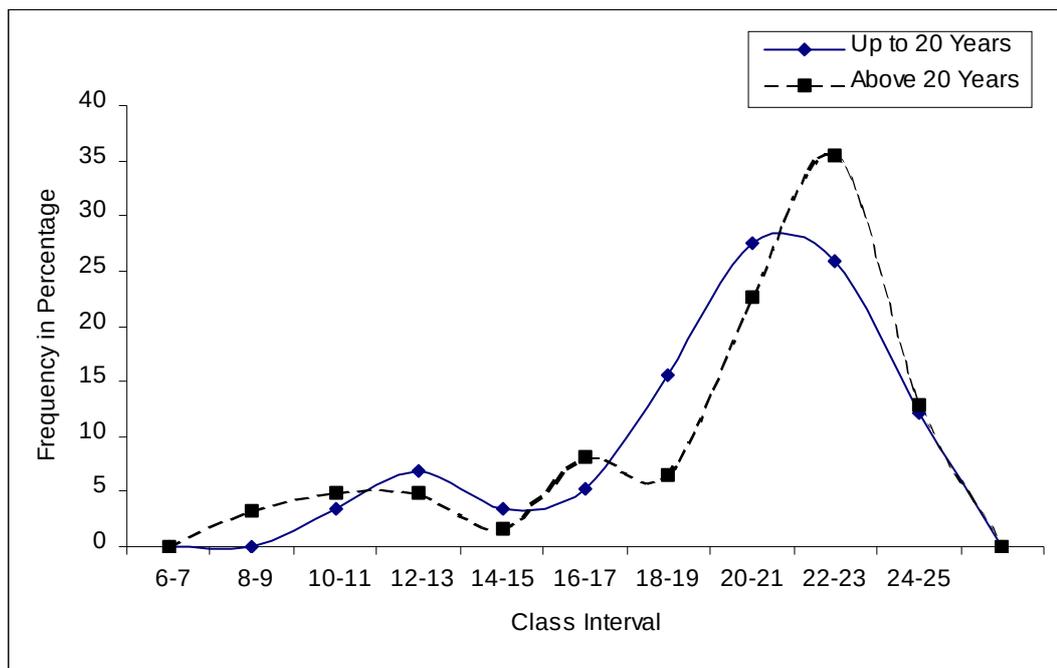
The table 4.8 reveals that the mean score of the distribution reflecting on Representation of the Heads of Primary School having teaching experience Up to Twenty Years is 19.82, which suggests that the Heads having teaching experience Up to Twenty Years, on the whole, act as representatives of their groups often. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis is slightly lesser than the normal. That is the distribution is almost normal

The mean scores of the Heads having Teaching experience Above Twenty Years sample is 19.91, which also suggests that Heads having Teaching experience Above Twenty Years are act as representatives of their group often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis shows that the distribution is leptokurtic.

The mean scores of the total sample is 19.87, which suggests that the Heads of Primary School act as representatives of their group often. The values of median, mode and skewness show that the distribution is negatively

skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-3



**FIGURE 4-3: Frequency Curve of the Scores on Representation for the Sub Sample Based on Teaching Experience**

For total sample 79.16 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 81.04 percent of Heads having teaching experience Up to Twenty Years and 77.41 percent of Heads having Teaching experience Above Twenty Years are lying above the mean class. It shows that most of the Heads are representatives to their groups. At the same time Heads having teaching

experience Up to Twenty Years are more representatives than Heads having Teaching experience Above Twenty Years

Table 4.9 shows the frequency distribution of scores and their computed statistical values on Representation for educational qualification Below Graduation, Graduation and Above and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.9**

**Frequency Distribution of Scores and their Statistical Values on Representation for Educational Qualification Up to Graduation, Graduation and Above and Total Sample**

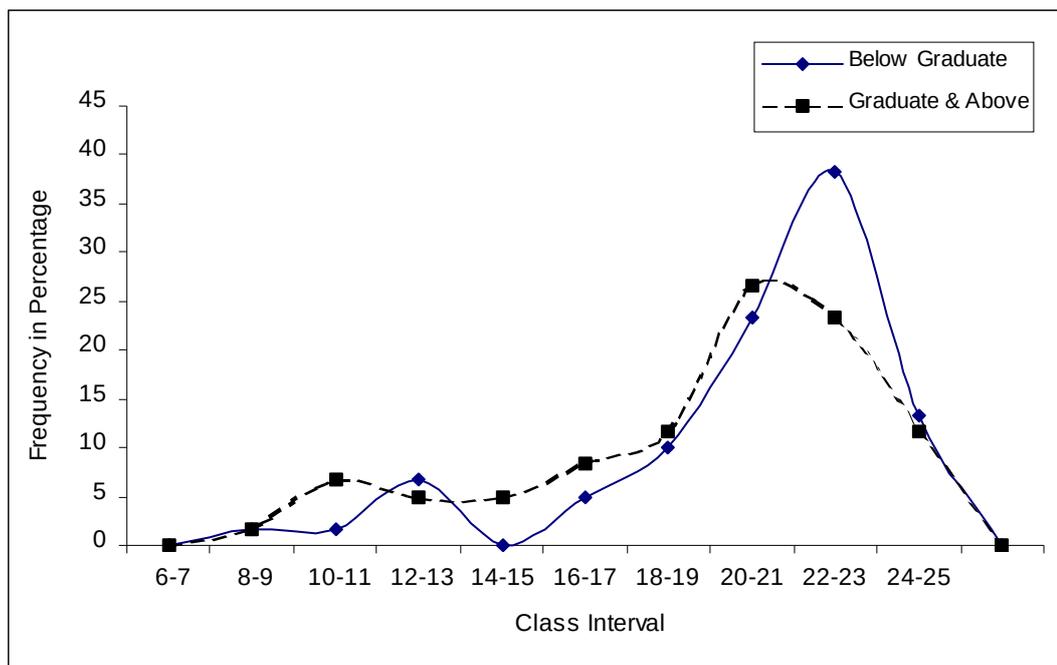
Class	Below Graduation		Graduation & Above		Total	
	f	%	f	%	f	%
8-9	1	1.67	1	1.67	2	1.67
10-11	1	1.67	4	6.67	5	4.17
12-13	4	6.67	3	5.00	7	5.83
14-15	0	0.00	3	5.00	3	2.50
16-17	3	5.00	5	8.33	8	6.67
18-19	6	10.00	7	11.67	13	10.83
20-21	14	23.33	16	26.67	30	25.00
22-23	23	38.33	14	23.33	37	30.83
24-25	8	13.33	7	11.67	15	12.50
Total	60	100.00	60	100.00	120	100.00
Mean	20.41		19.33		19.87	
Median	22		20.5		21	
Mode	23		21		23	
SD	3.84		4.13		4.01	
Skewness	-1.52		-0.92		-1.17	
Kurtosis	1.96		0.09		0.70	

The table 4.9 reveals that the mean scores of the distribution reflecting on Representation of the Heads of Primary School having educational qualification Below Graduation is 20.41, which suggests that the Heads having educational qualification Below Graduation, on the whole, act as representatives of their groups often. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Heads having educational qualification Graduation and above is 20.36, which also suggests that Heads having educational qualification Graduation and above is act as representatives of their group often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is lower than the normal. That is the distribution is platy kurtic.

The mean score of the total sample is 19.87, which suggests that the Heads of Primary School act as representatives of their group often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is lepto kurtic.

This can be interpreted from the Figure 4-4



**FIGURE 4-4: Frequency Curve of the Scores on Representation for the Sub Sample Based on Qualification**

For total sample 79.16 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 74.99 percent of Heads having educational qualification Below Graduation and 73.34 percent of Heads having educational qualification Graduation and above are lying above the mean class. It shows that most of the Heads are representatives to their groups. At the same time Heads having educational qualification up to Graduation are more representatives than Heads having educational qualification Graduation and above.

**B. Demand Reconciliation**

Demand reconciliation refers to the quality of leaders which explains their ability to reconcile the conflicting demands of the teachers in their groups and reducing disorder in the system.

Table 4.10 shows the frequency distribution of scores and their computed statistical values on demand reconciliation for Male, Female and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.10**  
**Frequency Distribution of Scores and their Statistical Values on Demand Reconciliation for Male, Female and Total Sample**

Class	Male		Female		Total	
	f	%	f	%	f	%
8-9	2	2.86	2	4.00	4	3.33
10-11	4	5.71	2	4.00	6	5.00

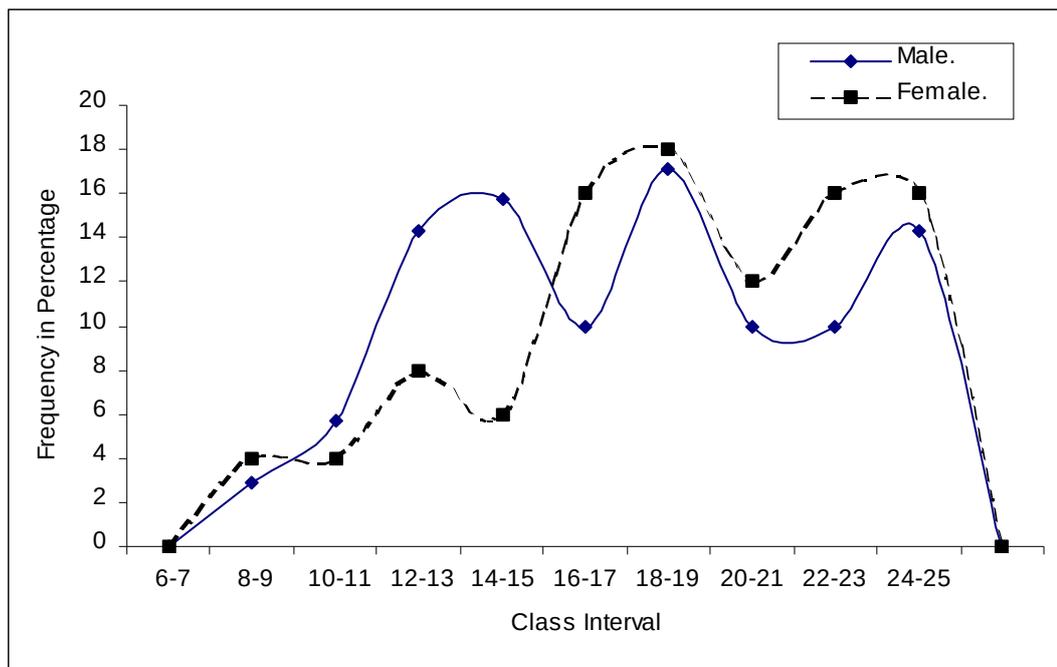
12-13	10	14.29	4	8.00	14	11.67
14-15	11	15.71	3	6.00	14	11.67
16-17	7	10.00	8	16.00	15	12.50
18-19	12	17.14	9	18.00	21	17.50
20-21	7	10.00	6	12.00	13	10.83
22-23	7	10.00	8	16.00	15	12.50
24-25	10	14.29	8	16.00	18	15.00
Total	70	100.00	50	100.00	120	100.00
Mean	17.61		18.68		18.05	
Median	18		19		18.5	
Mode	13		25		19	
SD	4.48		4.58		4.54	
Skewness	-0.01		-0.53		-0.22	
Kurtosis	0.94		0.28		0.78	

The table 4.10 reveals that the mean scores of the distribution reflecting on Demand reconciliation of the Heads of Primary School for Male sample is 17.61, which suggests that the Male Heads, on the whole, able to reconcile the conflicting demands of their groups often. The values of skewness, median and mode depicts that the distribution is slightly negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Female sample is 18.68, which also suggests that Female Heads are able to reconcile the conflicting demands of their group often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is slightly greater than the normal. That is the distribution is almost normal.

The mean score of the total sample is 18.05, which suggests that the Heads of Primary School are able to reconcile the conflicting demands of their group often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-5



**FIGURE 4-5: Frequency Curve of the Scores on Demand Reconciliation for the Sub Sample Based on Gender**

For total sample 55.83 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 61.43 percent of Male and 55.83 percent of Female are lying above the mean class. It shows that most of the Heads are able to reconcile the conflicting demands of their groups. At the same time Male Heads are able to reconcile the conflicting demands of their groups than Female Heads.

Table 4.11 shows the frequency distribution of scores and their computed statistical values on Demand reconciliation for Government, Aided and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.11**  
**Frequency Distribution of**  
**Score and their Statistical Values on Demand**  
**Reconciliation for Government Aided and Total Sample**

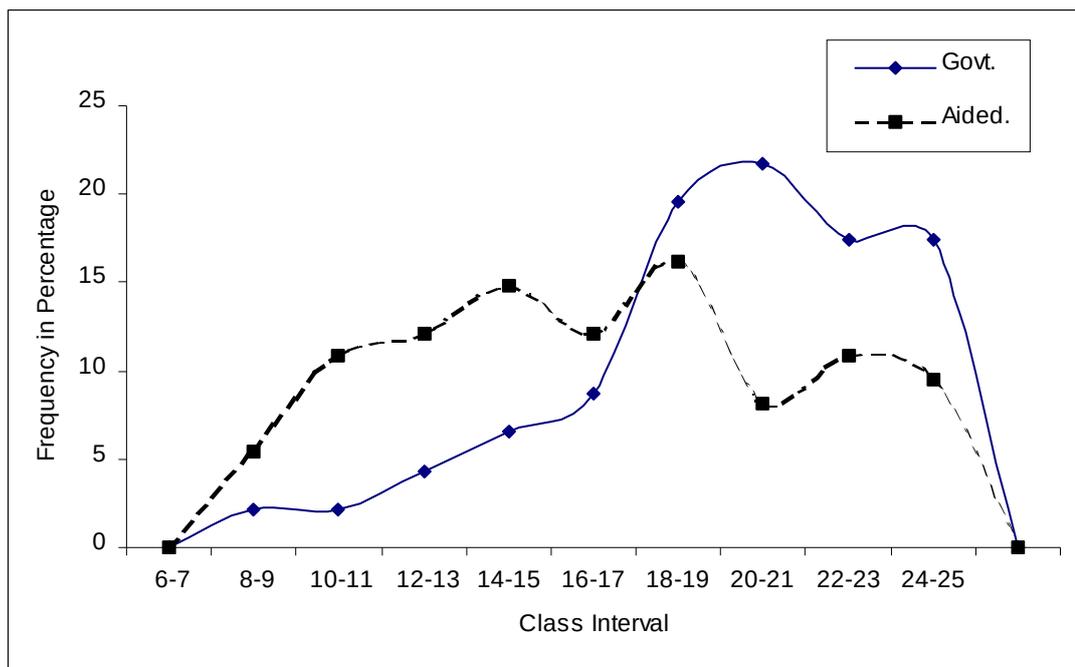
Class	Govt.		Aided		Total	
	f	%	f	%	f	%
8-9	1	2.17	4	5.41	5	4.17
10-11	1	2.17	8	10.81	9	7.50
12-13	2	4.35	9	12.16	11	9.17
14-15	3	6.52	11	14.86	14	11.67
16-17	4	8.70	9	12.16	13	10.83
18-19	9	19.57	12	16.22	21	17.50
20-21	10	21.74	6	8.11	16	13.33
22-23	8	17.39	8	10.81	16	13.33
24-25	8	17.39	7	9.46	15	12.50
Total	46	100.00	74	100.00	120	100.00
Mean	19.59		16.69		18.05	
Median	20.20		16.24		18.22	
Mode	18.36		17.58		16.96	
SD	2.69		1.81		1.46	
Skewness	-0.68		0.74		-0.86	
Kurtosis	0.56		0.27		0.78	

The table 4.11 reveals that the mean scores of the distribution reflecting on Demand reconciliation of the Heads of Primary School of Government sample is 19.59, which suggests that the Heads of Government schools, on the whole, able to reconcile the conflicting demands of their groups often. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Aided school Heads is 16.69, which also suggests that Heads of Aided schools are able to reconcile the conflicting demands of their groups often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis for Aided sample reveals that the distribution is slightly leptokurtic.

The mean scores of the total sample is 18.05, which suggests that the Heads of Primary School are able to reconcile the conflicting demands of their groups often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-6



**FIGURE 4-6: Frequency Curve of the Scores on Demand Reconciliation for the Sub Sample Based on Type of Management**

For total sample 56.67 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 76.09 percent of Government Heads and 56.76 percent of Heads of Aided schools are lying above the mean class. It shows that most of the Heads are able to reconcile the demands in their groups. At the same time Government Heads are more able to reconcile the conflicting demands of their groups than Aided Heads.

Table 4.12 shows the frequency distribution of scores and their computed statistical values on demand reconciliation for Teaching experience Up to Twenty Years, Teaching experience Above Twenty Years and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.12**  
**Frequency Distribution of Scores**  
**and their Statistical Values on Demand**  
**Reconciliation for Teaching Experience Up to Twenty**  
**Years, Teaching Experience Above Twenty Years and Total**  
**Sample**

Class	Up to 20 Years		Above 20 Years		Total	
	f	%	f	%	f	%
8-9	1	1.72	3	4.84	4	3.33
10-11	3	5.17	3	4.84	6	5.00
12-13	5	8.62	9	14.52	14	11.67
14-15	13	22.41	1	1.61	14	11.67
16-17	7	12.07	8	12.90	15	12.50
18-19	11	18.97	10	16.13	21	17.50
20-21	4	6.90	9	14.52	13	10.83
22-23	9	15.52	6	9.68	15	12.50
24-25	5	8.62	13	20.97	18	15.00
Total	58	100.00	62	100.00	120	100.00

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Mean	17.53	18.54	18.05
Median	17.5	19	18.5
Mode	22	19	19
SD	4.10	4.89	4.54
Skewness	-0.32	-0.44	-0.22
Kurtosis	0.59	0.79	0.78

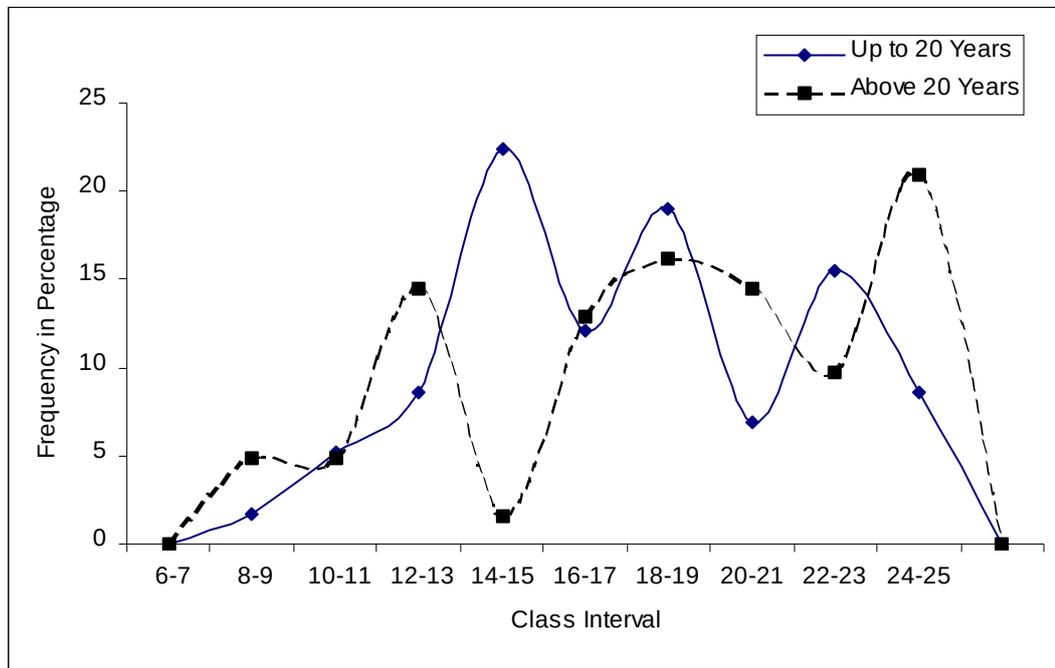
The table 4.12 reveals that the mean score of the distribution reflecting on demand reconciliation of the Heads of Primary School having teaching experience Up to Twenty Years is 17.53, which suggests that the Heads having teaching experience Up to Twenty Years, on the whole, able to reconcile the conflicting demands of their groups often. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis is higher than the normal. That is the distribution is leptokurtic

The mean scores of the Heads having Teaching experience Above Twenty Years sample is 18.54, which also suggests that Heads having Teaching experience Above Twenty Years are able to reconcile the conflicting demands of their groups often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis shows that the distribution is leptokurtic.

The mean scores of the total sample is 18.05, which suggests that the Heads of Primary School are able to reconcile the conflicting demands of their groups often. The

values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-7



**FIGURE 4-7: Frequency Curve of the Scores on Demand Reconciliation for the Sub Sample Based on Teaching Experience**

For total sample 55.83 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 62.08 percent of Heads having teaching experience Up to Twenty Years and 61.03 percent of Heads having Teaching experience Above Twenty Years are lying above the mean class. It shows that most of the Heads able to reconcile the conflicting demands of their groups. At the same time Heads having teaching experience Up to Twenty Years are slightly better in demand reconciliation than Heads having Teaching experience Above Twenty Years

Table 4.13 shows the frequency distribution of scores and their computed statistical values on demand reconciliation for educational qualification Below Graduation, Graduation and above and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.13**  
**Frequency Distribution of**  
**Scores and their Statistical Values on**  
**Demand Reconciliation for Educational Qualification**  
**Below Graduation, Graduation and Above and Total Sample**

Class	Below Graduation		Graduation & Above		Total	
	f	%	f	%	f	%
8-9	1	1.67	3	5.00	4	3.33
10-11	4	6.67	2	3.33	6	5.00
12-13	9	15.00	5	8.33	14	11.67
14-15	4	6.67	10	16.67	14	11.67
16-17	5	8.33	10	16.67	15	12.50
18-19	14	23.33	7	11.67	21	17.50
20-21	6	10.00	7	11.67	13	10.83
22-23	6	10.00	9	15.00	15	12.50
24-25	11	18.33	7	11.67	18	15.00
Total	60	100.00	60	100.00	120	100.00
Mean	18.28		17.83		18.05	
Median	19		17.5		18.5	
Mode	19		17		19	
SD	4.56		4.54		4.54	
Skewness	-0.25		-0.20		-0.22	
Kurtosis	0.92		0.31		0.78	

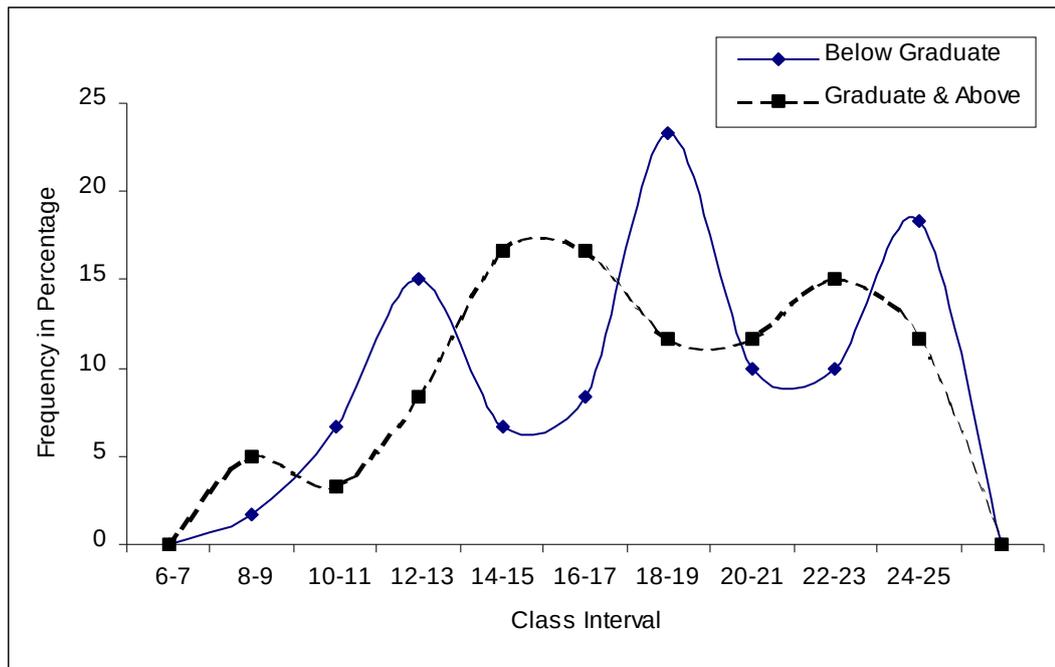
The table 4.13 reveals that the mean scores of the distribution reflecting on Demand reconciliation of the Heads of Primary School having educational qualification Below Graduation is 18.28, which suggests that the Heads having educational qualification Below Graduation, on the whole, able to reconcile the conflicting demands of their groups

often. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean scores of the Heads having educational qualification Graduation and Above is 17.83, which also suggests that Heads having educational qualification Graduation and Above are able to reconcile the conflicting demands of their groups often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is greater than the normal. That is the distribution is slightly leptokurtic.

The mean scores of the total sample is 18.05, which suggests that the Heads of Primary School are able to reconcile the conflicting demands of their groups often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-8



**FIGURE 4-8: Frequency Curve of the Scores on Demand Reconciliation for the Sub Sample Based on Qualification**

For total sample 55.83 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 64.86 percent of Heads having educational qualification Below Graduation and 55.83 percent of Heads having educational qualification Graduation and above are lying above the mean class. It shows that most of the Heads are able to reconcile the conflicting demands of their groups often. At the same time Heads having educational qualification Below Graduation are more able to reconcile the conflicting demands of their groups than Heads having educational qualification Graduation and above.

**C. Tolerance of Uncertainty**

Under this dimension, it is measured to what extent the leaders are able to tolerate uncertainties and postponements in the work system without any anxiety and getting upset.

Table 4.14 shows the frequency distribution of scores and their computed statistical values on Tolerance of uncertainties for Male, Female and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers

**TABLE 4.14**  
**Frequency Distribution**  
**of Scores and their Statistical Values on**  
**Tolerance of Uncertainty for Male, Female and Total Sample**

Class	Male		Female		Total	
	f	%	f	%	f	%
21-22	2	2.86	4	8.00	6	5.00
23-24	1	1.43	8	16.00	9	7.50
25-26	4	5.71	4	8.00	8	6.67
27-28	5	7.14	5	10.00	10	8.33
29-30	5	7.14	4	8.00	9	7.50
31-32	5	7.14	2	4.00	7	5.83
33-34	4	5.71	3	6.00	7	5.83
35-36	4	5.71	5	10.00	9	7.50
37-38	5	7.14	4	8.00	9	7.50
39-40	6	8.57	4	8.00	10	8.33
41-42	7	10.00	3	6.00	10	8.33
43-44	7	10.00	4	8.00	11	9.17
45-46	9	12.86	0	0.00	9	7.50
49-50	6	8.57	0	0.00	6	5.00
Total	70	100.00	50	100.00	120	100.00
Mean	37.33		31.58		34.68	
Median	37.29		33.00		35.12	
Mode	37.41		28.74		34.55	
SD	4.12		5.25		3.07	
Skewness	-0.81		0.61		-0.19	
Kurtosis	1.10		0.60		0.92	

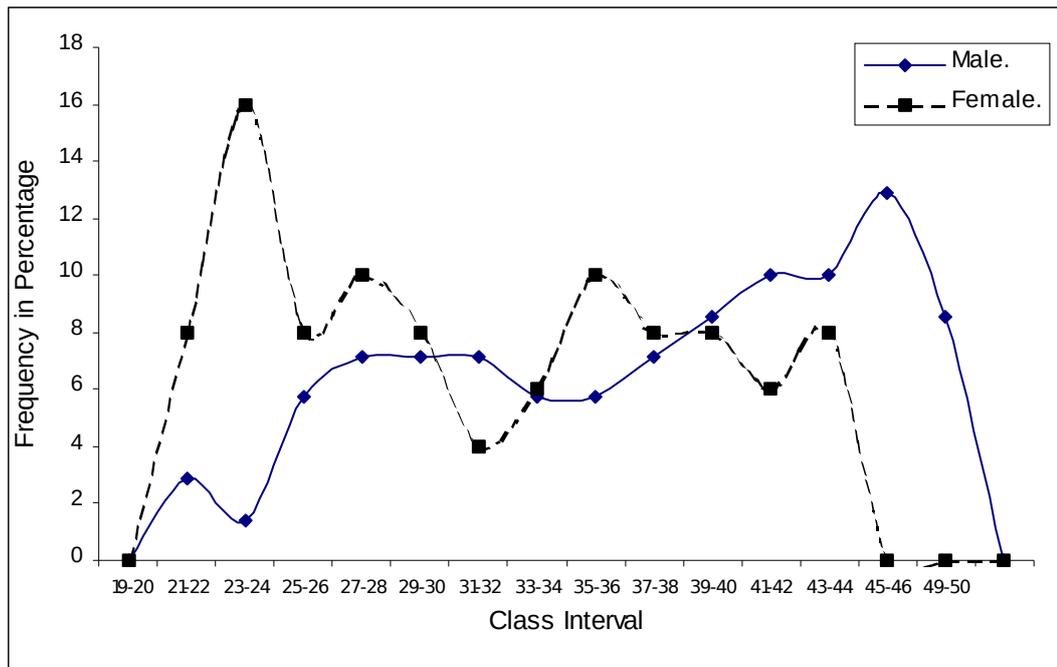
The table 4.14 reveals that the mean scores of the distribution reflecting on Tolerance of uncertainty of the

Heads of Primary School for Male sample is 37.33, which suggests that the Male Heads, on the whole, are able to tolerate uncertainties often. The values of skewness, median and mode depicts that the distribution is positively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean scores of the Female sample is 31.58, which also suggests that Female Heads are able to tolerate uncertainties often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is slightly greater than the normal. That is the distribution is leptokurtic.

The mean scores of the total sample is 34.68, which suggests that the Heads of Primary School are able to tolerate uncertainties often. The values of median, mode and skewness show that the distribution is positively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-9



**FIGURE 4-9: Frequency Curve of the Scores on Tolerance of Uncertainty for the Sub Sample Based on Gender**

For total sample 59.17 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 57.14 percent of Male and 50 percent of Female are lying above the mean class. It shows that most of the Heads are able to tolerate uncertainties. At the same time Male Heads are able to tolerate uncertainties than Female Heads.

Table 4.15 shows the frequency distribution of scores and their computed statistical values on Tolerance of uncertainties for Government, Aided and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.15**

**Frequency Distribution  
of Score and their Statistical Values on  
Tolerance of Uncertainties for Government, Aided and Total  
Sample**

Class	Govt.		Aided		Total	
	f	%	f	%	f	%
21-22	1	2.17	1	1.35	2	1.67
23-24	1	2.17	4	5.41	5	4.17
25-26	4	8.70	8	10.81	12	10.00
27-28	4	8.70	10	13.51	14	11.67
29-30	3	6.52	6	8.11	9	7.50
31-32	1	2.17	6	8.11	7	5.83
33-34	5	10.87	7	9.46	12	10.00
35-36	4	8.70	5	6.76	9	7.50
37-38	1	2.17	8	10.81	9	7.50
39-40	5	10.87	3	4.05	8	6.67
41-42	5	10.87	9	12.16	14	11.67
43-44	7	15.22	4	5.41	11	9.17
45-46	0	0.00	2	2.70	2	1.67
49-50	5	10.87	1	1.35	6	5.00
Total	46	100.00	74	100.00	120	100.00
Mean	36.63		33.47		34.68	
Median	37		33		34	
Mode	34		37		28	
SD	7.87		6.76		7.34	
Skewness	-0.11		0.22		0.14	
Kurtosis	0.97		0.87		0.92	

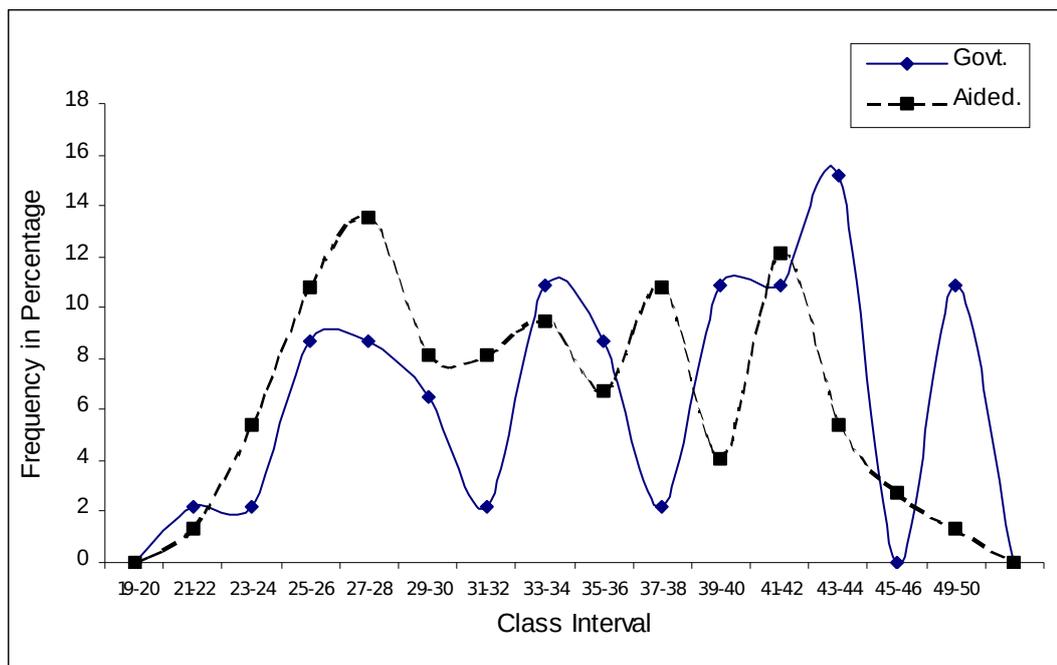
The table 4.15 reveals that the mean scores of the distribution reflecting on Tolerance of uncertainties of the Heads of Primary School of Government sample is 36.63, which suggests that the Heads of Government schools, on the whole, able to tolerate uncertainties often. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high

value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Aided school Heads is 33.47, which also suggests that Heads of Aided schools are able to tolerate uncertainties often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is slightly positively skewed. The value of kurtosis for Aided sample reveals that the distribution is leptokurtic.

The mean score of the total sample is 34.68, which suggests that the Heads of Primary School are able to tolerate uncertainties often. The values of median, mode and skewness show that the distribution is slightly positively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-10



**FIGURE 4-10: Frequency Curve of the Scores on Tolerance of Uncertainty for the Sub Sample Based on Type of Management**

For total sample 59.18 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 58.7 percent of Government Heads and 52.7 percent of Heads of Aided schools are lying above the mean class. It shows that most of the Heads are able to tolerate uncertainties. At the same time Government Heads are more able to tolerate uncertainties than Aided Heads.

Table 4.16 shows the frequency distribution of scores and their computed statistical values on tolerance of uncertainties for Teaching experience Up to Twenty Years, Teaching experience Above Twenty Years and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.16**

**Frequency Distribution of Scores  
and their Statistical Values on Tolerance of  
Uncertainties for Teaching Experience Up to Twenty Years,  
Teaching Experience Above Twenty Years and Total Sample**

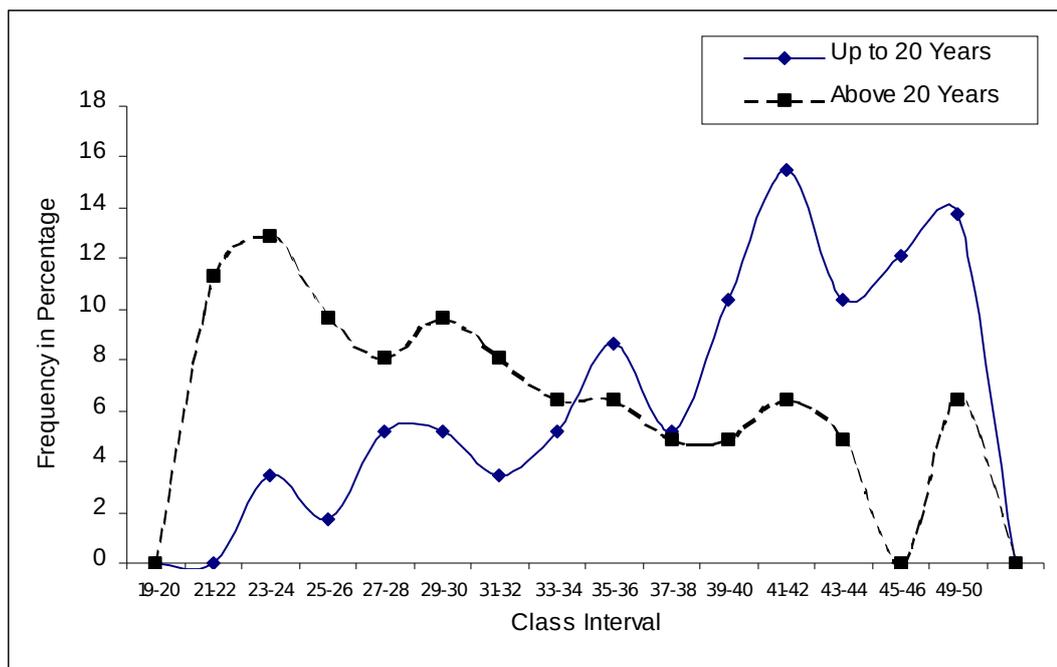
Class	Up to 20 Years		Above 20 Years		Total	
	f	%	f	%	f	%
21-22	0	0.00	7	11.29	7	5.83
23-24	2	3.45	8	12.90	10	8.33
25-26	1	1.72	6	9.68	7	5.83
27-28	3	5.17	5	8.06	8	6.67
29-30	3	5.17	6	9.68	9	7.50
31-32	2	3.45	5	8.06	7	5.83
33-34	3	5.17	4	6.45	7	5.83
35-36	5	8.62	4	6.45	9	7.50
37-38	3	5.17	3	4.84	6	5.00
39-40	6	10.34	3	4.84	9	7.50
41-42	9	15.52	4	6.45	13	10.83
43-44	6	10.34	3	4.84	9	7.50
45-46	7	12.07	0	0.00	7	5.83
49-50	8	13.79	4	6.45	12	10.00
Total	58	100.00	62	100.00	120	100.00
Mean	39.36		31.69		34.68	
Median	39.50		30.95		35.16	
Mode	39.09		33.19		35.89	
SD	4.86		4.68		3.07	
Skewness	-0.09		0.48		0.24	
Kurtosis	0.62		0.90		0.92	

The table 4.16 reveals that the mean score of the distribution reflecting on Tolerance of uncertainties of the Heads of Primary School having teaching experience Up to Twenty Years is 39.36, which suggests that the Heads having teaching experience Up to Twenty Years, on the whole, are able to tolerate uncertainties often. The values of skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis is little greater than the normal. That is the distribution is leptokurtic.

The mean scores of the Heads having Teaching experience Above Twenty Years sample is 31.69, which also suggests that Heads having Teaching experience Above Twenty Years are able to tolerate uncertainties often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the total sample is 34.68, which suggests that the Heads of Primary School are able to tolerate uncertainties often. The values of median, mode and skewness show that the distribution is slightly positively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-11.



**FIGURE 4-11: Frequency Curve of the Scores on Tolerance of Uncertainty for the Sub Sample Based on Teaching Experience**

For total sample 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 62.07 percent of Heads having teaching experience Up to Twenty Years and 48.39 percent of Heads having Teaching experience Above Twenty Years are lying above the mean class. It shows that most of the Heads able to tolerate uncertainties often. At the same time Heads having teaching experience Up to Twenty Years are better in tolerance of uncertainties than Heads having Teaching experience Above Twenty Years

Table 4.17 shows the frequency distribution of scores and their computed statistical values on Tolerance of uncertainty for educational qualification Below Graduation, Graduation and above and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.17**  
**Frequency Distribution of Scores**  
**and their Statistical Values on Tolerance of**  
**Uncertainty for Educational Qualification Below**  
**Graduation, Graduation and Above and Total Sample**

Class	Below Graduation		Graduation & Above		Total	
	f	%	f	%	f	%
21-22	1	1.67	1	1.67	2	1.67
23-24	2	3.33	3	5.00	5	4.17
25-26	7	11.67	5	8.33	12	10.00
27-28	6	10.00	8	13.33	14	11.67
29-30	5	8.33	4	6.67	9	7.50
31-32	4	6.67	3	5.00	7	5.83
33-34	5	8.33	7	11.67	12	10.00
35-36	3	5.00	6	10.00	9	7.50
37-38	4	6.67	5	8.33	9	7.50
39-40	3	5.00	5	8.33	8	6.67

41-42	8	13.33	6	10.00	14	11.67
43-44	8	13.33	3	5.00	11	9.17
45-46	1	1.67	1	1.67	2	1.67
49-50	3	5.00	3	5.00	6	5.00
Total	60	100.00	60	100.00	120	100.00
Mean	35.08		34.28		34.68	
Median	34.5		34		34	
Mode	42		36		28	
SD	7.60		7.11		7.34	
Skewness	0.09		0.19		0.14	
Kurtosis	1.12		0.65		0.92	

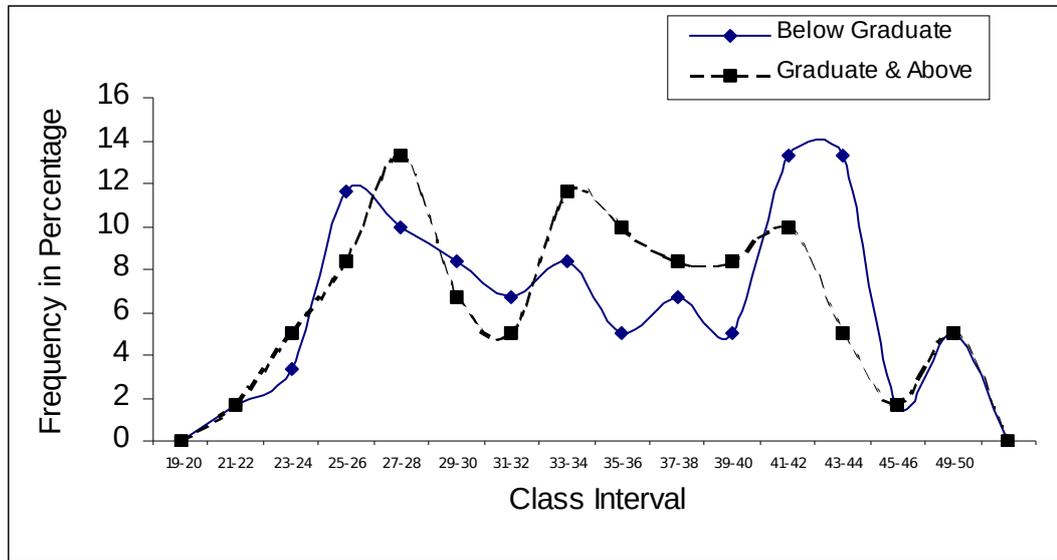
The table 4.17 reveals that the mean scores of the distribution reflecting on Tolerance of uncertainties of the Heads of Primary School having educational qualification Below Graduation is 35.08, which suggests that the Heads having educational qualification Below Graduation, on the whole, able to tolerate uncertainties often. The values of skewness, median and mode depicts that the distribution is slightly positively skewed. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Heads having educational qualification Graduation and above is 34.28, which also suggests that Heads having educational qualification Graduation and above are able to tolerate uncertainties often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis is greater than the normal. That is the distribution is leptokurtic.

The mean score of the total sample is 34.68, which suggests that the Heads of Primary School are able to tolerate uncertainties often. The values of median, mode and skewness show that the distribution is slightly positively

skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-12



**FIGURE 4-12: Frequency Curve of the Scores on Tolerance of Uncertainty for the Sub Samples Based on Qualification**

For total sample 59.18 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 50 percent of Heads having educational qualification Below Graduation and 60 percent of Heads having educational qualification Graduation and Above are lying above the mean class. It shows that most of the Heads are able to tolerate uncertainties often. At the same time Heads having educational qualification Below Graduation are able to tolerate uncertainties often than Heads having educational qualification Graduation and above.

**D. Persuasiveness**

Persuasiveness is the ability of the leaders to make use of arguments and persuasion in order to convince and encourage their group members

Table 4.18 shows the frequency distribution of scores and their computed statistical values on Persuasiveness for Male, Female and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers

**TABLE 4.18**  
**Frequency Distribution**  
**of Scores and their Statistical Values on**  
**Persuasiveness for Male, Female and Total Sample.**

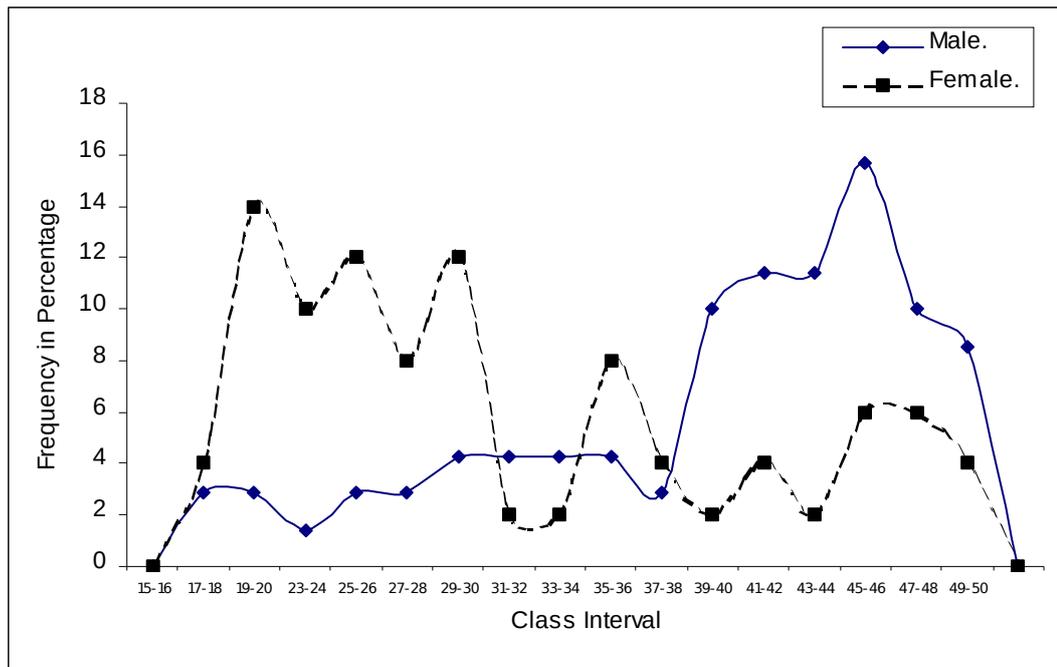
Class	Male		Female		Total	
	f	%	f	%	f	%
17-18	2	2.86	2	4.00	4	3.33
19-20	2	2.86	7	14.00	9	7.50
23-24	1	1.43	5	10.00	6	5.00
25-26	2	2.86	6	12.00	8	6.67
27-28	2	2.86	4	8.00	6	5.00
29-30	3	4.29	6	12.00	9	7.50
31-32	3	4.29	1	2.00	4	3.33
33-34	3	4.29	1	2.00	4	3.33
35-36	3	4.29	4	8.00	7	5.83
37-38	2	2.86	2	4.00	4	3.33
39-40	7	10.00	1	2.00	8	6.67
41-42	8	11.43	2	4.00	10	8.33
43-44	8	11.43	1	2.00	9	7.50
45-46	11	15.71	3	6.00	14	11.67
47-48	7	10.00	3	6.00	10	8.33
49-50	6	8.57	2	4.00	8	6.67
Total	70	100.00	50	100.00	120	100.00
Mean	39.36		31.10		36.87	
Median	39.80		30.68		35.35	
Mode	38.47		31.95		37.05	
SD	5.67		5.94		3.81	
Skewness	-0.23		0.21		0.45	
Kurtosis	1.10		0.67		0.82	

The Table 4.18 reveals that the mean scores of the distribution reflecting on Persuasion of the Heads of Primary School for Male sample is 39.36, which suggests that the Male Heads, on the whole, use persuasion effectively often. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Female sample is 31.10, which also suggests that Female Heads are able to use persuasion often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis is slightly greater than the normal. That is the distribution is leptokurtic.

The mean score of the total sample is 36.87, which suggests that the Heads of Primary School are able to use persuasion often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-13



**FIGURE 4-13: Frequency Curve of the Scores on Persuasiveness for the Sub Samples Based on Gender**

For total sample 58.33 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 67.14 percent of Male and 40 percent of Female are lying above the mean class. It shows that most of the Heads are able to use persuasion often. At the same time Male Heads are able to use persuasion than Female Heads.

Table 4.19 shows the frequency distribution of scores and their computed statistical values on Persuasiveness for Government, Aided and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.19**  
**Frequency Distribution**  
**of Score and their Statistical Values on**  
**Persuasiveness for Government, Aided and Total Sample**

Class	Govt.		Aided		Total	
	f	%	f	%	f	%
17-18	1	2.17	1	1.35	2	1.67
19-20	1	2.17	3	4.05	4	3.33
23-24	3	6.52	9	12.16	12	10.00
25-26	0	0.00	2	2.70	2	1.67
27-28	0	0.00	4	5.41	4	3.33
29-30	4	8.70	5	6.76	9	7.50
31-32	2	4.35	2	2.70	4	3.33
33-34	1	2.17	3	4.05	4	3.33
35-36	3	6.52	4	5.41	7	5.83
37-38	9	19.57	4	5.41	13	10.83
39-40	4	8.70	9	12.16	13	10.83
41-42	3	6.52	6	8.11	9	7.50
43-44	3	6.52	4	5.41	7	5.83
45-46	6	13.04	7	9.46	13	10.83
47-48	5	10.87	6	8.11	11	9.17
49-50	1	2.17	5	6.76	6	5.00
Total	46	100.00	74	100.00	120	100.00
Mean	37.84		36.27		36.87	
Median	38		38		38	
Mode	38		24		24	
SD	7.94		9.15		8.70	
Skewness	-0.75		-0.29		-0.45	
Kurtosis	0.06		1.11		0.82	

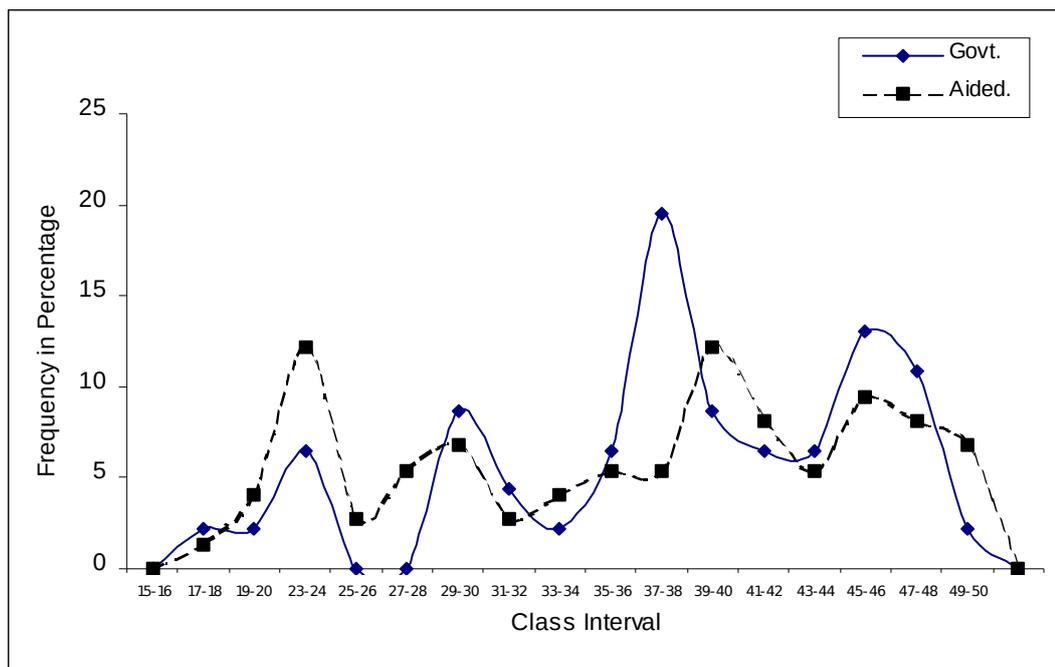
The table 4.19 reveals that the mean scores of the distribution reflecting on Persuasiveness of the Heads of Primary School of Government sample is 37.84, which suggests that the Heads of Government schools, on the whole, use persuasion effectively often. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high

value end, than they are on the low value end. The value of kurtosis shows that the distribution is flatter than normal.

The mean score of the Aided school Heads is 36.27, which also suggests that Heads of Aided schools use persuasion effectively. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis for Aided sample reveals that the distribution is leptokurtic.

The mean scores of the total sample is 36.87, which suggests that the Heads of Primary School are able to use persuasion often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-14



**FIGURE 4-14: Frequency Curve of the Scores on Persuasiveness for the Sub Samples Based on Type of Management**

For total sample 65.82 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 67.39 percent of Government Heads and 60.83 percent of Heads of Aided schools are lying above the mean class. It shows that most of the Heads are using persuasion effectively. At the same time Government Heads are more Persuasive than Aided Heads.

Table 4.20 shows the frequency distribution of scores and their computed statistical values on Persuasiveness for Teaching experience Up to Twenty Years, Teaching experience Above Twenty Years and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.20**  
**Frequency Distribution**  
**of Scores and their Statistical Values**  
**on Persuasiveness for Teaching Experience Up to Twenty**  
**Years, Teaching Experience Above Twenty Years and Total**  
**Sample**

<b>Class</b>	<b>Up to 20 Years</b>		<b>Above 20 Years</b>		<b>Total</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
17-18	0	0.00	2	3.23	2	1.67
19-20	3	5.17	1	1.61	4	3.33
23-24	8	13.79	4	6.45	12	10.00
25-26	1	1.72	1	1.61	2	1.67
27-28	3	5.17	1	1.61	4	3.33
29-30	6	10.34	3	4.84	9	7.50
31-32	2	3.45	2	3.23	4	3.33
33-34	1	1.72	3	4.84	4	3.33
35-36	3	5.17	4	6.45	7	5.83
37-38	4	6.90	9	14.52	13	10.83
39-40	4	6.90	9	14.52	13	10.83
41-42	6	10.34	3	4.84	9	7.50
43-44	3	5.17	4	6.45	7	5.83
45-46	6	10.34	7	11.29	13	10.83

47-48	5	8.62	6	9.68	11	9.17
49-50	3	5.17	3	4.84	6	5.00
Total	58	100.00	62	100.00	120	100.00
Mean	35.93		37.75		36.87	
Median	38		39		38	
Mode	24		37		24	
SD	9.13		8.26		8.70	
Skewness	0.20		-0.71		-0.45	
Kurtosis	1.29		0.02		0.82	

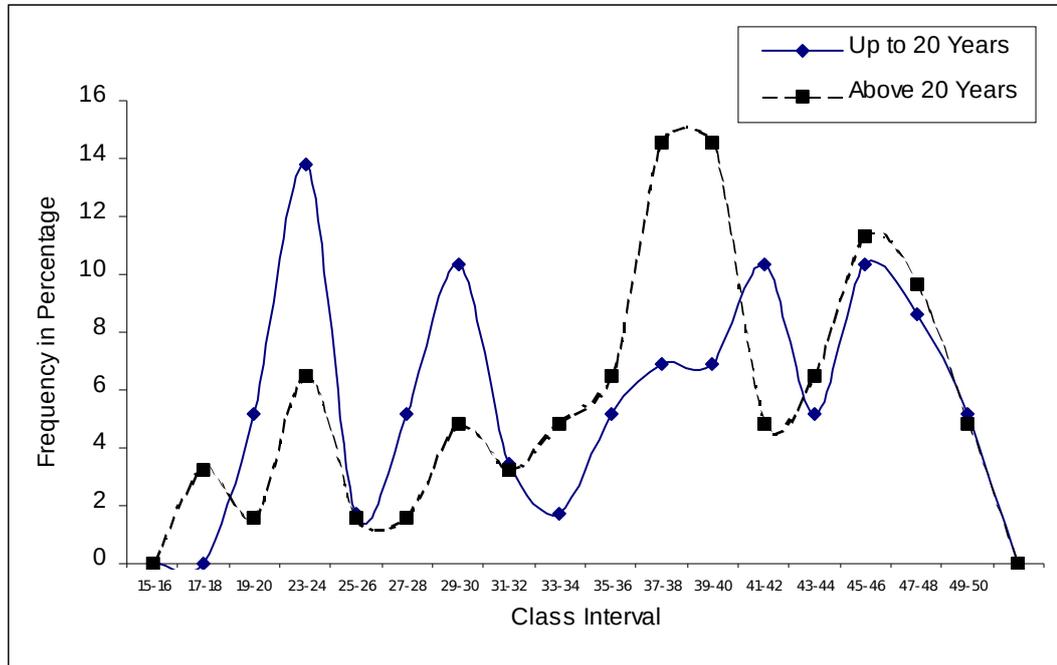
The table 4.20 reveals that the mean score of the distribution reflecting on Persuasiveness of the Heads of Primary School having teaching experience Up to Twenty Years is 35.93, which suggests that the Heads having teaching experience Up to Twenty Years, on the whole, use persuasion effectively often. The values of skewness, median and mode depicts that the distribution is slightly positively skewed. The value of kurtosis is little higher than the normal. That is the distribution is leptokurtic

The mean scores of the Heads having Teaching experience Above Twenty Years sample is 37.75, which also suggests that Heads having Teaching experience Above Twenty Years use persuasion effectively often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis shows that the distribution is flatter than normal curve

The mean scores of the total sample is 36.87, which suggests that the Heads of Primary School are able to use persuasion often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of

kurtosis for total sample reveals that the distribution is leptokurtic

This can be interpreted from the Figure 4-15



**FIGURE 4-15: Frequency Curve of the Scores on Persuasiveness for the Sub Samples based on Teaching Experience**

For total sample 65.82 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 58.61 percent of Heads having teaching experience Up to Twenty Years and 51.62 percent of Heads having Teaching experience Above Twenty Years are laying above the mean class. It shows that most of the Heads able to persuasion effectively often. At the same time Heads having teaching experience Up to Twenty Years are better in Persuasiveness than Heads having Teaching experience Above Twenty Years

Table 4.21 shows the frequency distribution of scores and their computed statistical values on Persuasiveness for

educational qualification Below Graduation, Graduation and above and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.21**  
**Frequency Distribution of**  
**Scores and their Statistical Values on**  
**Persuasiveness for Educational Qualification**  
**Below Graduation, Graduation and Above and Total Sample**

Class	Below Graduation		Graduation & Above		Total	
	f	%	f	%	f	%
17-18	1	1.67	1	1.67	2	1.67
19-20	1	1.67	3	5.00	4	3.33
23-24	6	10.00	6	10.00	12	10.00
25-26	1	1.67	1	1.67	2	1.67
27-28	2	3.33	2	3.33	4	3.33
29-30	4	6.67	5	8.33	9	7.50
31-32	1	1.67	3	5.00	4	3.33
33-34	1	1.67	3	5.00	4	3.33
35-36	4	6.67	3	5.00	7	5.83
37-38	5	8.33	8	13.33	13	10.83
39-40	6	10.00	7	11.67	13	10.83
41-42	4	6.67	5	8.33	9	7.50
43-44	6	10.00	1	1.67	7	5.83
45-46	10	16.67	3	5.00	13	10.83
47-48	5	8.33	6	10.00	11	9.17
49-50	3	5.00	3	5.00	6	5.00
Total	60	100.00	60	100.00	120	100.00
Mean	37.95		35.8		36.87	
Median	40		37		38	
Mode	24		38		24	
SD	8.60		8.74		8.70	
Skewness	-0.66		-0.27		-0.45	
Kurtosis	0.66		0.80		0.82	

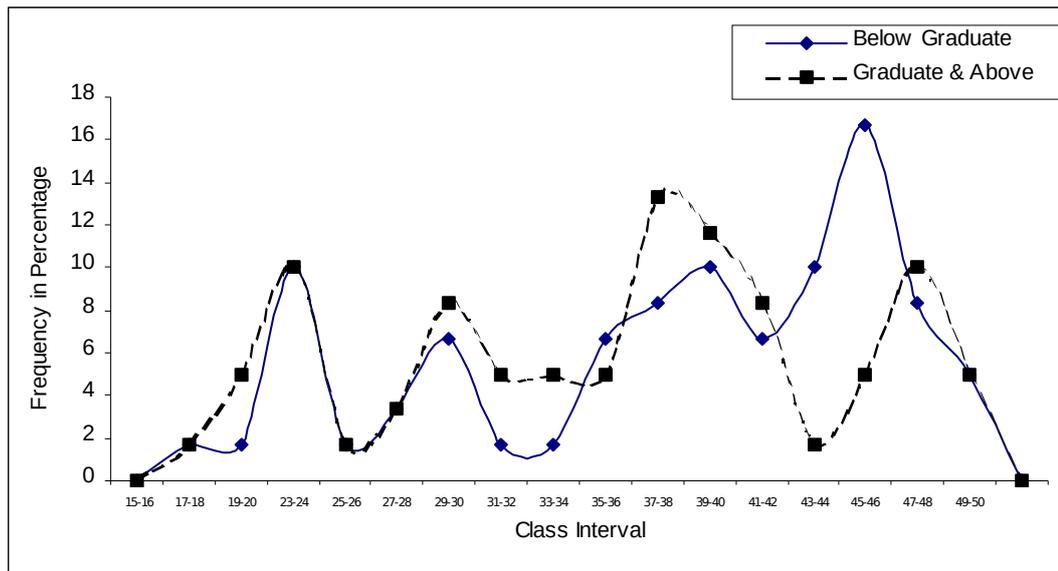
The table 4.21 reveals that the mean scores of the distribution reflecting on Persuasiveness of the Heads of Primary School having educational qualification Below Graduation is 37.95, which suggests that the Heads having

educational qualification Below Graduation, on the whole, able to use persuasion often. The values of skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis shows that the distribution is leptokurtic.

The mean scores of the Heads having educational qualification Graduation and above is 35.8, which also suggests that Heads having educational qualification Graduation and Above are able to use persuasion often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is greater than the normal. That is the distribution is leptokurtic.

The mean score of the total sample is 36.87, which suggests that the Heads of Primary School are able to use persuasion often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-16



**FIGURE 4-16: Frequency Curve of the Scores on Persuasiveness for the Sub Sample Based on Qualification**

For total sample 65.82 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 65 percent of Heads having educational qualification Below Graduation and 60 percent of Heads having educational qualification Graduation and above are lying above the mean class. It shows that most of the Heads are able to use persuasion often. At the same time Heads having educational qualification Below Graduation are more Persuasive than Heads having educational qualification Graduation and above.

**E. Initiating Structure**

This dimension of leadership behaviour examines whether the leaders define clearly their own roles and let group members know what is expected of them

Table 4.22 shows the frequency distribution of scores and their computed statistical values on initiating structure for Male, Female and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers

**TABLE 4.22**  
**Frequency Distribution**  
**of Scores and Their Statistical Values on**  
**Initiating Structure for Male, Female and Total Sample.**

Class	Male		Female		Total	
	f	%	f	%	f	%
21-22	2	2.86	0	0	2	1.67
27-28	2	2.86	3	6.00	5	4.17
29-30	3	4.29	6	12.00	9	7.50
31-32	4	5.71	2	4.00	6	5.00
33-34	7	10.00	5	10.00	12	10.00
35-36	10	14.29	4	8.00	14	11.67
37-38	3	4.29	6	12.00	9	7.50
39-40	7	10.00	6	12.00	13	10.83
41-42	9	12.86	2	4.00	11	9.17
43-44	6	8.57	7	14.00	13	10.83
45-46	8	11.43	3	6.00	11	9.17
47-48	5	7.14	5	10.00	10	8.33
49-50	4	5.71	1	2.00	5	4.17
Total	70	100.00	50	100.00	120	100.00
Mean	38.85		38.14		38.55	
Median	40		38		39	
Mode	41		40		40	
SD	6.69		6.27		6.50	
Skewness	-0.41		-0.02		-0.25	
Kurtosis	0.31		1.13		0.65	

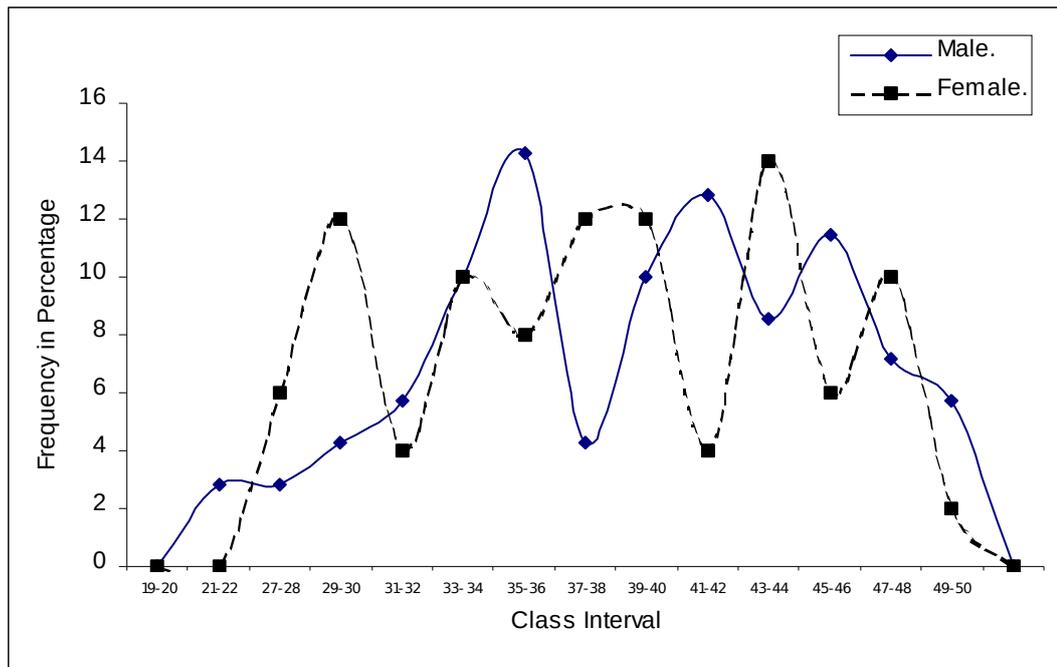
The Table 4.22 reveals that the mean scores of the distribution reflecting on initiation structure of the Heads of Primary School for Male sample is 38.85, which suggests that the Male Heads, on the whole, initiate structure for group in the organisation. The values of skewness, median and mode

depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Female sample is 38.14, which also suggests that Female Heads initiate structure for group in the organisation. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is greater than the normal. That is the distribution is leptokurtic.

The mean score of the total sample is 38.55, which suggests that the Heads of Primary School initiate structure for group in the organisation. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-17



**FIGURE 4-17: Frequency Curve of the Scores on Initiating Structure for the Sub Sample Based on Gender**

For total sample 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 60 percent of Male and 60 percent of Female are lying above the mean class. It shows that most of the Heads initiate structure for group in the organisation. Female Heads and Male Heads are equally initiate structure of their organisation.

Table 4.23 shows the frequency distribution of scores and their computed statistical values on initiating structure for Government, Aided and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.23**  
**Frequency Distribution of Score and their Statistical Values on Initiating Structure for Government, Aided and Total Sample**

Class	Gov		Aided		Total	
	f	%	f	%	f	%
21-22	1	2.17	1	1.35	2	1.67
27-28	3	6.52	2	2.70	5	4.17
29-30	3	6.52	6	8.11	9	7.50
31-32	1	2.17	5	6.76	6	5.00
33- 4	5	10.87	7	9.46	12	10.00
35-36	3	6.52	11	14.86	14	11.67
37-38	3	6.52	6	8.11	9	7.50
39-40	6	13.04	7	9.46	13	10.83
41-42	4	8.70	7	9.46	11	9.17
43-44	5	10.87	8	10.81	13	10.83
45-46	5	10.87	6	8.11	11	9.17
47-48	4	8.70	6	8.11	10	8.33
49-50	3	6.52	2	2.70	5	4.17
Total	46	100.00	74	100.00	120	100.00
Mean	39.06		38.24		38.55	
Median	40		37.5		39	
Mode	41		33		40	
SD	6.81		6.33		6.50	
Skewness	-0.43		-0.15		-0.25	
Kurtosis	0.59		0.61		0.65	

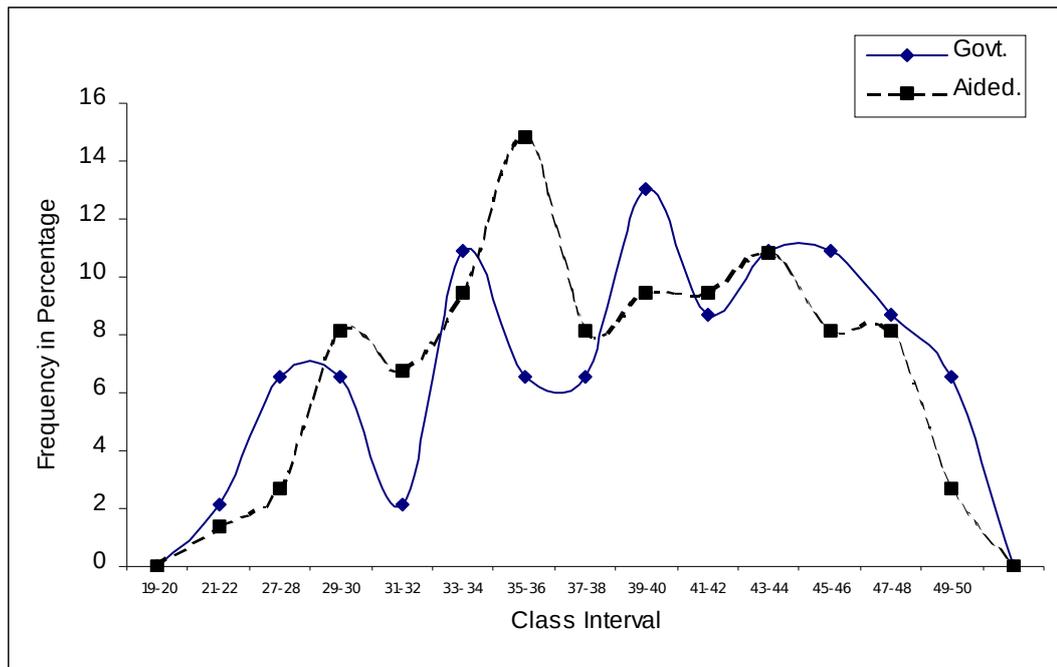
The table 4.23 reveals that the mean scores of the distribution reflecting on Initiating structure of the Heads of Primary School of Government sample is 39.06, which suggests that the Heads of Government schools, on the whole, initiate structure for group in the organisation. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Aided school Heads is 38.24, which also suggests that Heads of Aided schools initiate

structure for group in the organisation. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis for Aided sample reveals that the distribution is leptokurtic.

The mean score of the total sample is 38.55, which suggests that the Heads of Primary School initiate structure for group in the organisation. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-18



**FIGURE 4-18: Frequency Curve of the Scores on Initiating Structure for the Sub Sample Based on Type of Management**

For total sample 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 58.7 percent of Government Heads and 56.76 percent of Heads of Aided schools are lying above the mean class. It shows that most of the Heads initiate structure for group effectively. At the same time Government Heads initiate structure for group in the organisation than Aided Heads.

Table 4.24 shows the frequency distribution of scores and their computed statistical values on initiation structure for Teaching experience Up to Twenty Years, Teaching experience Above Twenty Years and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.



TABLE 4.24

**Frequency Distribution  
of Scores and their Statistical Values on  
Initiation Structure for Teaching Experience Up to Twenty  
Years, Teaching Experience Above Twenty Years and Total  
Sample**

Class	Up to 20 Years		Above 20 Years		Total	
	f	%	f	%	f	%
21-22	0	0.00	10	16.13	10	8.33
27-28	3	5.17	11	17.74	14	11.67
29-30	2	3.45	5	8.06	7	5.83
31-32	1	1.72	5	8.06	6	5.00
33- 4	2	3.45	4	6.45	6	5.00
35-36	4	6.90	3	4.84	7	5.83
37-38	3	5.17	3	4.84	6	5.00
39-40	5	8.62	4	6.45	9	7.50
41-42	4	6.90	3	4.84	7	5.83
43-44	8	13.79	4	6.45	12	10.00
45-46	9	15.52	3	4.84	12	10.00
47-48	10	17.24	4	6.45	14	11.67
49-50	7	12.07	3	4.84	10	8.33
Total	58	100.00	62	100.00	120	100.00
Mean	42.02		33.98		38.55	
Median	41.75		33.00		37.36	
Mode	42.55		35.95		38.89	
SD	5.55		4.35		3.18	
Skewness	-0.14		0.68		0.48	
Kurtosis	1.05		0.22		0.65	

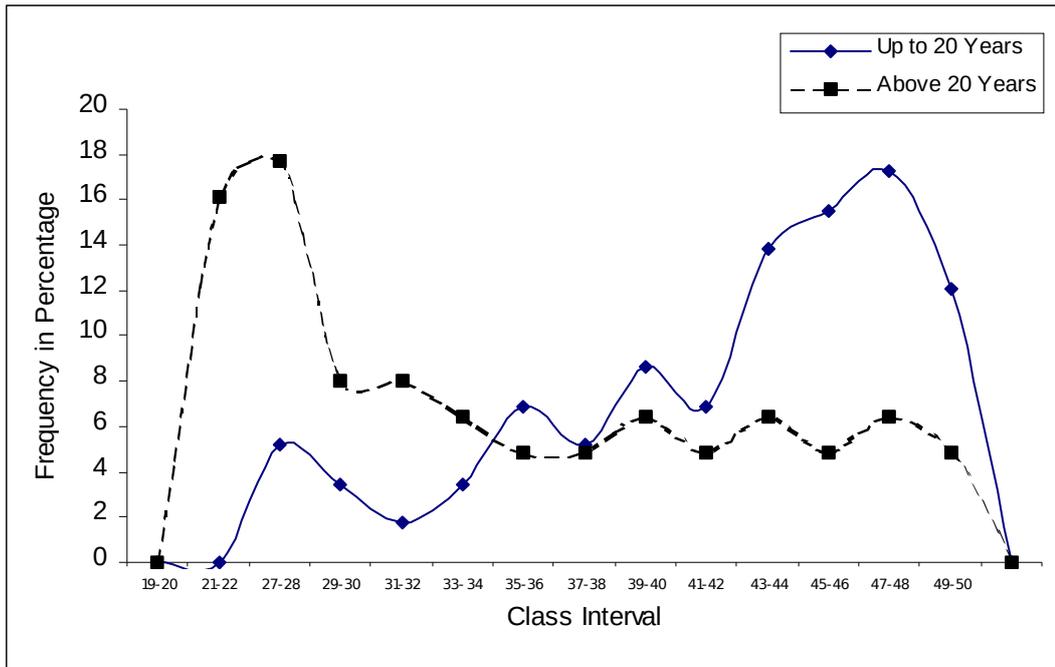
The table 4. 24 reveals that the mean score of the distribution reflecting on initiation structure of the Heads of Primary School having teaching experience Up to Twenty Years is 42.02, which suggests that the Heads having teaching experience Up to Twenty Years, on the whole, initiate structure for group in the organisation. The values of skewness, median and mode depicts that the distribution is

negatively skewed. The value of kurtosis is little higher than the normal. That is the distribution is leptokurtic.

The mean scores of the Heads having Teaching experience Above Twenty Years sample is 33.98, which also suggests that Heads having Teaching experience Above Twenty Years initiate structure for group in the organisation. The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis shows that the distribution is almost normal

The mean score of the total sample is 38.55, which suggests that the Heads of Primary School initiate structure for group in the organisation. The values of median, mode and skewness show that the distribution is positively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic

This can be interpreted from the Figure 4-19



**FIGURE 4-19: Frequency Curve of the Scores on Initiating Structure for the Sub Sample Based on Teaching Experience**

For total sample 58.33 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 65.52 percent of Heads having teaching experience Up to Twenty Years and 50.00 percent of Heads having Teaching experience Above Twenty Years are lying above the mean class. It shows that most of the Heads able to Initiate the structure effectively often. At the same time Heads having teaching experience Up to Twenty Years initiate structure for group in the organisation than Heads having Teaching experience Above Twenty Years

Table 4.25 shows the frequency distribution of scores and their computed statistical values on initiation structure for educational qualification Below Graduation, Graduation and above and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.25**  
**Frequency Distribution of Scores**  
**and their Statistical Values on Initiation**  
**Structure for Educational Qualification Below**  
**Graduation, Graduation and Above and Total Sample**

Class	Below Graduation		Graduation & Above		Total	
	f	%	f	%	f	%
21-22	1	1.67	1	1.67	2	1.67
27-28	3	5.00	2	3.33	5	4.17
29-30	4	6.67	5	8.33	9	7.50
31-32	3	5.00	3	5.00	6	5.00
33- 4	10	16.67	2	3.33	12	10.00
35-36	5	8.33	9	15.00	14	11.67
37-38	5	8.33	4	6.67	9	7.50
39-40	5	8.33	8	13.33	13	10.83
41-42	5	8.33	6	10.00	11	9.17
43-44	5	8.33	8	13.33	13	10.83

45-46	7	11.67	4	6.67	11	9.17
47-48	6	10.00	4	6.67	10	8.33
49-50	1	1.67	4	6.67	5	4.17
Total	60	100.00	60	100.00	120	100.00
Mean	38.15		38.96		38.55	
Median	37.5		40		39	
Mode	33		40		40	
SD	6.53		6.51		6.50	
Skewness	-0.15		-0.37		-0.25	
Kurtosis	0.85		0.36		0.65	

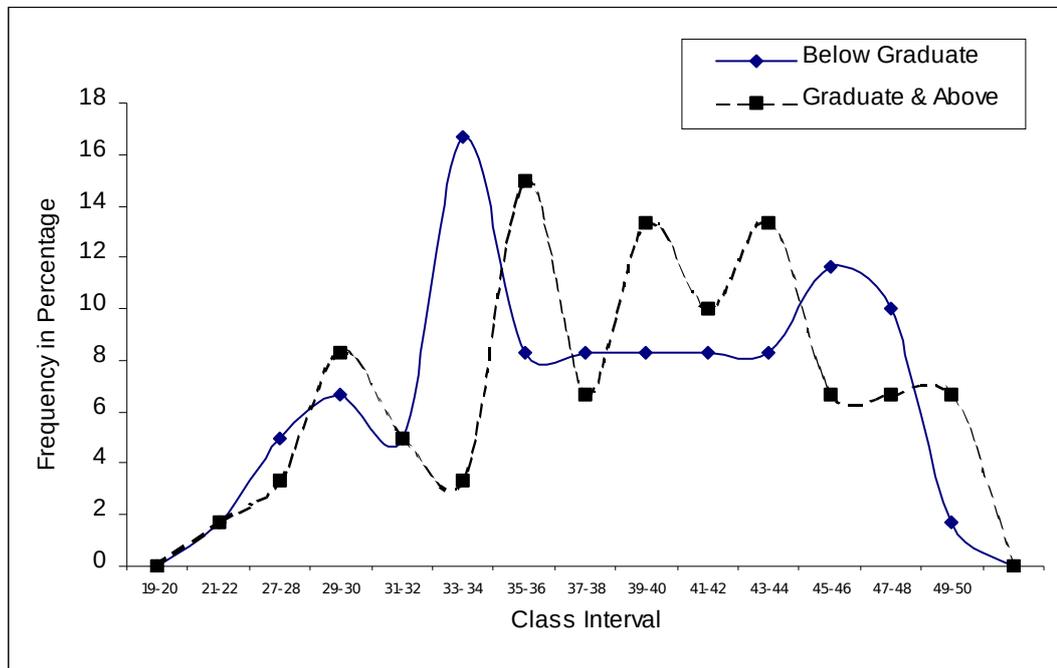
The table 4.25 reveals that the mean scores of the distribution reflecting on initiation structure of the Heads of Primary School having educational qualification Below Graduation is 38.15, which suggests that the Heads having educational qualification Below Graduation, on the whole, initiate structure for group in the organisation. The values of skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis shows that the distribution is leptokurtic.

The mean scores of the Heads having educational qualification Graduation and above is 38.96, which also suggests that Heads having educational qualification Graduation and above initiate structure for group in the organisation. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is greater than the normal. That is the distribution is leptokurtic.

The mean scores of the total sample is 38.55, which suggests that the Heads of Primary School initiate structure for group in the organisation. The values of median, mode

and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-20



**FIGURE 4-20: Frequency Curve of the Scores on Initiating Structure for the Sub Sample Based on Qualification**

For total sample 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 56.66 percent of Heads having educational qualification Below Graduation and 63.34 percent of Heads having educational qualification Graduation and above are lying above the mean class. It shows that most of the Heads initiate structure for group in the organisation. At the same time Heads having educational qualification Graduation and above

initiate structure for group in the organisation than Heads having educational qualification Below Graduation

## **F. Tolerance of Freedom**

This dimension exhibits the extent to which the Heads are able to tolerate the freedom of their respective teachers in work performance

4.26 shows the frequency distribution of scores and their computed statistical values on tolerance of freedom for Male, Female and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers

**TABLE 4.26**  
**Frequency Distribution**  
**of Scores and Their Statistical Values on**  
**Tolerance of Freedom for Male, Female and Total Sample.**

Class	Male		Female		Total	
	f	%	f	%	f	%
11-12	1	1.43	0	0	1	0.83
15-16	1	1.43	0	0	1	0.83
19-20	2	2.86	1	2.00	3	2.50
21-22	4	5.71	0	0	4	3.33
23-24	0	0.00	1	2.00	1	0.83
25-26	2	2.86	0	0	2	1.67
27-28	8	11.43	2	4.00	10	8.33
29-30	1	1.43	0	0	1	0.83
31-32	3	4.29	4	8.00	7	5.83
33-34	3	4.29	1	2.00	4	3.33
35-36	3	4.29	1	2.00	4	3.33
37-38	4	5.71	5	10.00	9	7.50
39-40	6	8.57	5	10.00	11	9.17
41-42	2	2.86	5	10.00	7	5.83
43-44	6	8.57	2	4.00	8	6.67
45-46	10	14.29	6	12.00	16	13.33
47-48	6	8.57	6	12.00	12	10.00
49-50	8	11.43	11	22.00	19	15.83
Total	70	100.00	50	100.00	120	100.00
Mean	37.52		41.46		39.16	
Median	40		42.5		41	
Mode	46		49		46	

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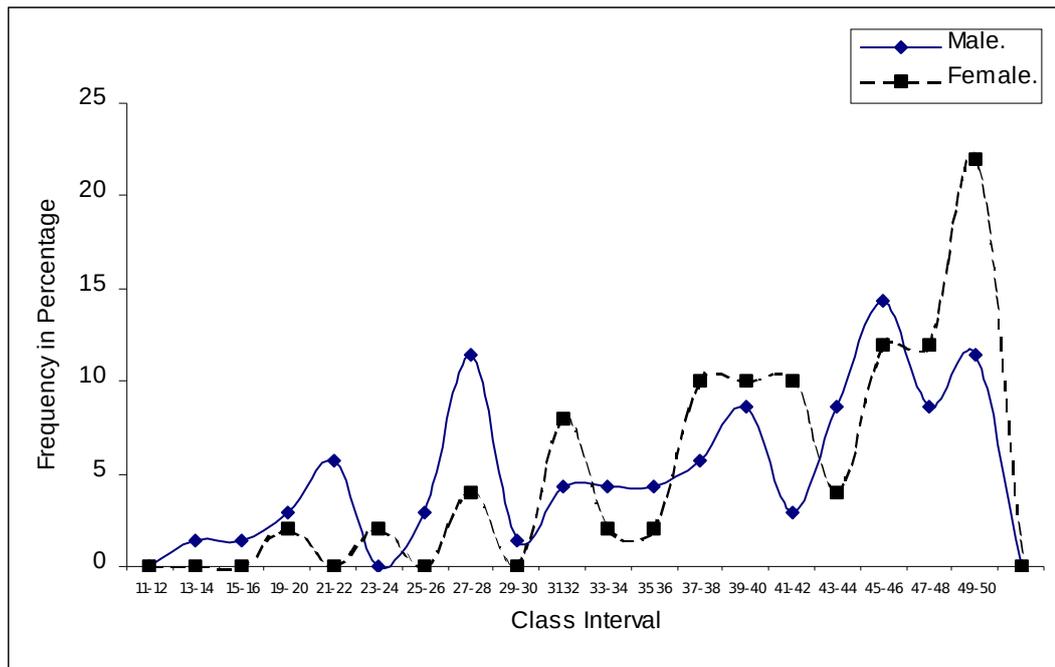
SD	10.02	7.56	9.25
Skewness	-0.63	-0.93	-0.82
Kurtosis	0.60	0.27	0.16

The table 4.26 reveals that the mean scores of the distribution reflecting on tolerance of freedom of the Heads of Primary School for Male sample is 37.52, which suggests that the Male Heads, on the whole, tolerate the freedom of their teachers. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean scores of the Female sample is 41.46, which also suggests that Female Heads tolerate the freedom of their teachers. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is slightly greater than the normal. That is the distribution is almost normal.

The mean scores of the total sample is 39.16, which suggests that the Heads of Primary School tolerate the freedom of their teachers. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is platykurtic.

This can be interpreted from the Figure 4-21



**FIGURE 4-21: Frequency Curve of the Scores on Tolerance of Freedom for the Sub Samples Based on Gender**

For total sample 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 60 percent of Male and 60 percent of Female are lying above the mean class. It shows that most of the Heads are representatives to their groups. At the same time Male Heads and Female Heads are equally tolerate the freedom of their teachers.

Table 4.27 shows the frequency distribution of scores and their computed statistical values on Tolerance of freedom for Government, Aided and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.27**  
**Frequency Distribution of Score**  
**and their Statistical Values on Tolerance**  
**of Freedom for Government, Aided and Total Sample**

Class	Govt.		Aided		Total	
	f	%	f	%	f	%
11-12	0	0.00	1	1.35	1	0.83
15-16	0	0.00	1	1.35	1	0.83
19-20	2	4.35	1	1.35	3	2.50
21-22	0	0.00	4	5.41	4	3.33
23-24	0	0.00	1	1.35	1	0.83
25-26	0	0.00	2	2.70	2	1.67
27-28	2	4.35	8	10.81	10	8.33
29-30	0	0.00	1	1.35	1	0.83
31-32	1	2.17	6	8.11	7	5.83
33-34	0	0.00	4	5.41	4	3.33
35-36	2	4.35	2	2.70	4	3.33
37-38	4	8.70	5	6.76	9	7.50
39-40	4	8.70	7	9.46	11	9.17
41-42	4	8.70	3	4.05	7	5.83
43-44	4	8.70	4	5.41	8	6.67
45-46	8	17.39	8	10.81	16	13.33
47-48	5	10.87	7	9.46	12	10.00
49-50	10	21.74	9	12.16	19	15.83
Total	46	100.00	74	100.00	120	100.00
Mean	42.30		37.21		39.16	
Median	44.5		39		41	
Mode	49		27		46	
SD	7.50		9.73		9.25	
Skewness	-1.51		-0.49		-0.82	
Kurtosis	2.27		0.62		0.16	

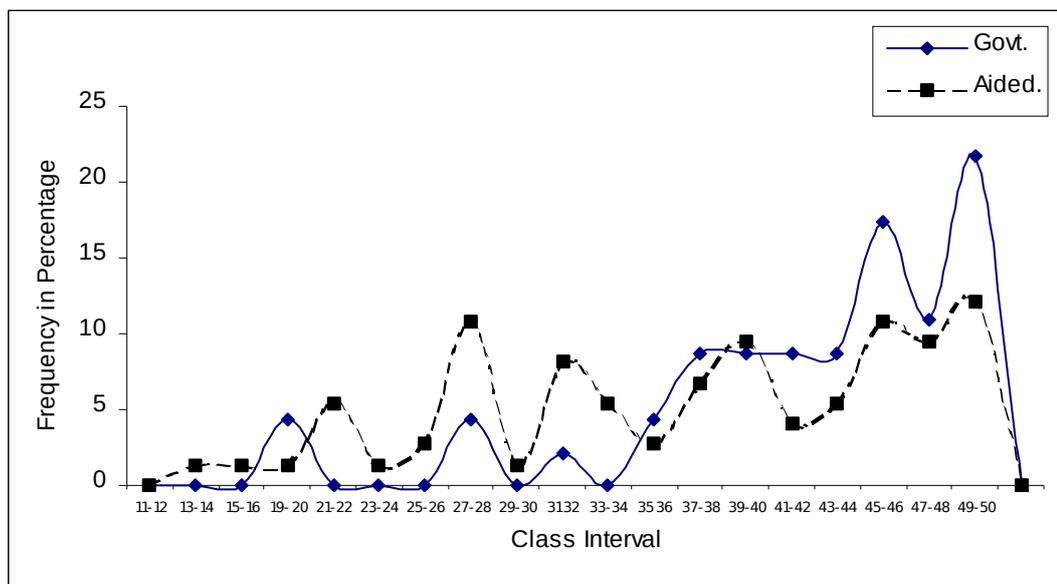
The table 4.27 reveals that the mean scores of the distribution reflecting on Tolerance of freedom of the Heads of Primary School of Government sample is 42.3, which suggests that the Heads of Government schools, on the whole, tolerate the freedom of their teachers. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out

over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Aided school Heads is 37.21, which also suggests that Heads of Aided schools tolerate the freedom of their teachers. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis for Aided sample reveals that the distribution is leptokurtic.

The mean scores of the total sample is 39.16, which suggests that the Heads of Primary School tolerate the freedom of their teachers. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is platykurtic.

This can be interpreted from the Figure 4-22



**FIGURE 4-22: Frequency Curve of the Scores on Tolerance of Freedom for the Sub Sample Based on Type of Management**

For total sample 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 67.4 percent of Government Heads and 58.11 percent of Heads of Aided schools are lying above the mean class. It shows that most of the Heads tolerate the freedom of their teachers. At the same time Government Heads tolerate the freedom of their teachers than Aided Heads.

Table 4.28 shows the frequency distribution of scores and their computed statistical values on tolerance of freedom for Teaching experience Up to Twenty Years, Teaching experience Above Twenty Years and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.28**

**Frequency Distribution of Scores  
and their Statistical Values on Tolerance  
of Freedom for Teaching Experience Up to Twenty Years,  
Teaching Experience Above Twenty Years and Total Sample**

Class	Up to 20 Years		Above 20 Years		Total	
	f	%	f	%	f	%
11-12	1	1.72	5	8.06	6	5.00
15-16	0	0.00	5	8.06	5	4.17
19-20	1	1.72	4	6.45	5	4.17
21-22	2	3.45	5	8.06	7	5.83
23-24	1	1.72	4	6.45	5	4.17
25-26	2	3.45	4	6.45	6	5.00
27-28	2	3.45	3	4.84	5	4.17
29-30	2	3.45	0	0.00	2	1.67
31-32	1	1.72	4	6.45	5	4.17
33-34	2	3.45	2	3.23	4	3.33
35-36	1	1.72	1	1.61	2	1.67
37-38	2	3.45	4	6.45	6	5.00
39-40	4	6.90	3	4.84	7	5.83
41-42	5	8.62	4	6.45	9	7.50
43-44	7	12.07	4	6.45	11	9.17

45-46	9	15.52	3	4.84	12	10.00
47-48	8	13.79	4	6.45	12	10.00
49-50	8	13.79	3	4.84	11	9.17
Total	58	100.00	62	100.00	120	100.00
Mean	40.16		30.98		39.16	
Median	40.14		31.06		35.38	
Mode	40.18		30.83		35.48	
SD	8.06		6.12		4.65	
Skewness	-0.11		-0.14		0.12	
Kurtosis	1.17		1.21		1.16	

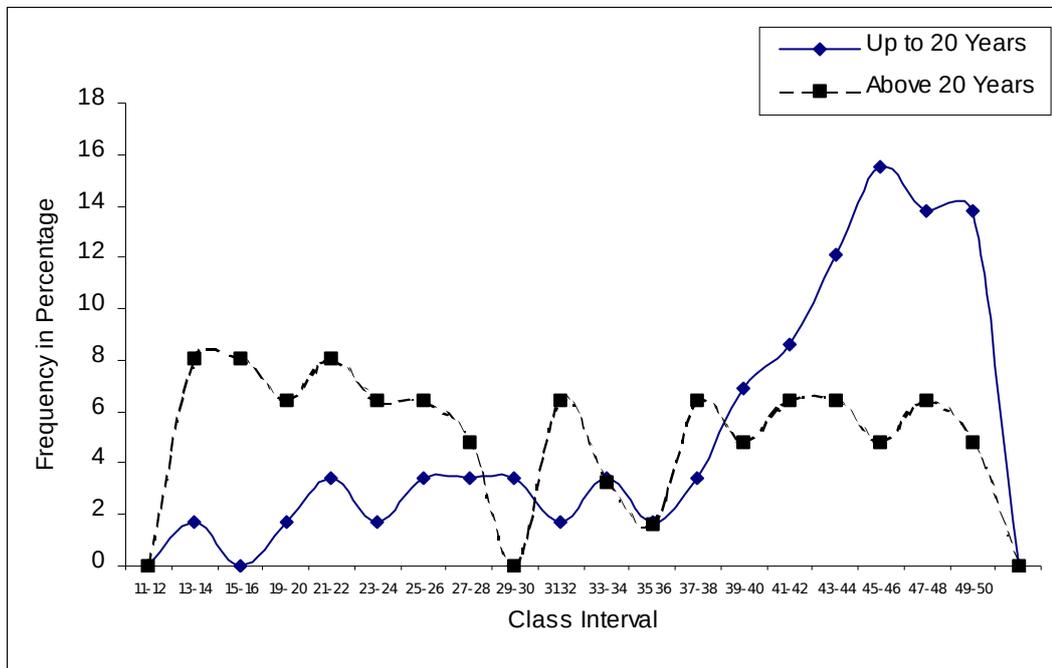
The table 4.28 reveals that the mean score of the distribution reflecting on tolerance of freedom of the Heads of Primary School having teaching experience Up to Twenty Years is 40.16, which suggests that the Heads having teaching experience Up to Twenty Years, on the whole, tolerate the freedom of their teachers. The values of skewness, median and mode depicts that the distribution is slightly negative skewed. The value of kurtosis is little higher than the normal. That is the distribution is leptokurtic

The mean scores of the Heads having Teaching experience Above Twenty Years sample is 30.98, which also suggests that Heads having Teaching experience Above Twenty Years tolerate the freedom of their teachers. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis shows that the distribution is higher than normal curve

The mean scores of the total sample is 39.16, which suggests that the Heads of Primary School tolerate the freedom of their teachers. The values of median, mode and

skewness show that the distribution is slightly positively skewed. The value of kurtosis for total sample reveals that the distribution is platy kurtic.

This can be interpreted from the Figure 4-23



**FIGURE 4-23: Frequency Curve of the Scores on Tolerance of Freedom for the Sub Samples based on Teaching Experience**

For total sample 51.67 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 70.69 percent of Heads having teaching experience Up to Twenty Years and 51.61 percent of Heads having Teaching experience Above Twenty Years are laying above the mean class. It shows that most of the Heads tolerate the freedom of their teachers. At the same time Heads having teaching experience Up to Twenty Years tolerate the freedom of their teachers than Heads having Teaching experience Above Twenty Years

Table 4.29 shows the frequency distribution of scores and their computed statistical values on Tolerance of freedom for educational qualification Below Graduation, Graduation and above and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.29**  
**Frequency Distribution of Scores**  
**and their Statistical Values on Tolerance**  
**of Freedom for Educational Qualification Below**  
**Graduation, Graduation and Above and Total Sample**

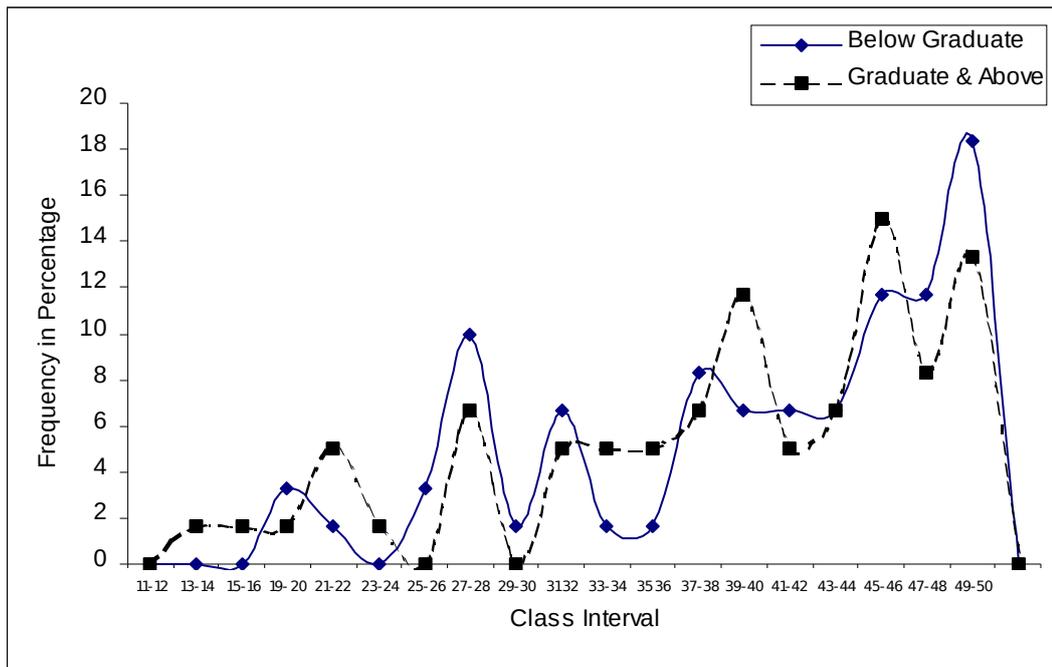
Class	Below Graduation		Graduation & Above		Total	
	f	%	f	%	f	%
11-12	0	0.00	1	1.67	1	0.83
15-16	0	0.00	1	1.67	1	0.83
19-20	2	3.33	1	1.67	3	2.50
21-22	1	1.67	3	5.00	4	3.33
23-24	0	0.00	1	1.67	1	0.83
25-26	2	3.33	0	0.00	2	1.67
27-28	6	10.00	4	6.67	10	8.33
29-30	1	1.67	0	0.00	1	0.83
31-32	4	6.67	3	5.00	7	5.83
33-34	1	1.67	3	5.00	4	3.33
35-36	1	1.67	3	5.00	4	3.33
37-38	5	8.33	4	6.67	9	7.50
39-40	4	6.67	7	11.67	11	9.17
41-42	4	6.67	3	5.00	7	5.83
43-44	4	6.67	4	6.67	8	6.67
45-46	7	11.67	9	15.00	16	13.33
47-48	7	11.67	5	8.33	12	10.00
49-50	11	18.33	8	13.33	19	15.83
Total	60	100.00	60	100.00	120	100.00
Mean	39.7		38.63		39.16	
Median	42		40		41	
Mode	49		46		46	
SD	8.93		9.61		9.25	
Skewness	-0.66		-0.95		-0.82	
Kurtosis	0.76		0.23		0.16	

The table 4.29 reveals that the mean scores of the distribution reflecting on Tolerance of freedom of the Heads of Primary School having educational qualification Below Graduation is 39.7, which suggests that the Heads having educational qualification Below Graduation, on the whole, tolerate the freedom of their teachers. The values of skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Heads having educational qualification Graduation and above is 38.63, which also suggests that Heads having educational qualification Graduation and above tolerates the freedom of their teachers. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is slightly lower than the normal. That is the distribution is almost normal.

The mean score of the total sample is 39.16, which suggests that the Heads of Primary School tolerate the freedom of their teachers. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is platykurtic.

This can be interpreted from the Figure 4-24



**FIGURE 4-24: Frequency Curve of the Scores on Tolerance of Freedom for the Sub Samples Based on Qualification**

For total sample 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 61.68 percent of Heads having educational qualification Below Graduation and 66.67 percent of Heads having educational qualification Graduation and above are lying above the mean class. It shows that most of the Heads tolerate the freedom of their teachers. At the same time Heads having educational qualification Graduation and above tolerate the freedom of their teachers than Heads having educational qualification Below Graduation

**G. Role Assumption**

This dimension refers to whether leaders actively exercise their leadership role in the group or they try to surrender it to others

4.30 shows the frequency distribution of scores and their computed statistical values on Role assumption for Male, Female and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers

**TABLE 4.30**  
**Frequency Distribution**  
**of Scores and their Statistical Values on**  
**Role Assumption for Male, Female and Total Sample.**

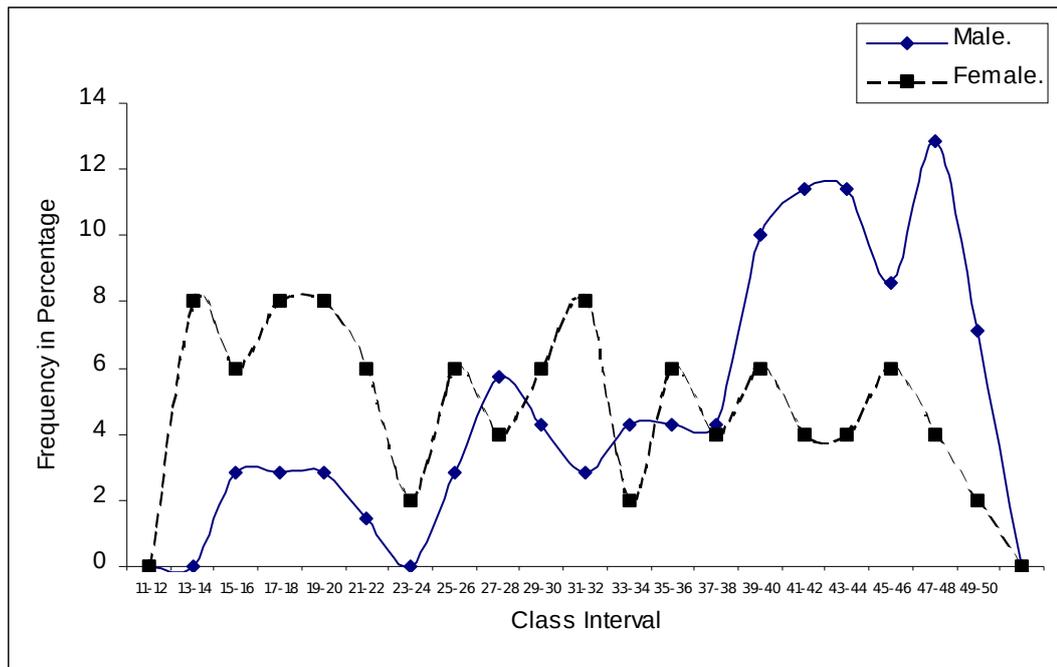
Class	Male		Female		Total	
	f	%	f	%	f	%
13-14	0	0.00	4	8.00	4	3.33
15-16	2	2.86	3	6.00	5	4.17
17-18	2	2.86	4	8.00	6	5.00
19-20	2	2.86	4	8.00	6	5.00
21-22	1	1.43	3	6.00	4	3.33
23-24	0	0.00	1	2.00	1	0.83
25-26	2	2.86	3	6.00	5	4.17
27-28	4	5.71	2	4.00	6	5.00
29-30	3	4.29	3	6.00	6	5.00
31-32	2	2.86	4	8.00	6	5.00
33-34	3	4.29	1	2.00	4	3.33
35-36	3	4.29	3	6.00	6	5.00
37-38	3	4.29	2	4.00	5	4.17
39-40	7	10.00	3	6.00	10	8.33
41-42	8	11.43	2	4.00	10	8.33
43-44	8	11.43	2	4.00	10	8.33
45-46	6	8.57	3	6.00	9	7.50
47-48	9	12.86	2	4.00	11	9.17
49-50	5	7.14	1	2.00	6	5.00
Total	70	100.00	50	100.00	120	100.00
Mean	38.04		29.34		34.58	
Median	39.47		29.07		33.42	
Mode	35.19		29.87		36.42	
SD	6.70		6.95		4.53	
Skewness	-0.64		0.11		0.66	
Kurtosis	1.12		0.65		0.91	

The table 4.30 reveals that the mean scores of the distribution reflecting on Role assumption of the Heads of Primary School for Male sample is 38.04, which suggests that the Male Heads, on the whole, assume the role of leaders. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Female sample is 29.34, which also suggests that Female Heads assume the role of leaders. The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis is greater than the normal. That is the distribution is leptokurtic.

The mean score of the total sample is 34.58, which suggests that the Heads of Primary School assume the role of leaders. The values of median, mode and skewness show that the distribution is positively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-25



**FIGURE 4-25: Frequency Curve of the Scores on Role Assumption for the Sub Samples Based on Gender**

For total sample 59.17 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 65.71 percent of Male and 52 percent of Female are lying above the mean class. It shows that most of the Heads assume the role of leaders. At the same time Male Heads assume the role of leaders than Female Heads.

Table 4.31 shows the frequency distribution of scores and their computed statistical values on Role assumption for Government, Aided and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.31**  
**Frequency Distribution of Score and their Statistical Values on Role Assumption for Government, Aided and Total Sample**

Class	Govt.		Aided		Total	
	f	%	f	%	f	%
13-14	0	0.00	1	1.35	1	0.83
15-16	0	0.00	2	2.70	2	1.67
17-18	1	2.17	2	2.70	3	2.50
19-20	1	2.17	1	1.35	2	1.67
21-22	2	4.35	5	6.76	7	5.83
23-24	1	2.17	7	9.46	8	6.67
25-26	2	4.35	3	4.05	5	4.17
27-28	2	4.35	4	5.41	6	5.00
29-30	3	6.52	3	4.05	6	5.00
31-32	4	8.70	5	6.76	9	7.50
33-34	0	0.00	4	5.41	4	3.33
35-36	2	4.35	6	8.11	8	6.67
37-38	5	10.87	2	2.70	7	5.83
39-40	7	15.22	6	8.11	13	10.83
41-42	4	8.70	6	8.11	10	8.33
43-44	4	8.70	9	12.16	13	10.83
45-46	4	8.70	4	5.41	8	6.67
47-48	3	6.52	3	4.05	6	5.00
49-50	1	2.17	1	1.35	2	1.67
Total	46	100.00	74	100.00	120	100.00
Mean	36.45		33.41		34.58	
Median	38.5		34.5		36	
Mode	40		43		40	
SD	8.41		9.46		9.16	
Skewness	-0.57		-0.25		-0.38	
Kurtosis	0.56		1.05		0.91	

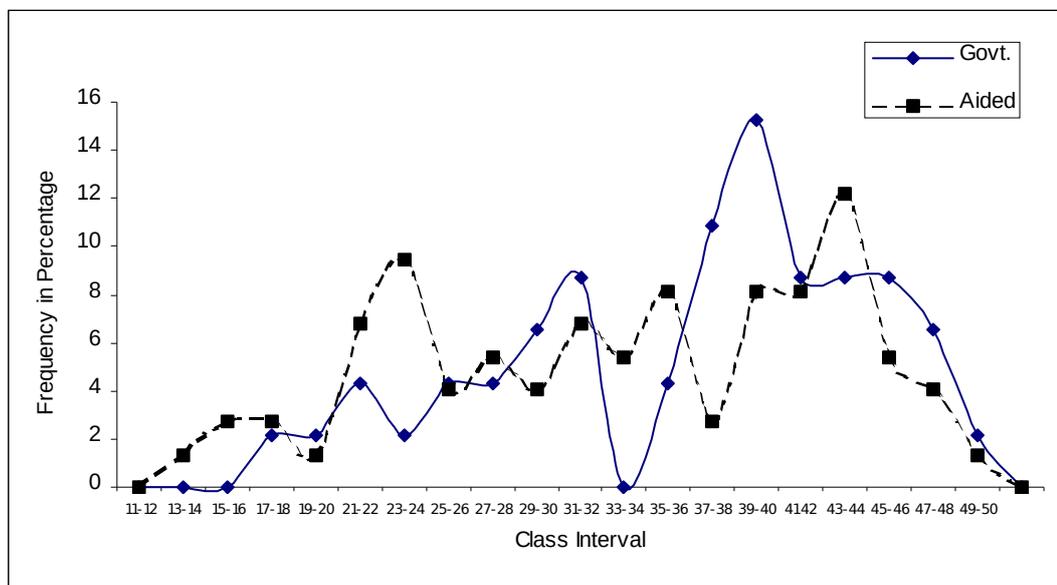
The table 4.31 reveals that the mean scores of the distribution reflecting on Role assumption of the Heads of Primary School of Government sample is 36.45, which suggests that the Heads of Government schools, on the whole, assume the role of leaders. The values of skewness, median and mode depicts that the distribution is negatively

skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Aided school Heads is 33.41, which also suggests that Heads of Aided schools assume the role of leaders. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis for Aided sample reveals that the distribution is leptokurtic.

The mean scores of the total sample is 34.58, which suggests that the Heads of Primary School assume the role of leaders. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-26



**FIGURE 4-26: Frequency Curve of the Scores on Role Assumption for the Sub Samples Based on Type of Management**

For total sample 59.16 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 65.23 percent of Government Heads and 55.41 percent of Heads of Aided schools are lying above the mean class. It shows that most of the Heads assume the role of leaders. At the same time Government Heads assume the role of leaders than Aided Heads.

Table 4.32 shows the frequency distribution of scores and their computed statistical values on Role assumption for Teaching experience Up to Twenty Years, Teaching experience Above Twenty Years and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.32**  
**Frequency Distribution**  
**of Scores and their Statistical Values on Role**  
**Assumption for Teaching Experience Up to Twenty Years,**  
**Teaching Experience Above Twenty Years and Total Sample**

Class	Up to 20 Years		Above 20 Years		Total	
	f	%	f	%	f	%
13-14	0	0.00	5	8.06	5	4.17
15-16	0	0.00	6	9.68	6	5.00
17-18	0	0.00	4	6.45	4	3.33
19-20	1	1.72	6	9.68	7	5.83
21-22	1	1.72	4	6.45	5	4.17
23-24	2	3.45	3	4.84	5	4.17
25-26	1	1.72	5	8.06	6	5.00
27-28	2	3.45	2	3.23	4	3.33
29-30	2	3.45	1	1.61	3	2.50
31-32	3	5.17	3	4.84	6	5.00
33-34	2	3.45	2	3.23	4	3.33

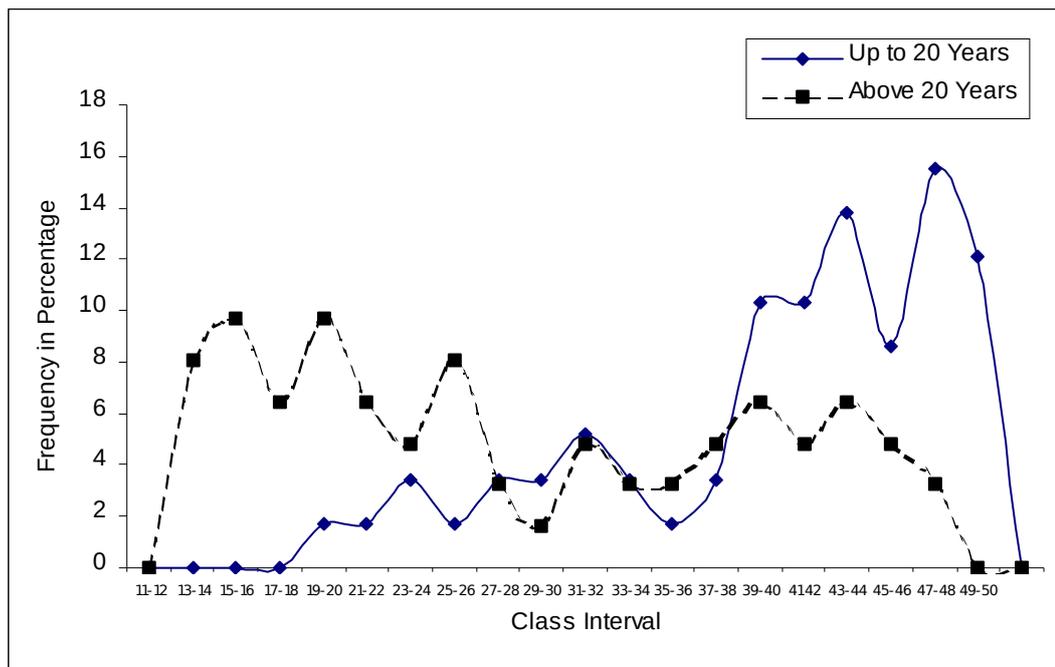
35-36	1	1.72	2	3.23	3	2.50
37-38	2	3.45	3	4.84	5	4.17
39-40	6	10.34	4	6.45	10	8.33
41-42	6	10.34	3	4.84	9	7.50
43-44	8	13.79	4	6.45	12	10.00
45-46	5	8.62	3	4.84	8	6.67
47-48	9	15.52	2	3.23	11	9.17
49-50	7	12.07	0	0.00	7	5.83
Total	58	100.00	62	100.00	120	100.00
Mean	40.26		28.21		34.58	
Median	40.04		26.89		33.33	
Mode	40.69		30.86		35.45	
SD	8.10		6.38		4.49	
Skewness	-0.08		0.62		0.47	
Kurtosis	1.00		0.65		0.91	

The table 4.32 reveals that the mean score of the distribution reflecting on Role assumption of the Heads of Primary School having teaching experience Up to Twenty Years is 40.26, which suggests that the Heads having teaching experience Up to Twenty Years, on the whole, assume the role of leaders. The values of skewness, median and mode depicts that the distribution is positively skewed. The value of kurtosis is little higher than the normal. That is the distribution is leptokurtic.

The mean scores of the Heads having Teaching experience Above Twenty Years sample is 28.21, which also suggests that Heads having Teaching experience Above Twenty Years assume the role of leaders. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis shows that the distribution is higher than normal curve

The mean scores of the total sample is 34.58, which suggests that the Heads of Primary School assume the role of leaders. The values of median, mode and skewness show that the distribution is positively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-27.



**FIGURE 4-27: Frequency Curve of the Scores on Role Assumption for the Sub Samples Based on Teaching Experience**

For total sample 57.50 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 70.69 percent of Heads having teaching experience Up to Twenty Years and 46.77 percent of Heads having Teaching experience Above Twenty Years are lying above the mean class. It shows that most of the Heads assume the role of leaders. At the same time Heads having teaching experience

Up to Twenty Years assume the role of leaders than Heads having Teaching experience Above Twenty Years

Table 4.33 shows the frequency distribution of scores and their computed statistical values on Role assumption for educational qualification Below Graduation, Graduation and Above and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.33**  
**Frequency Distribution of Scores and**  
**their Statistical Values on Role Assumption for Educational**  
**Qualification Up to Graduation, Graduation and Above and**  
**Total Sample**

Class	Below Graduation		Graduation & Above		Total	
	f	%	f	%	f	%
13-14	0	0.00	1	1.67	1	0.83
15-16	0	0.00	2	3.33	2	1.67
17-18	1	1.67	2	3.33	3	2.50
19-20	1	1.67	1	1.67	2	1.67
21-22	4	6.67	3	5.00	7	5.83
23-24	4	6.67	4	6.67	8	6.67
25-26	3	5.00	2	3.33	5	4.17
27-28	2	3.33	4	6.67	6	5.00
29-30	2	3.33	4	6.67	6	5.00
31-32	4	6.67	5	8.33	9	7.50
33-34	2	3.33	2	3.33	4	3.33
35-36	4	6.67	4	6.67	8	6.67
37-38	3	5.00	4	6.67	7	5.83
39-40	8	13.33	5	8.33	13	10.83
41-42	8	13.33	2	3.33	10	8.33
43-44	4	6.67	9	15.00	13	10.83
45-46	5	8.33	3	5.00	8	6.67
47-48	4	6.67	2	3.33	6	5.00
49-50	1	1.67	1	1.67	2	1.67
Total	60	100.00	60	100.00	120	100.00
Mean	35.75		33.41		34.58	

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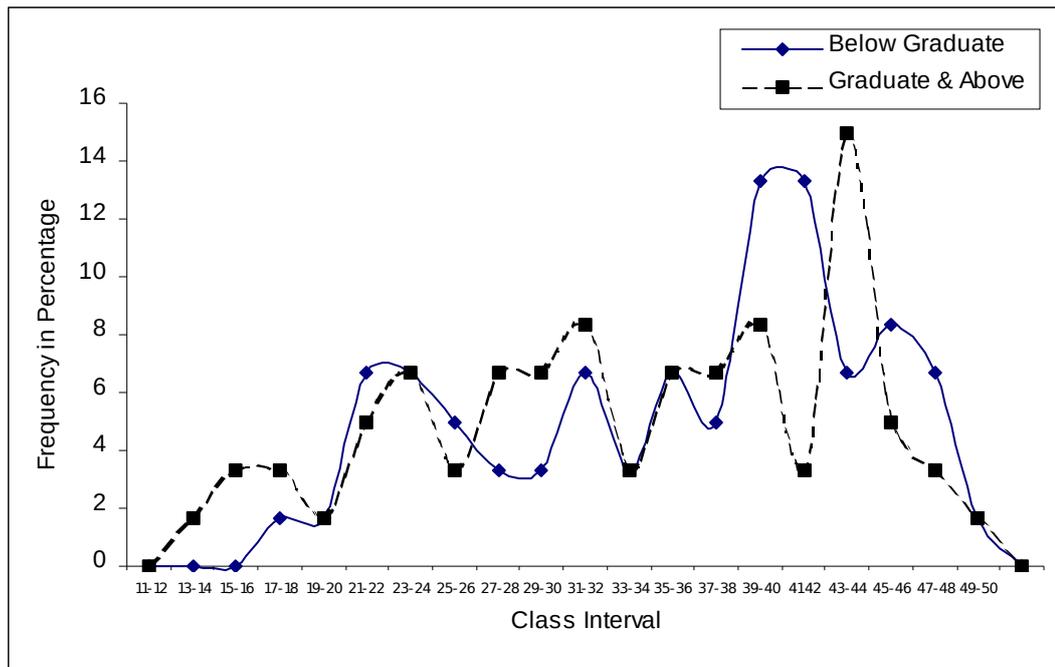
Median	38.5	34.5	36
Mode	40	43	40
SD	8.71	9.51	9.16
Skewness	-0.43	-0.30	-0.38
Kurtosis	0.98	0.91	0.91

The table 4.33 reveals that the mean scores of the distribution reflecting on Role assumption of the Heads of Primary School having educational qualification up to Graduation is 35.75, which suggests that the Heads having educational qualification up to Graduation, on the whole, assume the role of leaders. The values of skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Heads having educational qualification Graduation and above is 33.41, which also suggests that Heads having educational qualification Graduation and above assume the role of leaders. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is slightly greater than the normal. That is the distribution is leptokurtic.

The mean score of the total sample is 34.58, which suggests that the Heads of Primary School assume the role of leaders. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-28



**FIGURE 4-28: Frequency Curve of the Scores on Role Assumption for the Sub Sample Based on Qualification**

For total sample 59.16 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 61.67 percent of Heads having educational qualification up to Graduation and 59.16 percent of Heads having educational qualification Graduation and Above are lying above the mean class. It shows that most of the Heads assume the role of leaders. At the same time Heads having educational qualification Graduation above and Heads having educational qualification up to Graduation more or less equally assume the role of leaders

**H. Consideration**

Consideration implies whether the Heads of Primary Schools take in to consideration their respective teachers view in day to day decision making.

Table 4. 34 shows the frequency distribution of scores and their computed statistical values on Consideration for Male, Female and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers

**TABLE 4.34**  
**Frequency Distribution**  
**of Scores and their Statistical Values on**  
**Consideration for Male, Female and Total Sample.**

Class	Male		Female		Total	
	f	%	f	%	f	%
17-18	1	1.43	6	12.00	7	5.83
21-22	2	2.86	7	14.00	9	7.50
23-24	0	0.00	6	12.00	6	5.00
25-26	1	1.43	2	4.00	3	2.50
27-28	4	5.71	2	4.00	6	5.00
29-30	2	2.86	2	4.00	4	3.33
31-32	4	5.71	2	4.00	6	5.00
33-34	2	2.86	3	6.00	5	4.17
35-36	3	4.29	2	4.00	5	4.17
37-38	2	2.86	3	6.00	5	4.17
39-40	4	5.71	2	4.00	6	5.00
41-42	11	15.71	4	8.00	15	12.50
43-44	9	12.86	3	6.00	12	10.00
45-46	8	11.43	2	4.00	10	8.33
47-48	9	12.86	2	4.00	11	9.17
49-50	8	11.43	2	4.00	10	8.33
Total	70	100.00	50	100.00	120	100.00
Mean	40.33		31.38		36.83	
Median	41.56		31.00		37.32	
Mode	37.87		32.14		35.16	
SD	5.93		5.90		3.88	
Skewness	-0.62		0.19		-0.56	
Kurtosis	0.78		0.28		0.41	

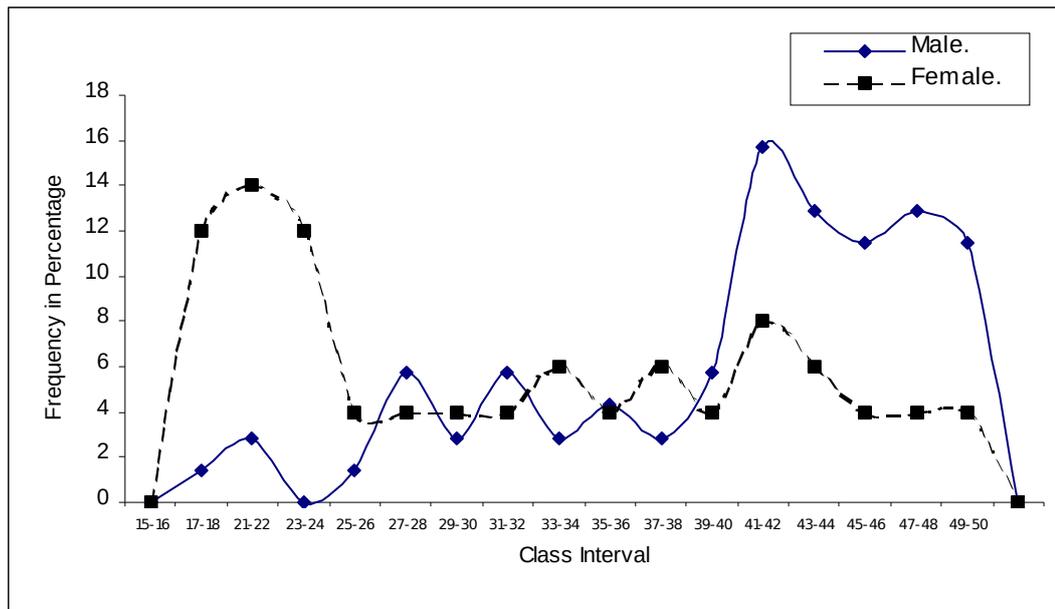
The table 4.34 reveals that the mean scores of the distribution reflecting on consideration of the Heads of Primary School for Male sample is 40.33, which suggests that

the Male Heads, on the whole, considering the teachers view often. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Female sample is 31.38, which also suggests that Female Heads considering the teachers view often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis is slightly greater than the normal. That is the distribution is almost normal.

The mean score of the total sample is 36.83, which suggests that the Heads of Primary School are considering the teachers view often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-29



**FIGURE 4-29: Frequency Curve of the Scores on Consideration for the Sub Sample Based on Gender**

For total sample 61.67 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 70 percent of Male and 50 percent of Female are lying above the mean class. It shows that most of the Heads are considering the teachers view often. At the same time Male Heads are considering the teachers view than Female Heads.

Table 4.35 shows the frequency distribution of scores and their computed statistical values on Consideration for Government, Aided and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.35**  
**Frequency Distribution of Score and their Statistical Values on Consideration for Government, Aided and Total Sample**

Class	Govt.		Aided		Total	
	f	%	f	%	f	%
17-18	0	0.00	6	8.11	6	5.00
21-22	1	2.17	9	12.16	10	8.33
23-24	0	0.00	6	8.11	6	5.00
25-26	1	2.17	9	12.16	10	8.33
27-28	1	2.17	8	10.81	9	7.50
29-30	2	4.35	2	2.70	4	3.33
31-32	1	2.17	2	2.70	3	2.50
33-34	2	4.35	3	4.05	5	4.17
35-36	3	6.52	4	5.41	7	5.83
37-38	4	8.70	4	5.41	8	6.67
39-40	1	2.17	3	4.05	4	3.33
41-42	8	17.39	4	5.41	12	10.00
43-44	4	8.70	3	4.05	7	5.83
45-46	7	15.22	5	6.76	12	10.00
47-48	4	8.70	3	4.05	7	5.83
49-50	7	15.22	3	4.05	10	8.33
Total	46	100.00	74	100.00	120	100.00
Mean	41.07		31.58		36.83	
Median	41.58		30.86		35.23	
Mode	40.03		33.03		35.18	
SD	7.61		4.82		3.76	
Skewness	-0.20		0.45		-0.01	
Kurtosis	0.47		0.59		0.41	

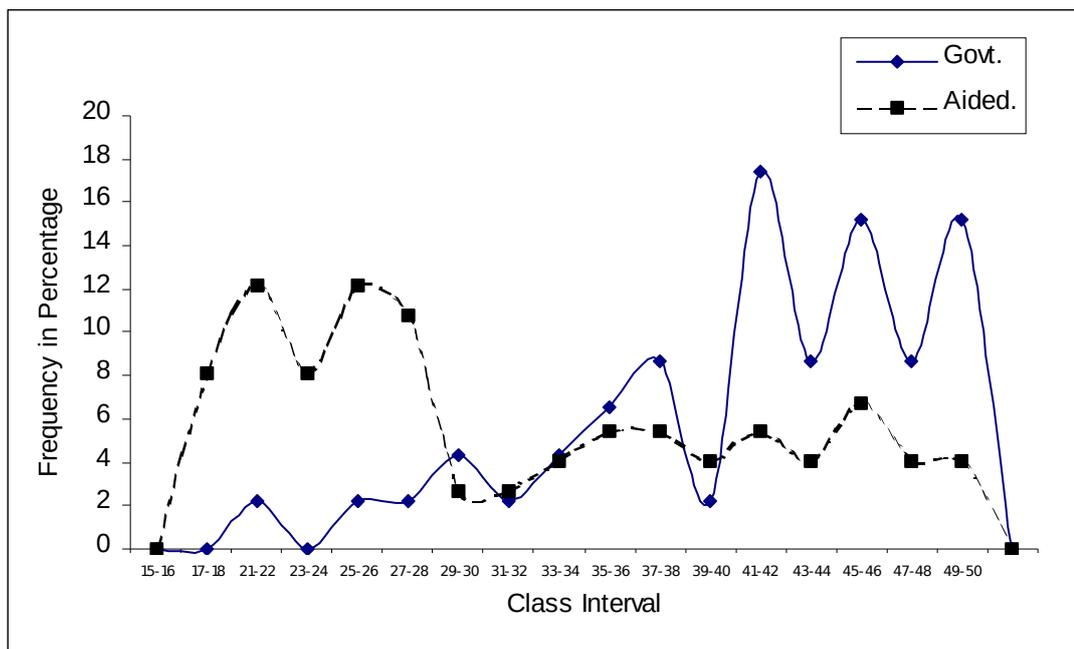
The table 4.35 reveals that the mean scores of the distribution reflecting on consideration of the Heads of Primary School of Government sample is 41.07, which suggests that the Heads of Government schools, on the whole, are considering the teachers view. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high

value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Aided school Heads is 31.58, which also suggests that Heads of Aided schools are considering the teachers view. The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis for Aided sample reveals that the distribution is leptokurtic.

The mean score of the total sample is 36.83, which suggests that the Heads of Primary School are considering the teachers view often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic

This can be interpreted from the Figure 4-30



**FIGURE 4-30: Frequency Curve of the Scores on Consideration for the Sub Sample Based on Type of Management**

For total sample 55.83 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 65.22 percent of Government Heads and 45.95 percent of Heads of Aided schools are lying above the mean class. It shows that most of the Heads are considering the teachers view. At the same time Government Heads are considering the teachers view than Aided Heads.

Table 4.36 shows the frequency distribution of scores and their computed statistical values on consideration for Teaching experience Up to Twenty Years, Teaching experience Above Twenty Years and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.36**  
**Frequency Distribution of Scores and their Statistical Values on Consideration for Teaching Experience Up to Twenty Years, Teaching Experience Above Twenty Years and Total Sample**

Class	Up to 20 Years		Above 20 Years		Total	
	f	%	f	%	f	%
17-18	3	5.17	3	4.84	6	5.00
21-22	1	1.72	2	3.23	3	2.50
23-24	1	1.72	0	0	1	0.83
25-26	6	10.34	2	3.23	8	6.67
27-28	4	6.90	0	0.00	4	3.33
29-30	2	3.45	2	3.23	4	3.33
31-32	4	6.90	4	6.45	8	6.67
33-34	2	3.45	6	9.68	8	6.67
35-36	6	10.34	6	9.68	12	10.00
37-38	1	1.72	7	11.29	8	6.67
39-40	4	6.90	6	9.68	10	8.33

41-42	8	13.79	7	11.29	15	12.50
43-44	4	6.90	3	4.84	7	5.83
45-46	6	10.34	6	9.68	12	10.00
47-48	6	10.34	4	6.45	10	8.33
49-50	0	0.00	4	6.45	4	3.33
Total	58	100.00	62	100.00	120	100.00
Mean	36.03		37.58		36.83	
Median	36.5		38		37.5	
Mode	41		37		41	
SD	8.70		8.09		8.39	
Skewness	-0.40		-0.74		-0.56	
Kurtosis	0.91		0.32		0.41	

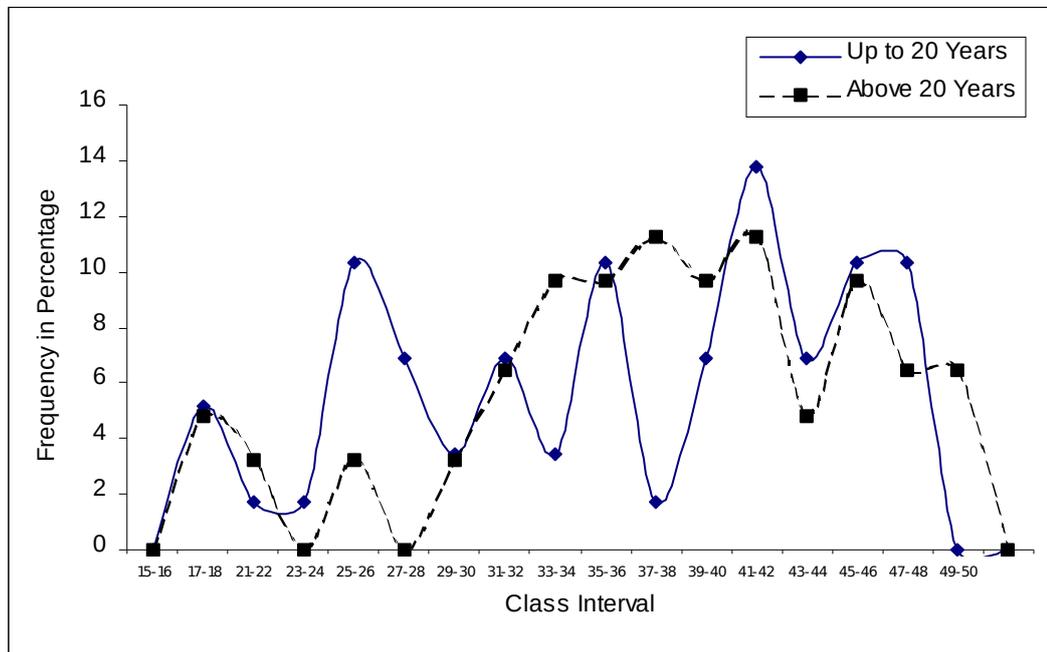
The table 4.36 reveals that the mean score of the distribution reflecting on Consideration of the Heads of Primary School having teaching experience Up to Twenty Years is 36.03, which suggests that the Heads having teaching experience Up to Twenty Years, on the whole, are Considering the teachers view. The values of skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis is little higher than the normal. That is the distribution is lepto kurtic

The mean scores of the Heads having Teaching experience Above Twenty Years sample is 37.58, which also suggests that Heads having Teaching experience Above Twenty Years are considering the teachers view. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis shows that the distribution lepto kurtic.

The mean score of the total sample is 36.83, which suggests that the Heads of Primary School are considering the teachers view often. The values of median, mode and

skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic

This can be interpreted from the Figure 4-31.



**FIGURE 4-31: Frequency Curve of the Scores on Consideration for the Sub Sample Based on Teaching Experience**

For total sample 64.99 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 60.33 percent of Heads having teaching experience Up to Twenty Years and 59.68 percent of Heads having Teaching experience Above Twenty Years are laying above the mean class. It shows that most of the Heads are considering the teachers view. At the same time Heads having teaching experience Above Twenty Years and Heads having Teaching experience Up to Twenty Years are almost equally considering the teachers view

Table 4.37 shows the frequency distribution of scores and their computed statistical values on consideration for educational qualification Below Graduation, Graduation and Above and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.37**  
**Frequency Distribution of**  
**Scores and their Statistical Values on**  
**Consideration for Educational Qualification**  
**Below Graduation, Graduation and Above and Total Sample**

Class	Below Graduation		Graduation & Above		Total	
	f	%	f	%	f	%
17-18	4	6.67	2	3.33	6	5.00
21-22	2	3.33	1	1.67	3	2.50
23-24	0	0.00	1	1.67	1	0.83
25-26	4	6.67	4	6.67	8	6.67
27-28	1	1.67	3	5.00	4	3.33
29-30	2	3.33	2	3.33	4	3.33
31-32	4	6.67	4	6.67	8	6.67
33-34	4	6.67	4	6.67	8	6.67
35-36	3	5.00	9	15.00	12	10.00
37-38	6	10.00	2	3.33	8	6.67
39-40	4	6.67	6	10.00	10	8.33
41-42	8	13.33	7	11.67	15	12.50
43-44	4	6.67	3	5.00	7	5.83
45-46	5	8.33	7	11.67	12	10.00
47-48	6	10.00	4	6.67	10	8.33
49-50	3	5.00	1	1.67	4	3.33
Total	60	100.00	60	100.00	120	100.00
Mean	37.08		36.58		36.83	
Median	38.5		36.5		37.5	
Mode	42		35		41	
SD	8.86		7.96		8.39	
Skewness	-0.63		-0.51		-0.56	
Kurtosis	0.42		0.34		0.41	

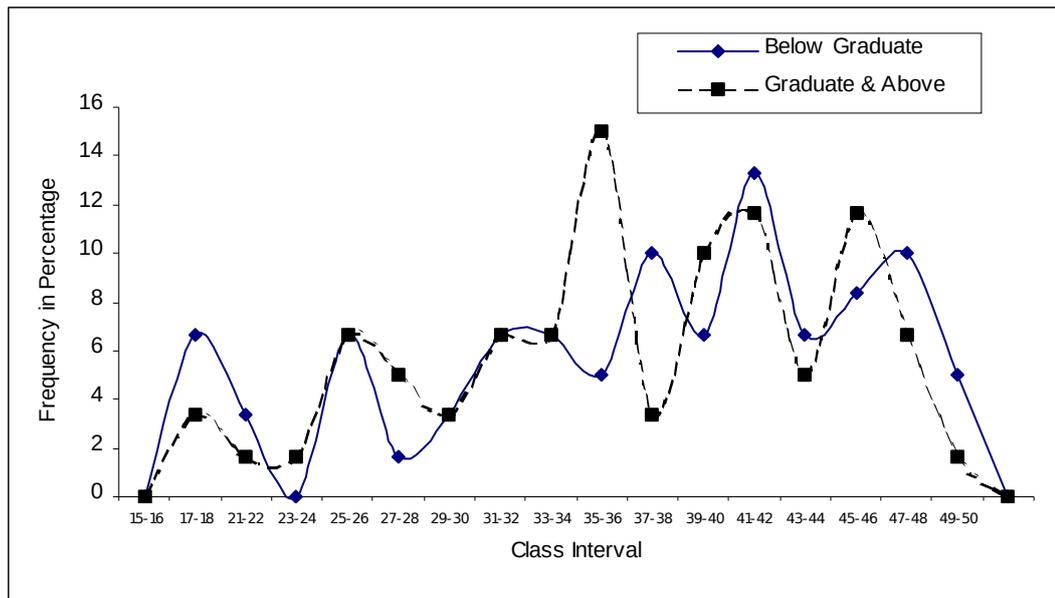
The table 4.37 reveals that the mean scores of the distribution reflecting on consideration of the Heads of

Primary School having educational qualification Below Graduation is 37.08, which suggests that the Heads having educational qualification Below Graduation, on the whole, are Considering the teachers view. The values of skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Heads having educational qualification Graduation and above is 36.58, which also suggests that Heads having educational qualification Graduation and above is considering the teachers view. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is higher than the normal. That is the distribution is leptokurtic.

The mean score of the total sample is 36.83, which suggests that the Heads of Primary School are considering the teachers view often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic

This can be interpreted from the Figure 4-32



**FIGURE 4-32: Frequency Curve of the Scores on Consideration for the Sub Sample Based on Qualification**

For total sample 64.99 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 60 percent of Heads having educational qualification Below Graduation and 65.01 percent of Heads having educational qualification Graduation and above are lying above the mean class. It shows that most of the Heads are considering the teachers view. At the same time Heads having educational qualification Graduation and above are considering the view of teacher than Heads having educational qualification Below Graduation

**I. Production Emphasis**

This dimension explains the behaviour pattern of Heads of Primary Schools by examining whether they encourage overtime work, give stress on better performance than that of any competing group, closely supervise the work of greater efforts, maintain work at rapid pace, urge their respective

teachers to work harder, drive them harder, and also utilize maximum capacity of the group.

Table 4.38 shows the frequency distribution of scores and their computed statistical values on production emphasis for Male, Female and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers

**TABLE 4.38**  
**Frequency Distribution**  
**of Scores and their Statistical Values on**  
**Production Emphasis for Male, Female and Total Sample.**

Class	Male		Female		Total	
	f	%	f	%	f	%
13-14	0	0.00	6	12.00	6	5.00
15-16	0	0.00	4	8.00	4	3.33
17-18	1	1.43	6	12.00	7	5.83
21-22	1	1.43	3	6.00	4	3.33
25-26	2	2.86	5	10.00	7	5.83
27-28	1	1.43	3	6.00	4	3.33
29-30	3	4.29	1	2.00	4	3.33
31-32	4	5.71	2	4.00	6	5.00
33-34	3	4.29	2	4.00	5	4.17
35-36	3	4.29	1	2.00	4	3.33
37-38	12	17.14	2	4.00	14	11.67
39-40	10	14.29	4	8.00	14	11.67
41-42	9	12.86	1	2.00	10	8.33
43-44	8	11.43	2	4.00	10	8.33
45-46	5	7.14	3	6.00	8	6.67
47-48	3	4.29	3	6.00	6	5.00
49-50	5	7.14	2	4.00	7	5.83
Total	70	100.00	50	100.00	120	100.00
Mean	38.90		29.14		35.85	
Median	39.25		28.86		35.51	
Mode	38.20		29.71		33.48	
SD	6.94		6.98		4.58	
Skewness	-0.15		0.12		-0.44	
Kurtosis	0.73		0.17		0.41	

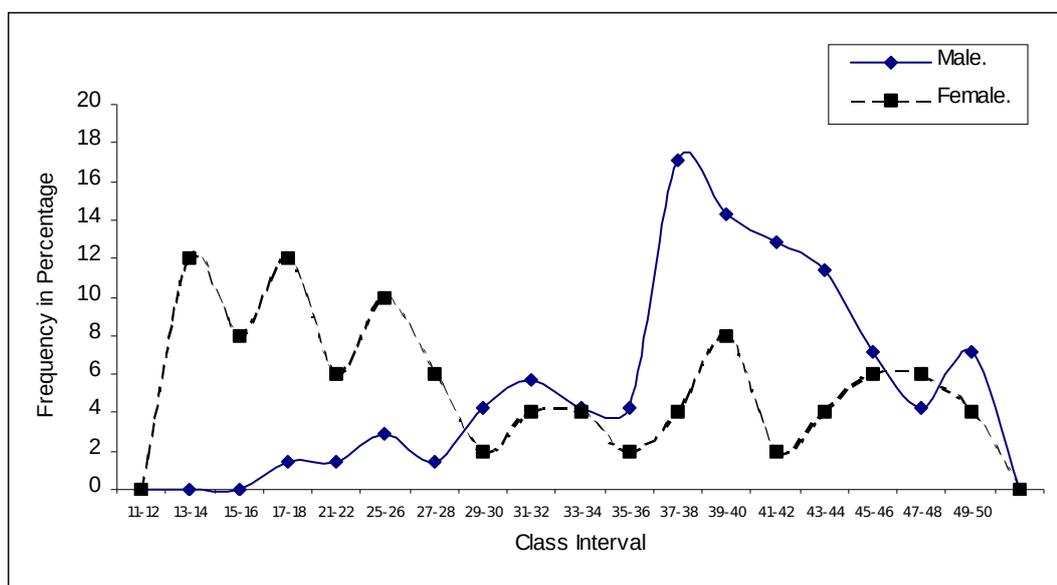
The table 4.38 reveals that the mean scores of the distribution reflecting on Production emphasis of the Heads of Primary School for Male sample is 38.90, which suggests that the Male Heads, apply pressure for productive output and better results. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly

greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Female sample is 29.14, which also suggests that Female Heads apply pressure for productive output and better results. The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis is slightly greater than the normal. That is the distribution is platykurtic.

The mean score of the total sample is 35.85, which suggests that the Heads of Primary School act as representatives of their group often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-33



**FIGURE 4-33: Frequency Curve of the Scores on Production Emphasis for the Sub Sample Based on Gender**

For total sample 60.83 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 74.29 percent of Male and 46.00 percent of Female are lying above the mean class. It shows that most of the Heads apply pressure for productive output and better results. At the same time Male Heads and Female Heads are more or less equally apply pressure for productive output and better results.

Table 4.39 shows the frequency distribution of scores and their computed statistical values on Production emphasis for Government, Aided and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.39**  
**Frequency Distribution of Score and their Statistical Values on Production Emphasis for Government, Aided and Total Sample**

Class	Govt.		Aided		Total	
	f	%	f	%	f	%
13-14	0	0.00	1	1.35	1	0.83
15-16	1	2.17	0	0	1	0.83
17-18	1	2.17	2	2.70	3	2.50
21-22	0	0.00	1	1.35	1	0.83
25-26	4	8.70	3	4.05	7	5.83
27-28	2	4.35	2	2.70	4	3.33
29-30	2	4.35	8	10.81	10	8.33
31-32	3	6.52	9	12.16	12	10.00
33-34	2	4.35	5	6.76	7	5.83
35-36	4	8.70	13	17.57	17	14.17
37-38	8	17.39	4	5.41	12	10.00
39-40	5	10.87	9	12.16	14	11.67
41-42	2	4.35	5	6.76	7	5.83

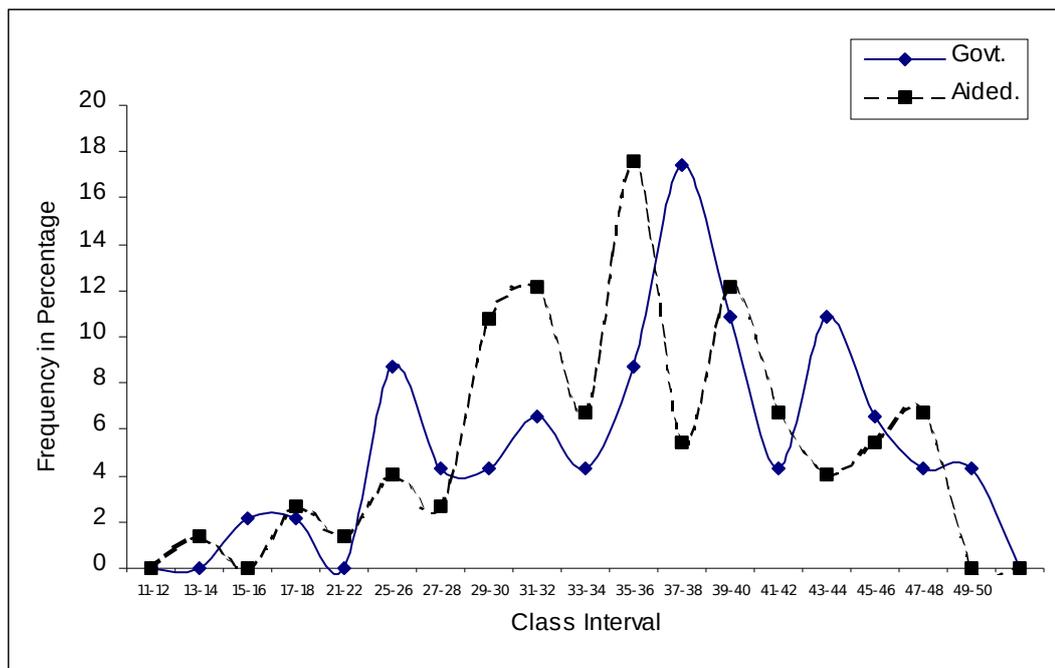
43-44	5	10.87	3	4.05	8	6.67
45-46	3	6.52	4	5.41	7	5.83
47-48	2	4.35	5	6.76	7	5.83
49-50	2	4.35	0	0.00	2	1.67
Total	46	100.00	74	100.00	120	100.00
Mean	36.63		35.37		35.85	
Median	38		36		36	
Mode	38		36		36	
SD	8.02		7.22		7.53	
Skewness	-0.67		-0.51		-0.54	
Kurtosis	0.32		0.69		0.41	

The table 4.39 reveals that the mean scores of the distribution reflecting on production emphasis of the Heads of Primary School of Government sample is 36.63, which suggests that the Heads of Government schools, on the whole apply pressure for productive output and better results. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Aided school Heads is 35.37, which also suggests that Heads of Aided schools apply pressure for productive output and better results. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis for Aided sample reveals that the distribution is leptokurtic.

The mean score of the total sample is 35.85, which suggests that the Heads of Primary School act as representatives of their group often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-34



**FIGURE 4-34: Frequency Curve of the Scores on Production Emphasis for the Sub Sample Based on Type of Management**

For total sample 62.2 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 67.4 percent of Government Heads and 58.12 percent of Heads of Aided schools are lying above the mean class. It shows that most of the Heads apply pressure for productive output and better results. At the same time Government

Heads apply pressure for productive output and better results than Aided Heads.

Table 4.40 shows the frequency distribution of scores and their computed statistical values on Production emphasis for Teaching experience Up to Twenty Years, Teaching experience Above Twenty Years and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.40**  
**Frequency Distribution of Scores**  
**and their Statistical Values on Production**  
**Emphasis for Teaching Experience up to Twenty Years,**  
**Teaching Experience Above Twenty Years and Total Sample**

Class	Up to 20 Years		Above 20 Years		Total	
	f	%	f	%	f	%
13-14	0	0.00	7	11.29	7	5.83
15-16	0	0.00	5	8.06	5	4.17
17-18	0	0.00	6	9.68	6	5.00
21-22	1	1.72	5	8.06	6	5.00
25-26	1	1.72	4	6.45	5	4.17
27-28	2	3.45	2	3.23	4	3.33
29-30	3	5.17	5	8.06	8	6.67
31-32	3	5.17	1	1.61	4	3.33
33-34	4	6.90	1	1.61	5	4.17
35-36	3	5.17	2	3.23	5	4.17
37-38	4	6.90	0	0.00	4	3.33
39-40	9	15.52	1	1.61	10	8.33
41-42	10	17.24	1	1.61	11	9.17
43-44	8	13.79	4	6.45	12	10.00
45-46	6	10.34	7	11.29	13	10.83
47-48	2	3.45	5	8.06	7	5.83
49-50	2	3.45	6	9.68	8	6.67
Total	58	100.00	62	100.00	120	100.00
Mean	38.98		31.18		35.85	
Median	39.53		30.83		35.36	
Mode	37.88		31.88		34.12	
SD	7.66		6.12		4.59	
Skewness	-0.22		0.17		-0.27	

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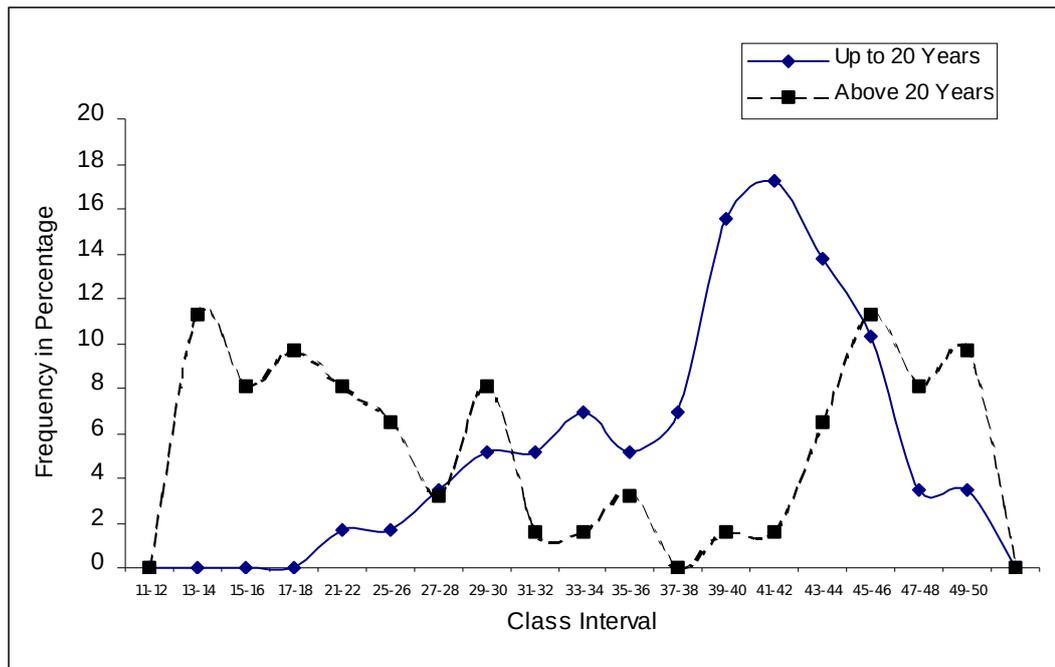
Kurtosis	0.81	0.22	0.41
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The table 4.40 reveals that the mean score of the distribution reflecting on Production emphasis of the Heads of Primary School having teaching experience Up to Twenty Years is 38.98, which suggests that the Heads having teaching experience Up to Twenty Years, on the whole, apply pressure for productive output and better results. The values of skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis is lower than the normal. That is the distribution is leptokurtic

The mean scores of the Heads having Teaching experience Above Twenty Years sample is 31.18, which also suggests that Heads having Teaching experience Above Twenty Years apply pressure for productive output and better results. The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis shows that the distribution is flatter than normal.

The mean score of the total sample is 35.85, which suggests that the Heads of Primary School act as representatives of their group often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-35



**FIGURE 4-35: Frequency Curve of the Scores on Production Emphasis for the Sub Sample Based on Teaching Experience**

For total sample 58.33 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 70.69 percent of Heads having teaching experience Up to Twenty Years and 45.16 percent of Heads having Teaching experience Above Twenty Years are lying above the mean class. It shows that most of the Heads are apply pressure for productive output and better results. At the same time Heads having teaching experience Up to Twenty Years apply pressure for productive output and better results than Heads having Teaching experience Above Twenty Years.

Table 4.41 shows the frequency distribution of scores and their computed statistical values on Production emphasis for educational qualification Below Graduation, Graduation and Above and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

TABLE 4.41

**Frequency Distribution  
of Scores and their Statistical Values on  
Production Emphasis for Educational Qualification  
Up to Graduation, Graduation and Above and Total Sample**

Class	Below Graduation		Graduation & Above		Total	
	f	%	f	%	f	%
13-14	0	0.00	1	1.67	1	0.83
15-16	1	1.67	0	0.00	1	0.83
17-18	1	1.67	2	3.33	3	2.50
21-22	1	1.67	0	0.00	1	0.83
25-26	2	3.33	5	8.33	7	5.83
27-28	3	5.00	1	1.67	4	3.33
29-30	6	10.00	4	6.67	10	8.33
31-32	9	15.00	3	5.00	12	10.00
33-34	4	6.67	3	5.00	7	5.83
35-36	6	10.00	11	18.33	17	14.17
37-38	4	6.67	8	13.33	12	10.00
39-40	8	13.33	6	10.00	14	11.67
41-42	4	6.67	3	5.00	7	5.83
43-44	5	8.33	3	5.00	8	6.67
45-46	1	1.67	6	10.00	7	5.83
47-48	3	5.00	4	6.67	7	5.83
49-50	2	3.33	0	0.00	2	1.67
Total	60	100.00	60	100.00	120	100.00
Mean	35.58		36.13		35.85	
Median	36		36.5		36	
Mode	39		36		36	
SD	7.45		7.66		7.53	
Skewness	-0.33		-0.76		-0.54	
Kurtosis	0.30		0.72		0.41	

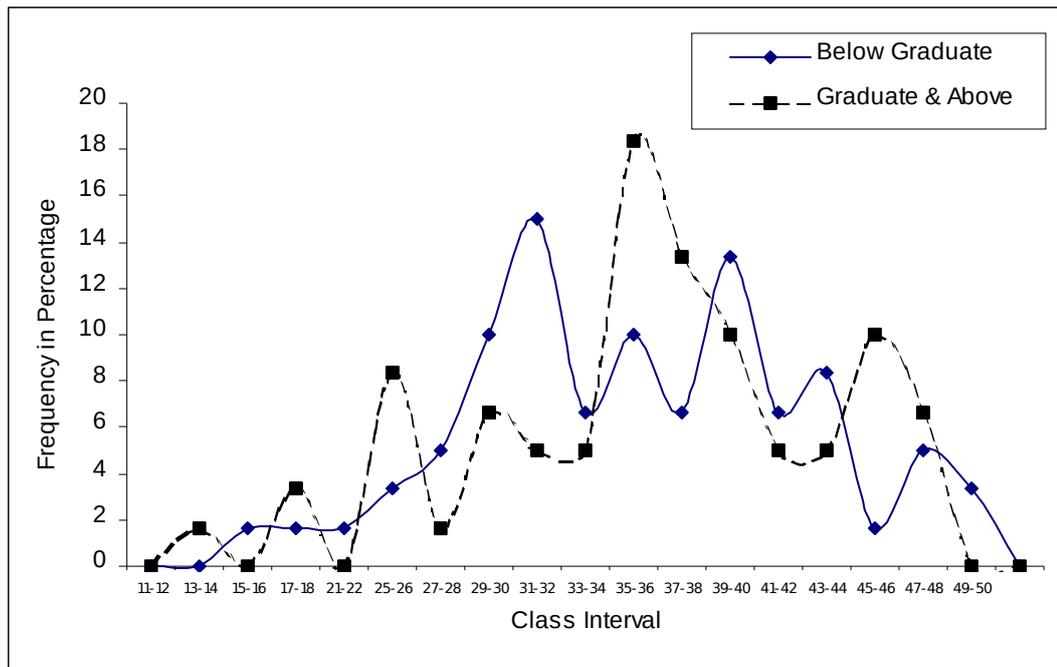
The table 4.41 reveals that the mean scores of the distribution reflecting on Production emphasis of the Heads of Primary School having educational qualification Below Graduation is 35.58, which suggests that the Heads having educational qualification Below Graduation, on the whole, apply pressure for productive output and better results. The

values of skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis shows that the distribution is leptokurtic.

The mean scores of the Heads having educational qualification Graduation and Above is 36.13, which also suggests that Heads having educational qualification Graduation and Above apply pressure for productive output and better results. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is higher than the normal. That is the distribution is leptokurtic.

The mean score of the total sample is 35.85, which suggests that the Heads of Primary School act as representatives of their group often. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-36



**FIGURE 4-36: Frequency Curve of the Scores on Production Emphasis for the Sub Sample Based on Qualification**

For total sample 62.2 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 71.67 percent of Heads having educational qualification Below Graduation and 68.33 percent of Heads having educational qualification Graduation and Above are lying above the mean class. It shows that most of the Heads apply pressure for productive output and better results. At the same time Heads having educational qualification Below Graduation apply pressure for productive output and better results than Heads having educational qualification Graduation and Above.

**J. Predictive Accuracy**

Predictive accuracy refers to that ability of Heads of Primary Schools by which they predict accurately the future outcomes

Table 4.42 shows the frequency distribution of scores and their computed statistical values on Predictive accuracy for Male, Female and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers

**TABLE 4.42**  
**Frequency Distribution**  
**of Scores and their Statistical Values on**  
**Predictive Accuracy for Male, Female and Total Sample.**

Class	Male		Female		Total	
	f	%	f	%	f	%
6-7	4	5.71	2	4.00	6	5.00
8-9	3	4.29	0	0	3	2.50
10-11	8	11.43	4	8.00	12	10.00
12-13	9	12.86	4	8.00	13	10.83
14-15	9	12.86	5	10.00	14	11.67
16-17	3	4.29	11	22.00	14	11.67
18-19	16	22.86	6	12.00	22	18.33
20-21	11	15.71	9	18.00	20	16.67
22-23	5	7.14	5	10.00	10	8.33
24-25	2	2.86	4	8.00	6	5.00
Total	70	100.00	50	100.00	120	100.00
Mean	15.8		17.24		16.4	
Median	16.5		17		17	
Mode	19		20		19	
SD	4.83		4.52		4.74	
Skewness	-0.33		-0.49		-0.40	
Kurtosis	0.90		0.01		0.60	

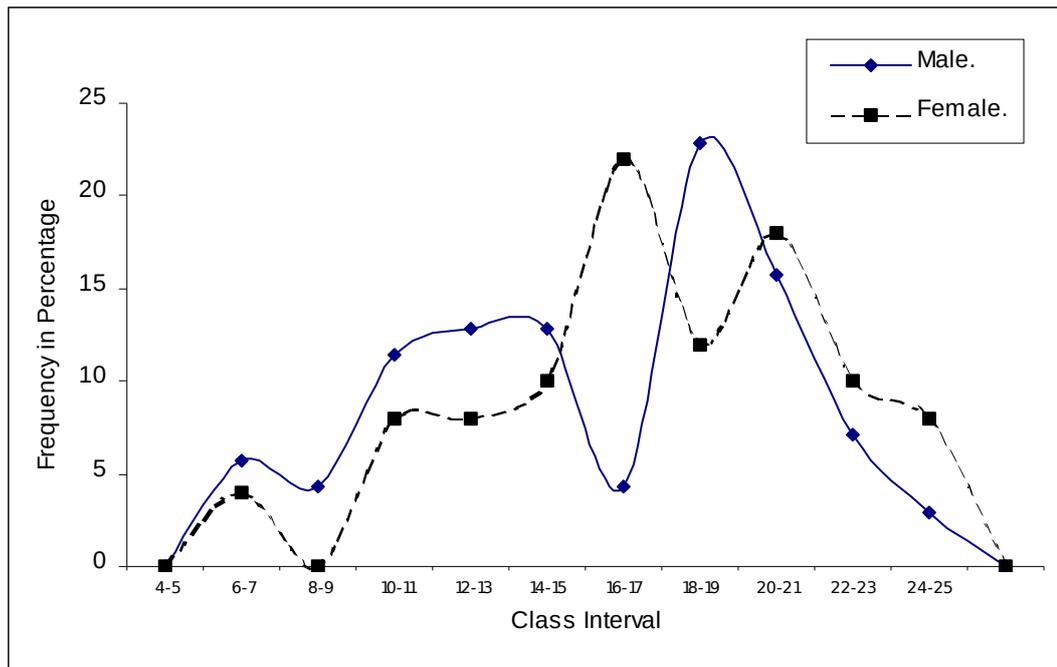
The table 4.42 reveals that the mean scores of the distribution reflecting on Predictive accuracy of the Heads of Primary School for Male sample is 15.8, which suggests that the Male Heads, on the whole, predict outcomes accurately. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of

values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Female sample is 17.24, which also suggests that Female Heads predict outcomes accurately. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is lower than the normal. That is the distribution is platykurtic.

The mean scores of the total sample is 16.4, which suggests that the Heads of Primary School predict outcomes accurately. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-37



**FIGURE 4-37: Frequency Curve of the Scores on Predictive Accuracy for the Sub Sample Based on Gender**

For total sample 71.67 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 70 percent of Male and 65.72 percent of Female are lying above the mean class. It shows that most of the Heads are representatives to their groups. At the same time Male Heads predict outcomes accurately than Female Heads.

Table 4.43 shows the frequency distribution of scores and their computed statistical values on Predictive accuracy for Government, Aided and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.43**  
**Frequency Distribution of Score and their Statistical Values on Predictive Accuracy for Government, Aided and Total Sample**

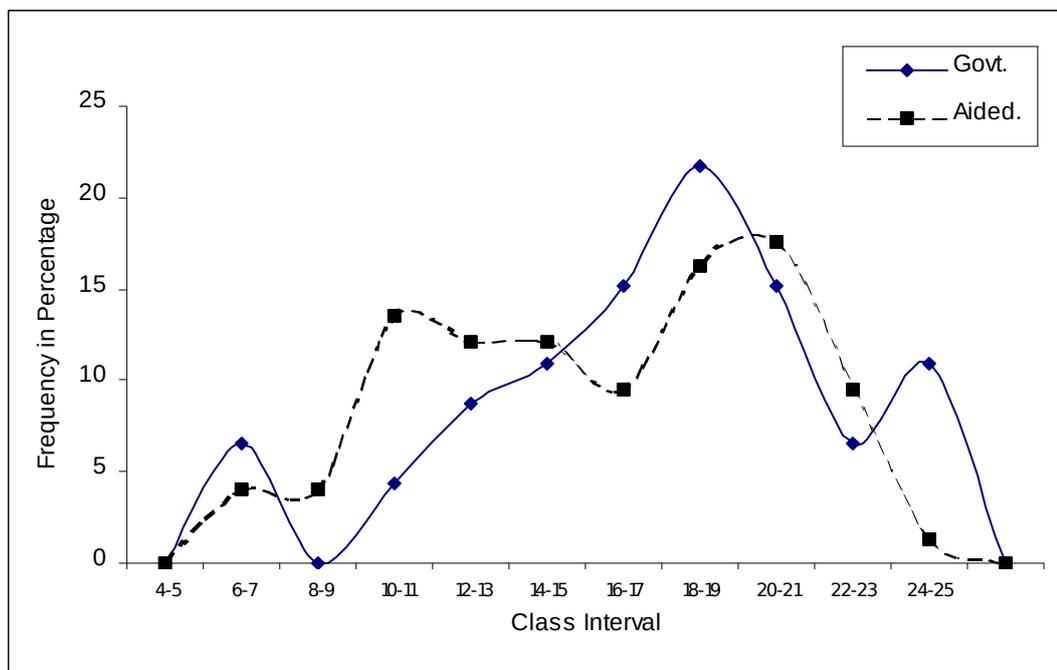
Class	Govt.		Aided		Total	
	f	%	f	%	f	%
6-7	3	6.52	3	4.05	6	5.00
8-9	0	0.00	3	4.05	3	2.50
10-11	2	4.35	10	13.51	12	10.00
12-13	4	8.70	9	12.16	13	10.83
14-15	5	10.87	9	12.16	14	11.67
16-17	7	15.22	7	9.46	14	11.67
18-19	10	21.74	12	16.22	22	18.33
20-21	7	15.22	13	17.57	20	16.67
22-23	3	6.52	7	9.46	10	8.33
24-25	5	10.87	1	1.35	6	5.00
Total	46	100.00	74	100.00	120	100.00
Mean	17.34		15.81		16.4	
Median	18.5		16		17	
Mode	19		18		19	
SD	4.72		4.69		4.74	
Skewness	-0.65		-0.29		-0.40	
Kurtosis	0.16		0.89		0.60	

The table 4.43 reveals that the mean scores of the distribution reflecting on Predictive accuracy of the Heads of Primary Schools of Government sample is 17.34, which suggests that the Heads of Government schools, on the whole predict outcomes accurately. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is Platy kurtic.

The mean score of the Aided school Heads is 15.81, which also suggests that Heads of Aided schools predict outcomes accurately. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis for Aided sample reveals that the distribution is leptokurtic.

The mean score of the total sample is 16.4, which suggests that the Heads of Primary School predict outcomes accurately. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-38



**FIGURE 4-38: Frequency Curve of the Scores on Predictive Accuracy for the Sub Sample Based on Type of Management**

For total sample 71.67 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 69.57 percent of Government Heads and 66.22 percent of Heads of Aided schools are lying above the mean class. It shows that most of the Heads predict outcomes accurately. At the same time Government Heads predict outcomes accurately than Aided Heads.

Table 4.44 shows the frequency distribution of scores and their computed statistical values on Predictive accuracy for Teaching experience Up to Twenty Years, Teaching experience Above Twenty Years and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.44**  
**Frequency Distribution of Scores**  
**and their Statistical Values on Predictive**  
**Accuracy for Teaching Experience up to Twenty Years,**  
**Teaching Experience Above Twenty Years and Total Sample**

Class	Up to 20 Years		Above 20 Years		Total	
	f	%	f	%	f	%
6-7	2	3.45	4	6.45	6	5.00
8-9	3	5.17	0	0	3	2.50
10-11	9	15.52	3	4.84	12	10.00
12-13	6	10.34	7	11.29	13	10.83
14-15	6	10.34	8	12.90	14	11.67
16-17	4	6.90	10	16.13	14	11.67
18-19	12	20.69	10	16.13	22	18.33
20-21	12	20.69	8	12.90	20	16.67
22-23	4	6.90	6	9.68	10	8.33
24-25	0	0.00	6	9.68	6	5.00
Total	58	100.00	62	100.00	120	100.00
Mean	15.70		17.04		16.4	
Median	17		17		17	
Mode	20		19		19	
SD	4.66		4.76		4.74	

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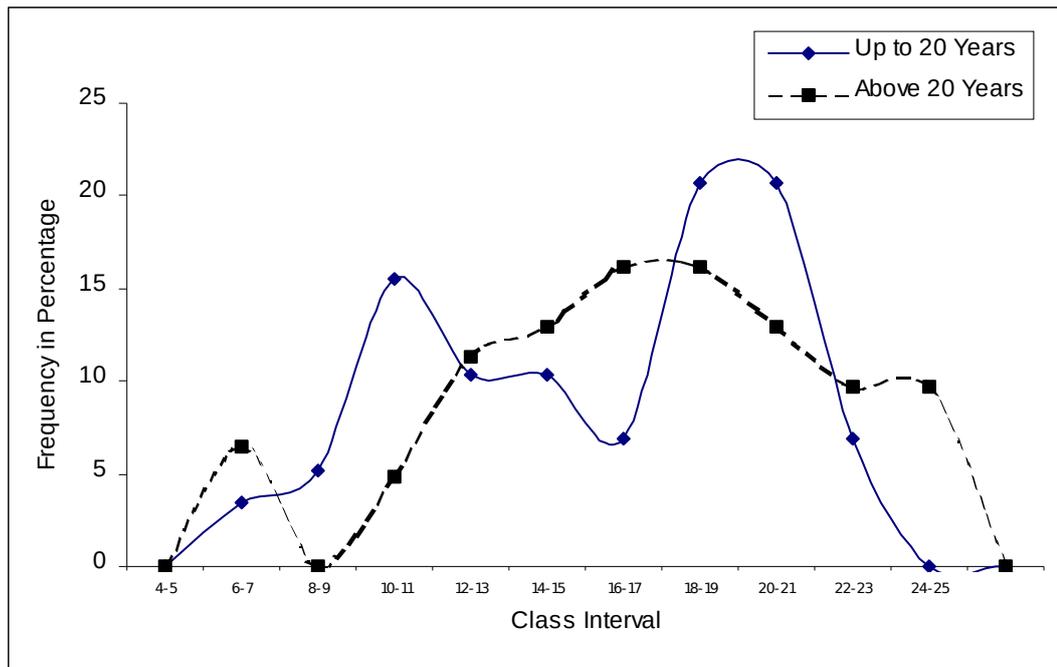
Skewness	-0.40	-0.46	-0.40
Kurtosis	1.05	0.18	0.60

The table 4.44 reveals that the mean score of the distribution reflecting on Predictive accuracy of the Heads of Primary School having teaching experience Up to Twenty Years is 15.70, which suggests that the Heads having teaching experience Up to Twenty Years, on the whole, predict outcomes accurately. The values of skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis is lower than the normal. That is the distribution is leptokurtic

The mean scores of the Heads having Teaching experience Above Twenty Years sample is 17.04, which also suggests that Heads having Teaching experience Above Twenty Years predict outcomes accurately. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis shows that the distribution platykurtic.

The mean score of the total sample is 16.4, which suggests that the Heads of Primary School predict outcomes accurately. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-39



**FIGURE 4-39: Frequency Curve of the Scores on Predictive Accuracy for the Sub Sample Based on Teaching Experience**

For total sample 71.6 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 75.86 percent of Heads having teaching experience Up to Twenty Years and 64.52 percent of Heads having Teaching experience Above Twenty Years are laying above the mean class. It shows that most of the Heads predict outcomes accurately. At the same time Heads having teaching experience Up to Twenty Years predict outcomes accurately than Heads having Teaching experience Above Twenty Years.

Table 4.45 shows the frequency distribution of scores and their computed statistical values on Predictive accuracy for educational qualification Below Graduation, Graduation and above and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.45**  
**Frequency Distribution of Scores**  
**and their Statistical Values on Predictive**  
**Accuracy for Educational Qualification Below**  
**Graduation, Graduation and Above and Total Sample**

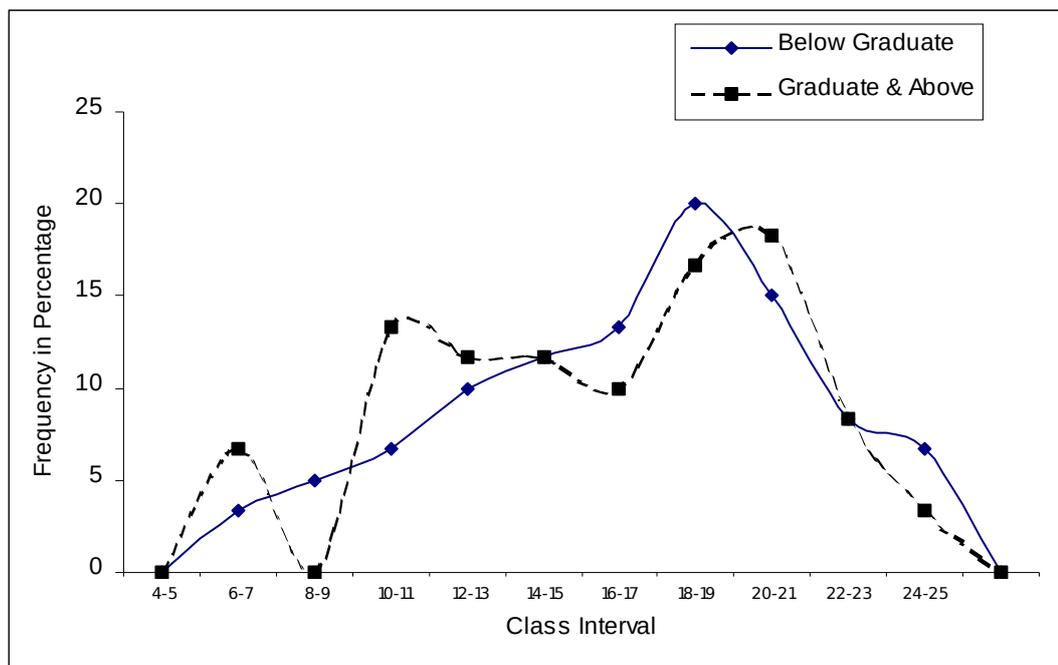
Class	Below Graduation		Graduation & Above		Total	
	f	%	f	%	f	%
6-7	2	3.33	4	6.67	6	5.00
8-9	3	5.00	0	0	3	2.50
10-11	4	6.67	8	13.33	12	10.00
12-13	6	10.00	7	11.67	13	10.83
14-15	7	11.67	7	11.67	14	11.67
16-17	8	13.33	6	10.00	14	11.67
18-19	12	20.00	10	16.67	22	18.33
20-21	9	15.00	11	18.33	20	16.67
22-23	5	8.33	5	8.33	10	8.33
24-25	4	6.67	2	3.33	6	5.00
Total	60	100.00	60	100.00	120	100.00
Mean	16.71		16.08		16.4	
Median	17.5		17		17	
Mode	20		21		19	
SD	4.70		4.80		4.74	
Skewness	-0.38		-0.42		-0.40	
Kurtosis	0.48		0.69		0.60	

The table 4.45 reveals that the mean scores of the distribution reflecting on Predictive accuracy of the Heads of Primary School having educational qualification Below Graduation is 16.71, which suggests that the Heads having educational qualification Below Graduation, on the whole, predict outcomes accurately. The values of skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Heads having educational qualification Graduation and above is 16.08, which also suggests that Heads having educational qualification Graduation and above predicts outcomes accurately. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is higher than the normal. That is the distribution is leptokurtic.

The mean score of the total sample is 16.4, which suggests that the Heads of Primary School predict outcomes accurately. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-40



**FIGURE 4-40: Frequency Curve of the Scores on Predictive Accuracy for the Sub Sample Based on Qualification**

For total sample 71.6 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 63.33 percent of Heads having educational qualification Below Graduation and 56.66 percent of Heads having educational qualification Graduation and above are lying above the mean class. It shows that most of the Heads predict outcomes accurately. At the same time Heads having educational qualification Below Graduation predict outcomes accurately than Heads having educational qualification Graduation and above

**K. Integration**

This dimension examines whether the leaders have the ability to maintain a closely-knit organisation and to resolve inter member conflicts successfully.

Table 4.46 shows the frequency distribution of scores and their computed statistical values on Integration for Male, Female and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers

**TABLE 4.46**  
**Frequency distribution of scores and their statistical values on Integration for male, female and total sample.**

Class	Male		Female		Total	
	f	%	f	%	f	%
4-5	0	0.00	4	8.00	4	3.33
6-7	2	2.86	6	12.00	8	6.67
8-9	1	1.43	1	2.00	2	1.67

10-11	2	2.86	1	2.00	3	2.50
12-13	4	5.71	3	6.00	7	5.83
14-15	6	8.57	5	10.00	11	9.17
16-17	17	24.29	6	12.00	23	19.17
18-19	14	20.00	5	10.00	19	15.83
20-21	10	14.29	6	12.00	16	13.33
22-23	6	8.57	7	14.00	13	10.83
24-25	8	11.43	6	12.00	14	11.67
Total	70	100.00	50	100.00	120	100.00
Mean	17.93		16.10		17.85	
Median	18.13		16.38		16.86	
Mode	17.52		15.53		17.78	
SD	2.87		3.09		2.09	
Skewness	-0.21		-0.28		0.44	
Kurtosis	0.96		0.22		0.54	

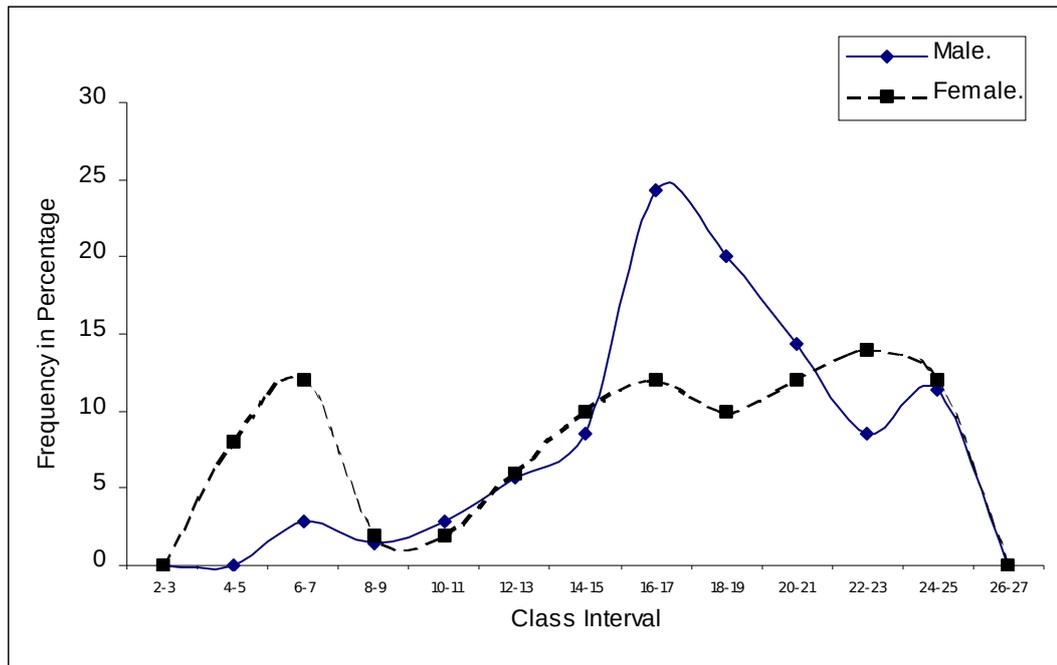
The table 4.46 reveals that the mean scores of the distribution reflecting on Integration of the Heads of Primary School for Male sample is 17.93, which suggests that the Male Heads, on the whole, maintain integration. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Female sample is 16.10, which also suggests that Female Heads maintain integration. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is slightly greater than the normal. That is the distribution is platykurtic.

The mean score of the total sample is 17.85, which suggests that the Heads of Primary School maintain

integration. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-41



**FIGURE 4-41: Frequency Curve of the Scores on Integration for the Sub Sample Based on Gender**

For total sample 70.83 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 78.57 percent of Male and 60.00 percent of Female are lying above the mean class. It shows that most of the Heads maintain integration. At the same time Male Heads maintain integration than Female Heads.

Table 4.47 shows the frequency distribution of scores and their computed statistical values on integration for

Government, Aided and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.47**  
**Frequency Distribution of Score and their Statistical Values on Integration for Government, Aided and Total Sample**

Class	Govt.		Aided		Total	
	f	%	f	%	f	%
4-5	0	0.00	7	9.46	7	5.83
6-7	0	0.00	10	13.51	10	8.33
8-9	2	4.35	7	9.46	9	7.50
10-11	1	2.17	3	4.05	4	3.33
12-13	2	4.35	9	12.16	11	9.17
14-15	2	4.35	7	9.46	9	7.50
16-17	4	8.70	5	6.76	9	7.50
18-19	11	23.91	4	5.41	15	12.50
20-21	5	10.87	5	6.76	10	8.33
22-23	8	17.39	8	10.81	16	13.33
24-25	11	23.91	9	12.16	20	16.67
Total	46	100.00	74	100.00	120	100.00
Mean	19.63		14.34		17.85	
Median	20.07		14.05		16.34	
Mode	18.74		14.92		16.42	
SD	4.03		2.46		2.00	
Skewness	-0.33		0.36		0.04	
Kurtosis	0.26		0.18		0.34	

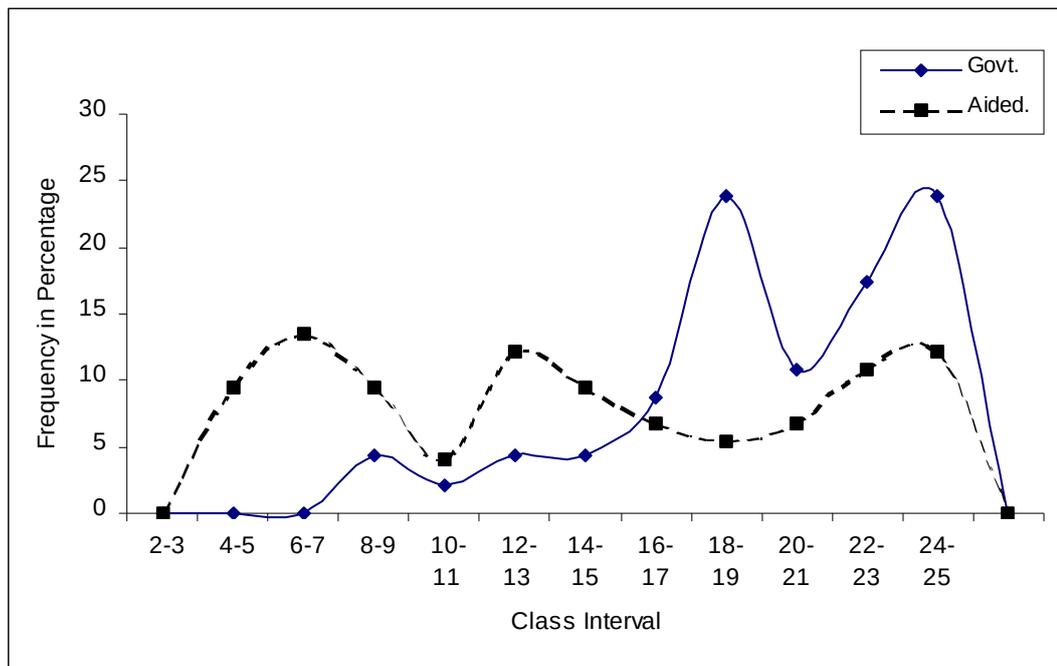
The table 4.47 reveals that the mean scores of the distribution reflecting on Integration of the Heads of Primary Schools of Government sample is 19.63, which suggests that the Heads of Government schools, on the whole maintain integration. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are

on the low value end. The value of kurtosis shows that the distribution is almost normal.

The mean score of the Aided school Heads is 14.34, which also suggests that Heads of Aided schools maintain integration. The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis for Aided sample reveals that the distribution is platy kurtic.

The mean score of the total sample is 17.85, which suggests that the Heads of Primary School maintain integration. The values of median, mode and skewness show that the distribution is positively skewed. The value of kurtosis for total sample reveals that the distribution is lepto kurtic.

This can be interpreted from the Figure 4-42



**FIGURE 4-42: Frequency Curve of the Scores on Integration for the Sub Sample Based on Type of Management**

For total sample 58.33 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 76.09 percent of Government Heads and 51.35 percent of Heads of Aided schools are lying above the mean class. It shows that most of the Heads maintain integration. At the same time Government Heads maintain integration than Aided Heads.

Table 4.48 shows the frequency distribution of scores and their computed statistical values on Integration for Teaching experience Up to Twenty Years, Teaching experience Above Twenty Years and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.48**  
**Frequency Distribution of Scores and their Statistical Values on Integration for Teaching Experience Up to Twenty Years, Teaching Experience Above Twenty Years and Total Sample**

Class	Up to 20 Years		Above 20 Years		Total	
	f	%	f	%	f	%
4-5	0	0.00	3	4.84	3	2.50
6-7	4	6.90	0	0	4	3.33
8-9	3	5.17	1	1.61	4	3.33
10-11	2	3.45	2	3.23	4	3.33
12-13	6	10.34	6	9.68	12	10.00
14-15	7	12.07	7	11.29	14	11.67
16-17	7	12.07	8	12.90	15	12.50
18-19	6	10.34	2	3.23	8	6.67
20-21	5	8.62	10	16.13	15	12.50
22-23	10	17.24	11	17.74	21	17.50
24-25	8	13.79	12	19.35	20	16.67
Total	58	100.00	62	100.00	120	100.00
Mean	17.20		18.45		17.85	

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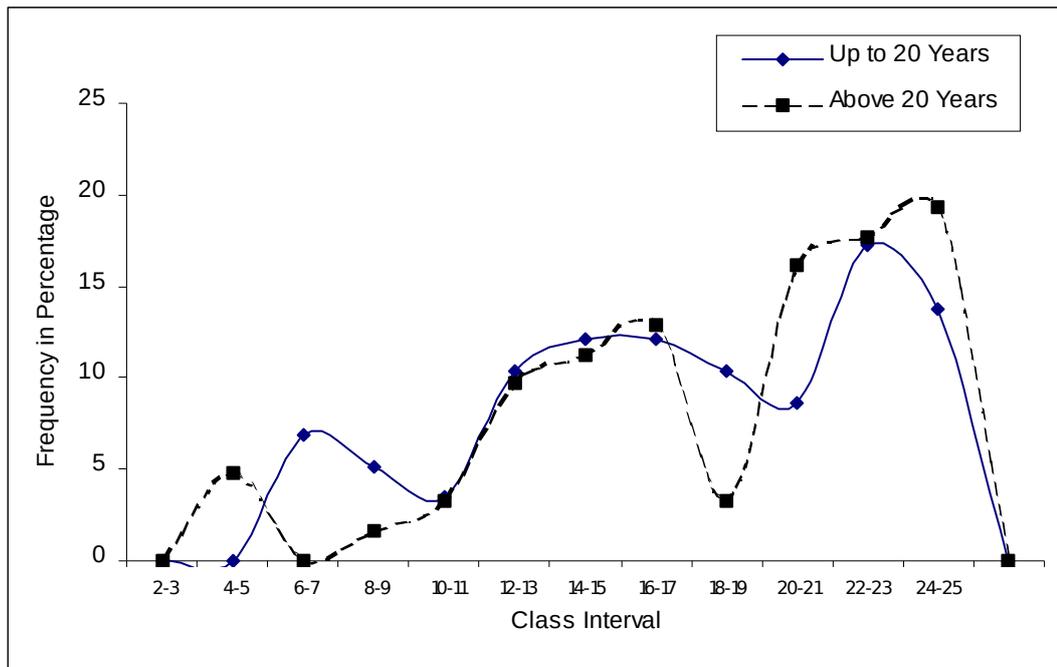
Median	17.5	20	18
Mode	25	25	25
SD	5.60	5.49	5.55
Skewness	-0.34	-0.73	-0.53
Kurtosis	0.88	0.31	0.54

The table 4.48 reveals that the mean score of the distribution reflecting on Integration of the Heads of Primary School having teaching experience Up to Twenty Years is 17.20, which suggests that the Heads having teaching experience Up to Twenty Years, on the whole, maintain integration. The values of skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis is lower than the normal. That is the distribution is leptokurtic

The mean scores of the Heads having Teaching experience Above Twenty Years sample is 18.45, which also suggests that Heads having Teaching experience Above Twenty Years maintain integration. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis shows that the distribution leptokurtic.

The mean score of the total sample is 17.85, which suggests that the Heads of Primary School maintain integration. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic.

This can be interpreted from the Figure 4-43



**FIGURE 4-43: Frequency Curve of the Scores on Integration for the Sub Sample Based on Teaching Experience**

For total sample 65.84 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 62.06 percent of Heads having teaching experience Up to Twenty Years and 56.45 percent of Heads having Teaching experience Above Twenty Years are lying above the mean class. It shows that most of the Heads maintain integration. At the same time Heads having teaching experience Up to Twenty Years maintain integration than Heads having Teaching experience Above Twenty Years.

Table 4.49 shows the frequency distribution of scores and their computed statistical values on Integration for educational qualification Below Graduation, Graduation and above and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.



**TABLE 4.49**  
**Frequency Distribution of**  
**Scores and their Statistical Values on**  
**Integration for Educational Qualification Below**  
**Graduation, Graduation and Above and Total Sample**

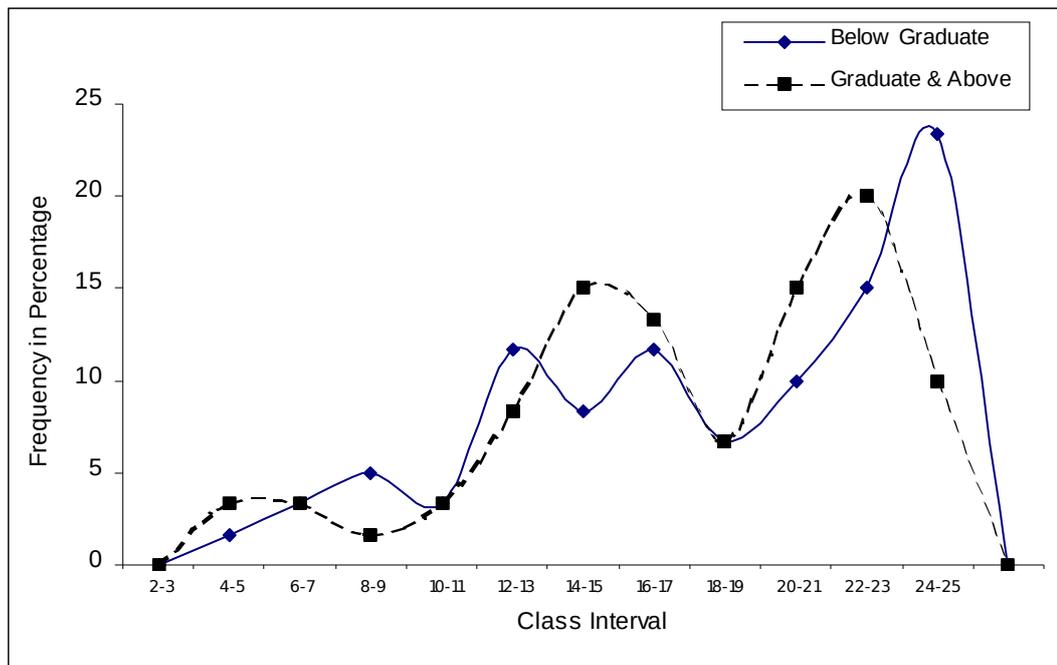
Class	Below Graduation		Graduation & Above		Total	
	f	%	f	%	f	%
4-5	1	1.67	2	3.33	3	2.50
6-7	2	3.33	2	3.33	4	3.33
8-9	3	5.00	1	1.67	4	3.33
10-11	2	3.33	2	3.33	4	3.33
12-13	7	11.67	5	8.33	12	10.00
14-15	5	8.33	9	15.00	14	11.67
16-17	7	11.67	8	13.33	15	12.50
18-19	4	6.67	4	6.67	8	6.67
20-21	6	10.00	9	15.00	15	12.50
22-23	9	15.00	12	20.00	21	17.50
24-25	14	23.33	6	10.00	20	16.67
Total	60	100.00	60	100.00	120	100.00
Mean	18.15		17.55		17.85	
Median	18.5		18		18	
Mode	25		22		25	
SD	5.92		5.19		5.55	
Skewness	-0.52		-0.61		-0.53	
Kurtosis	0.75		0.21		0.54	

The table 4.49 reveals that the mean scores of the distribution reflecting on Integration of the Heads of Primary School having educational qualification Below Graduation is 18.15, which suggests that the Heads having educational qualification Below Graduation, on the whole, maintain integration. The values of skewness, median and mode depicts that the distribution is negatively skewed.. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Heads having educational qualification Graduation and above is 17.55, which also suggests that Heads having educational qualification Graduation and above maintains integration. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is higher than the normal. That is the distribution is almost normal.

The mean score of the total sample is 17.85, which suggests that the Heads of Primary School maintain integration. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is leptokurtic

This can be interpreted from the Figure 4-44



**FIGURE 4-44: Frequency Curve of the Scores on Integration for the Sub Sample Based on Qualification**

For total sample 65.84 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 54.67 percent of Heads having educational qualification Below Graduation and 65 percent of Heads having educational qualification Graduation and above are lying above the mean class. It shows that most of the Heads maintain integration. At the same time Heads having educational qualification Graduation and above maintain integration than Heads having educational qualification Below Graduation

**L. Superior Orientation**

This dimension measures the ability of Heads of School to maintain cordial relationship with their superiors.

Table 4.50 shows the frequency distribution of scores and their computed statistical values on Superior-orientation for Male, Female and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers

**TABLE 4.50**  
**Frequency Distribution of Scores and their Statistical Values on Superior-Orientation for Male, Female and Total Sample.**

<b>Class</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
15-16	2	2.86	0	0	2	1.67
17-18	1	1.43	1	2.00	2	1.67
21-22	1	1.43	1	2.00	2	1.67

23-24	4	5.71	2	4.00	6	5.00
25-26	1	1.43	0	0.00	1	0.83
27-28	2	2.86	3	6.00	5	4.17
29-30	1	1.43	4	8.00	5	4.17
31-32	3	4.29	2	4.00	5	4.17
33-34	9	12.86	2	4.00	11	9.17
35-36	6	8.57	3	6.00	9	7.50
37-38	10	14.29	3	6.00	13	10.83
39-40	6	8.57	8	16.00	14	11.67
41-42	3	4.29	9	18.00	12	10.00
43-44	3	4.29	8	16.00	11	9.17
45-46	11	15.71	2	4.00	13	10.83
47-48	3	4.29	0	0.00	3	2.50
49-50	4	5.71	2	4.00	6	5.00
Total	70	100.00	50	100.00	120	100.00
Mean	36.97		37.44		37.16	
Median	37.5		40		38	
Mode	45		42		40	
SD	8.41		7.27		7.93	
Skewness	-0.69		-0.80		-0.73	
Kurtosis	0.11		0.06		0.12	

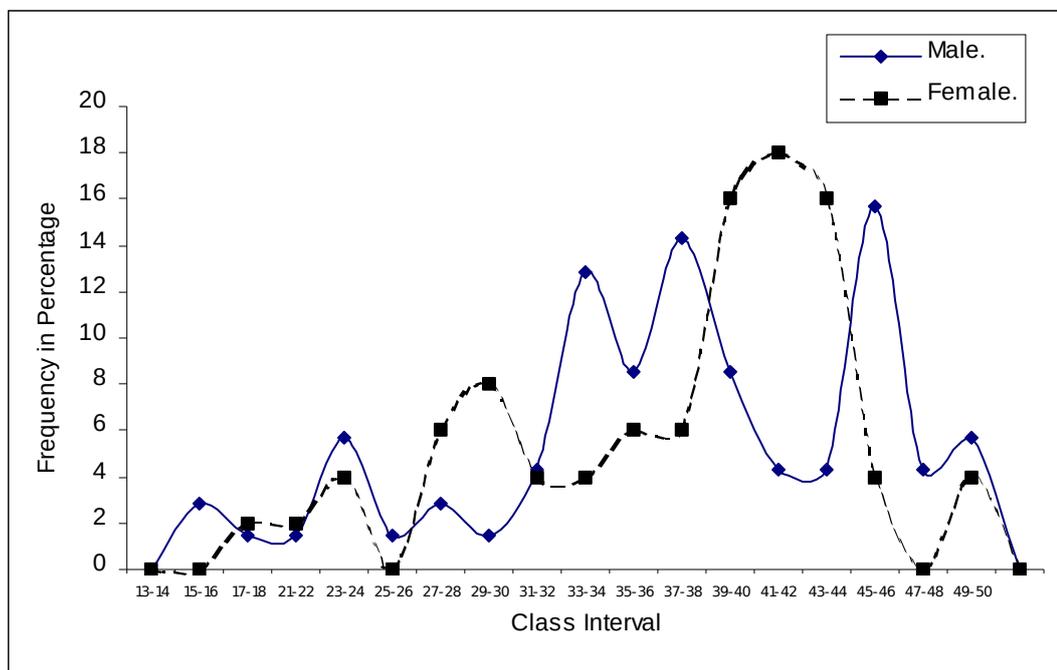
The table 4.50 reveals that the mean scores of the distribution reflecting on Superior-orientation of the Heads of Primary School for Male sample is 36.97, which suggests that the Male Heads, on the whole, maintain cordial relation with their superiors. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is platy kurtic

The mean score of the Female sample is 37.44, which also suggests that Female Heads maintain cordial relation with their superiors. The values of skewness, median and

mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis is slightly greater than the normal. That is the distribution is platy kurtic.

The mean score of the total sample is 37.16, which suggests that the Heads of Primary School maintain cordial relation with their superiors. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is platy kurtic.

This can be interpreted from the Figure 4-45



**FIGURE 4-45: Frequency Curve of the Scores on Superior Orientation for the Sub Sample Based on Gender**

For total sample 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 65.72 percent of Male and 64 percent of Female are lying

above the mean class. It shows that most of the Heads maintain cordial relation with their superiors. At the same time Male and Female Heads more or less equally maintain cordial relation with their superiors.

Table 4.51 shows the frequency distribution of scores and their computed statistical values on Superior-orientation for Government, Aided and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.51**

**Frequency distribution of score and their statistical Values on Superior orientation for Government, Aided and total sample**

Class	Govt.		Aided		Total	
	f	%	f	%	f	%
15-16	1	2.17	1	1.35	2	1.67
17-18	1	2.17	1	1.35	2	1.67
21-22	1	2.17	1	1.35	2	1.67
23-24	1	2.17	5	6.76	6	5.00
25-26	0	0.00	1	1.35	1	0.83
27-28	3	6.52	2	2.70	5	4.17
29-30	2	4.35	3	4.05	5	4.17
31-32	0	0.00	5	6.76	5	4.17
33-34	4	8.70	7	9.46	11	9.17
35-36	2	4.35	7	9.46	9	7.50
37-38	8	17.39	5	6.76	13	10.83
39-40	5	10.87	9	12.16	14	11.67
41-42	3	6.52	9	12.16	12	10.00
43-44	5	10.87	6	8.11	11	9.17
45-46	5	10.87	8	10.81	13	10.83
47-48	2	4.35	1	1.35	3	2.50
49-50	3	6.52	3	4.05	6	5.00
Total	46	100.00	74	100.00	120	100.00
Mean	37.69		36.83		37.16	
Median	38.5		38		38	
Mode	37		40		40	
SD	8.23		7.77		7.93	
Skewness	-0.86		-0.67		-0.73	

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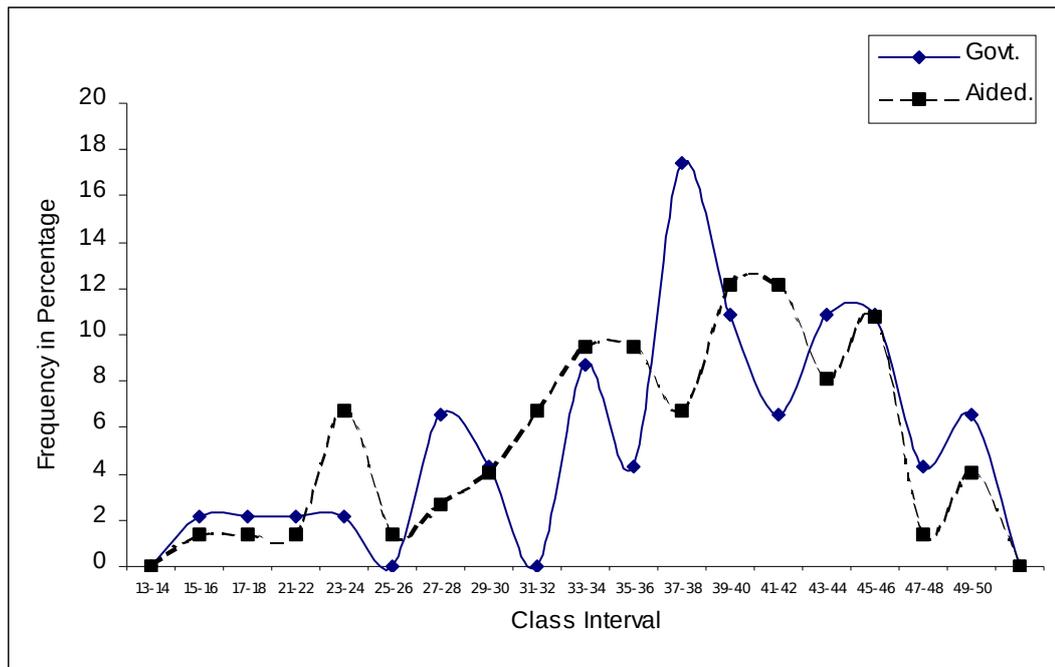
Kurtosis	0.49	0.21	0.12
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The table 4.51 reveals that the mean scores of the distribution reflecting on Superior orientation of the Heads of Primary Schools of Government sample is 37.69, which suggests that the Heads of Government schools, on the whole maintain cordial relation with their superiors. The values of skewness, median and mode depicts that the distribution is negatively skewed. It also implies that the frequencies are spread out over a slightly greater range of values on the high value end, than they are on the low value end. The value of kurtosis shows that the distribution is leptokurtic.

The mean score of the Aided school Heads is 36.83, which also suggests that Heads of Aided schools maintain cordial relation with their superiors. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis for Aided sample reveals that the distribution is platykurtic.

The mean score of the total sample is 37.16, which suggests that the Heads of Primary School maintain cordial relation with their superiors. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is platykurtic.

This can be interpreted from the Figure 4-46



**FIGURE 4-46: Frequency Curve of the Scores on Superior Orientation for the Sub Sample Based on Type of Management**

For total sample 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 67.39 percent of Government Heads and 64.86 percent of Heads of Aided schools are lying above the mean class. It shows that most of the Heads maintain cordial relation with their superiors. At the same time Government Heads maintain cordial relation with their superiors than Aided Heads.

Table 4.52 shows the frequency distribution of scores and their computed statistical values on Superior orientation for Teaching experience Up to Twenty Years, Teaching experience Above Twenty Years and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

TABLE 4.52

**Frequency Distribution of  
Scores and their Statistical Values on Superior-  
Orientation for Teaching Experience Up to Twenty Years,  
Teaching Experience Above Twenty Years and Total Sample**

Class	Up to 20 Years		Above 20 Years		Total	
	f	%	f	%	f	%
15-16	0	0.00	2	3.23	2	1.67
17-18	2	3.45	0	0	2	1.67
21-22	0	0.00	2	3.23	2	1.67
23-24	5	8.62	1	1.61	6	5.00
25-26	1	1.72	0	0.00	1	0.83
27-28	3	5.17	2	3.23	5	4.17
29-30	0	0.00	5	8.06	5	4.17
31-32	3	5.17	2	3.23	5	4.17
33-34	2	3.45	9	14.52	11	9.17
35-36	6	10.34	3	4.84	9	7.50
37-38	6	10.34	7	11.29	13	10.83
39-40	8	13.79	6	9.68	14	11.67
41-42	5	8.62	7	11.29	12	10.00
43-44	5	8.62	6	9.68	11	9.17
45-46	8	13.79	5	8.06	13	10.83
47-48	1	1.72	2	3.23	3	2.50
49-50	3	5.17	3	4.84	6	5.00
Total	58	100.00	62	100.00	120	100.00
Mean	37.27		37.06		37.16	
Median	39		38		38	
Mode	40		33		40	
SD	8.02		7.90		7.93	
Skewness	-0.70		-0.78		-0.73	
Kurtosis	0.29		0.58		0.12	

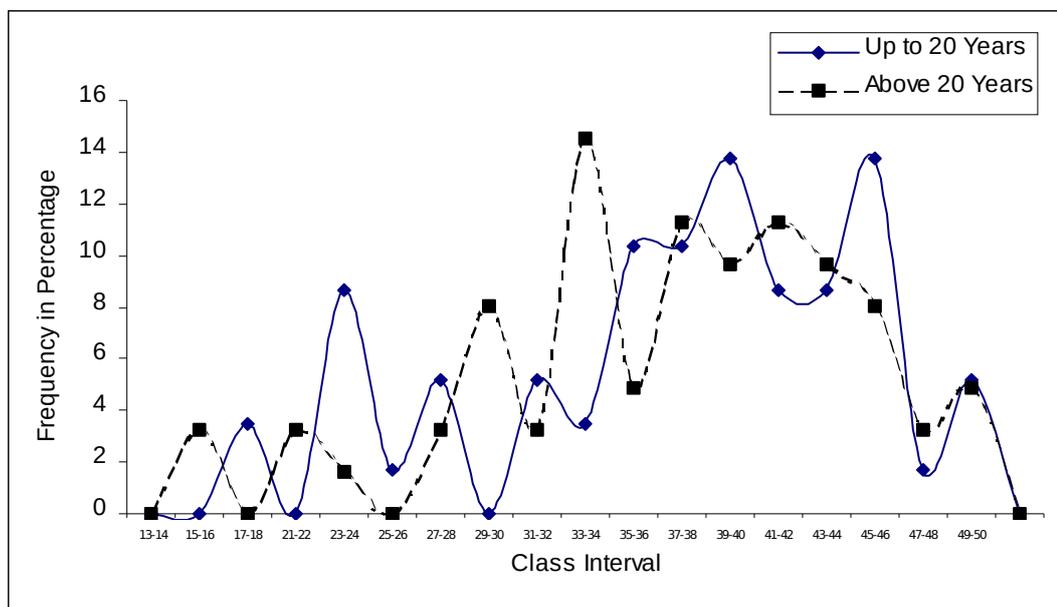
The table 4.52 reveals that the mean score of the distribution reflecting on Superior orientation of the Heads of Primary School having teaching experience Up to Twenty Years is 37.27, which suggests that the Heads having teaching experience Up to Twenty Years, on the whole, maintain cordial relation with their superiors. The values of

skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis is lower than the normal. That is the distribution is leptokurtic

The mean scores of the Heads having Teaching experience Above Twenty Years sample is 37.06, which also suggests that Heads having Teaching experience Above Twenty Years maintain cordial relation with their superiors. The values of skewness, median and mode for the frequency distribution reveal that the distribution is negatively skewed. The value of kurtosis shows that the distribution leptokurtic.

The mean score of the total sample is 37.16, which suggests that the Heads of Primary School maintain cordial relation with their superiors. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is platykurtic

This can be interpreted from the Figure 4-47



**FIGURE 4-47: Frequency Curve of the Scores on Superior Orientation for the Sub Sample Based on Teaching Experience**

For total sample 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 62.05 percent of Heads having teaching experience Up to Twenty Years and 58.07 percent of Heads having Teaching experience Above Twenty Years are lying above the mean class. It shows that most of the Heads maintain cordial relation with their superiors. At the same time Heads having teaching experience Up to Twenty Years maintain cordial relation with their superiors than Heads having Teaching experience Above Twenty Years.

Table 4.53 shows the frequency distribution of scores and their computed statistical values on Superior orientation for educational qualification Below Graduation, Graduation and above and total sample of the Heads of Primary Schools in Kerala as perceived by their teachers.

**TABLE 4.53**  
**Frequency Distribution of Scores and their Statistical Values on Superior Orientation for Educational Qualification Below Graduation, Graduation and Above and Total Sample**

Class	Below Graduation		Graduation & Above		Total	
	f	%	f	%	f	%
15-16	1	1.67	1	1.67	2	1.67
17-18	1	1.67	1	1.67	2	1.67
21-22	2	3.33	0	0.00	2	1.67
23-24	3	5.00	3	5.00	6	5.00
25-26	0	0.00	1	1.67	1	0.83
27-28	2	3.33	3	5.00	5	4.17
29-30	4	6.67	1	1.67	5	4.17

31-32	3	5.00	2	3.33	5	4.17
33-34	4	6.67	7	11.67	11	9.17
35-36	2	3.33	7	11.67	9	7.50
37-38	7	11.67	6	10.00	13	10.83
39-40	7	11.67	7	11.67	14	11.67
41-42	8	13.33	4	6.67	12	10.00
43-44	4	6.67	7	11.67	11	9.17
45-46	8	13.33	5	8.33	13	10.83
47-48	1	1.67	2	3.33	3	2.50
49-50	3	5.00	3	5.00	6	5.00
Total	60	100.00	60	100.00	120	100.00
Mean	37.18		37.15		37.16	
Median	39.5		37.5		38	
Mode	42		33		40	
SD	8.17		7.74		7.93	
Skewness	-0.79		-0.68		-0.73	
Kurtosis	0.04		0.33		0.12	

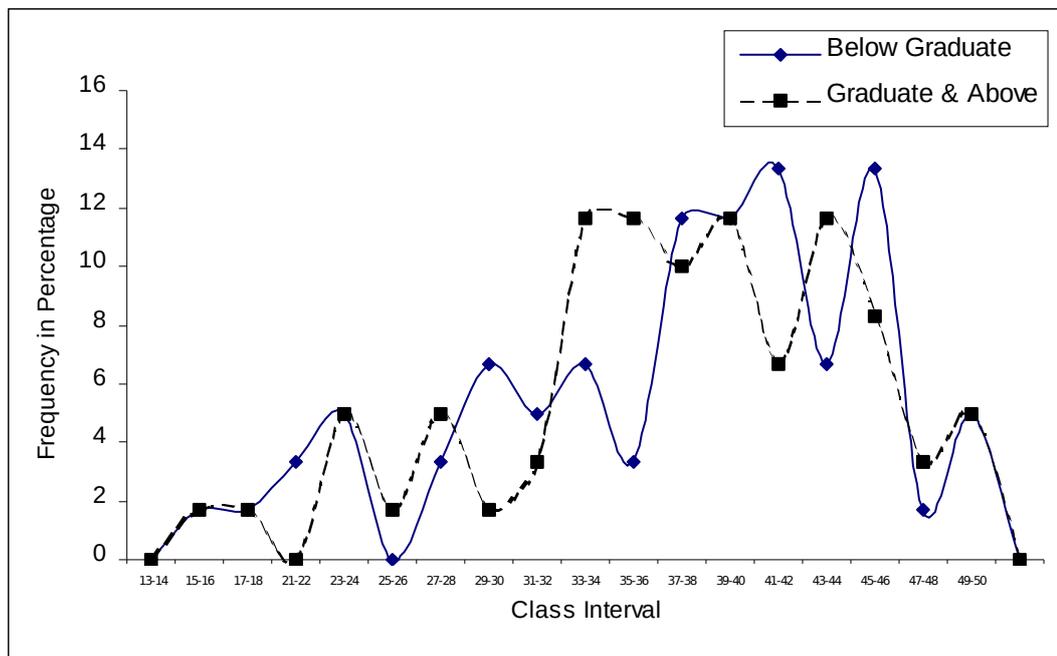
The table 4.53 reveals that the mean scores of the distribution reflecting on Superior orientation of the Heads of Primary School having educational qualification Below Graduation is 37.18, which suggests that the Heads having educational qualification Below Graduation, on the whole, maintain cordial relation with their superiors. The values of skewness, median and mode depicts that the distribution is negatively skewed. The value of kurtosis shows that the distribution is platy kurtic.

The mean score of the Heads having educational qualification Graduation and above is 37.15, which also suggests that Heads having educational qualification Graduation and above maintains cordial relation with their superiors. The values of skewness, median and mode for the frequency distribution reveal that the distribution is

negatively skewed. The value of kurtosis is higher than the normal. That is the distribution is leptokurtic.

The mean score of the total sample is 37.16, which suggests that the Heads of Primary School maintain cordial relation with their superiors. The values of median, mode and skewness show that the distribution is negatively skewed. The value of kurtosis for total sample reveals that the distribution is platykurtic

This can be interpreted from the Figure 4-48



**FIGURE 4-48: Frequency Curve of the Scores on Superior Orientation for the Sub Sample Based on Qualification**

For total sample 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 63.34 percent of Heads having educational qualification Below Graduation and 56.67 percent of Heads having educational qualification Graduation and above are lying

above the mean class. It shows that most of the Heads maintain cordial relation with their superiors. At the same time Heads having educational qualification Below Graduation maintain cordial relation with their superiors than Heads having educational qualification Graduation and above

**M. Leadership as a whole**

Here the scores of all dimensions have been added and statistical values computed on the total scores in order to form the idea of leadership as a whole in primary Heads of Kerala.

Table 4.54 shows the aggregate scores of all the dimensions along with their relative frequencies and statistical values. Statistical analysis of the total sample and sub sample based on gender also presented in this section.

**TABLE 4.54**

**Frequency Distribution of Scores and their Statistical Values on Leadership as a whole for Total Sample and Sub Sample Based on Gender.**

Class	Male		Female		Total	
	f	%	f	%	f	%
450-500	12	17.14	9	18.00	21	17.50
400-450	26	37.14	9	18.00	35	29.17
350-400	13	18.57	6	12.00	19	15.83
300-350	8	11.43	9	18.00	17	14.17
250-300	5	7.14	10	20.00	15	12.50
200-250	6	8.57	7	14.00	13	10.83
Total	70	100.00	50	100.00	120	100.00
Mean	385		352		365.35	
Median	375.00		348.44		361.72	
Mode	405.00		359.13		390.31	
SD	27.21		29.89		19.76	
Skewness	1.10		0.36		1.45	

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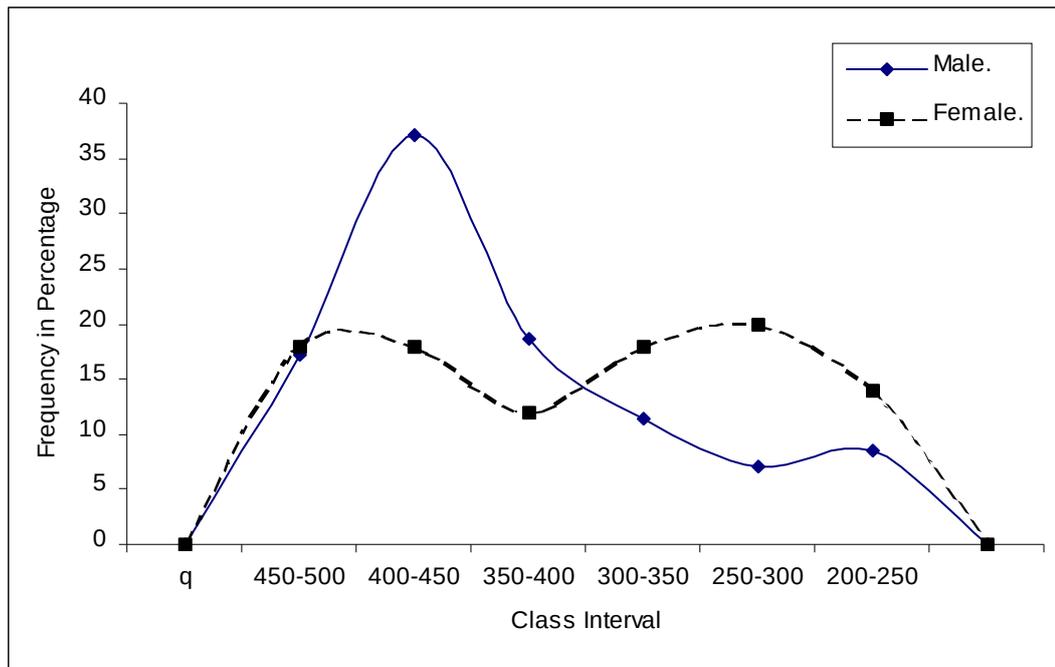
Kurtosis	0.45	0.18	0.41
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The table 4.54 reveals that the mean scores of the distribution reflecting on leadership as a whole of the Heads of Primary School for total sample is 365.35, which suggests that the Heads of Primary Schools are, on the whole, perform their leadership behaviour often. The values of skewness, median and mode depicts that the distribution is positively skewed. The value of kurtosis shows that the distribution is slightly leptokurtic.

The mean score of the Female Heads is 352.00, which also suggests that Female Heads are performing their leadership behaviour often. The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis is lower than the normal. That is the distribution is platykurtic.

The mean score of the Male sample is 385.00, which suggests that the Male Heads of Primary School maintain leadership behaviour often. The values of median, mode and skewness show that the distribution is positively skewed. The value of kurtosis for Female sample reveals that the distribution is slightly leptokurtic.

This can be interpreted from the Figure 4-49



**FIGURE 4-49: Frequency Curve of the Scores on Leadership as a whole for the Sub Sample Based on Gender**

For total sample 53.33 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 48 percent of Female Heads and 72.86 percent of Male are lying above the mean class. It shows that most of the Heads perform their leadership behaviour often. At the same time Male Heads perform their leadership behaviour than Female Heads of Primary Schools of Kerala.

Table 4.55 shows the aggregate scores of all the dimensions along with their relative frequencies and statistical values. Statistical analysis of the sub sample based on type of management is presented in this section.

**TABLE 4.55**

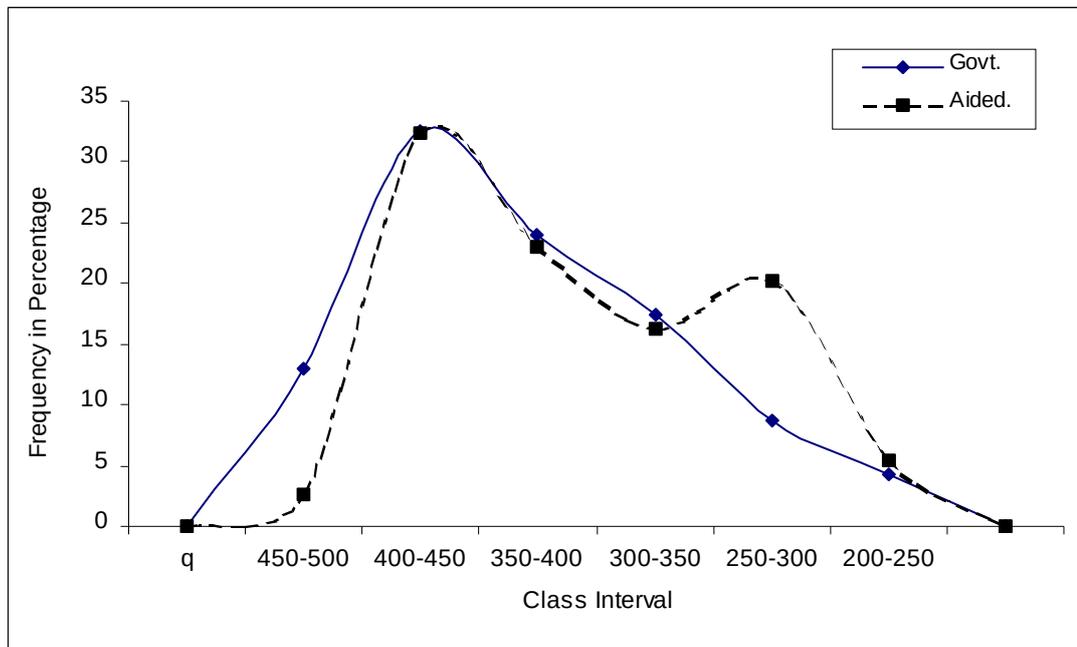
**Frequency Distribution of Scores and their  
Statistical Values on Leadership as a whole for  
Total Sample and Sub Sample based on Type of  
Management**

Class	Govt.		Aided		Total	
	f	%	f	%	f	%
450-500	6	13.04	2	2.70	8	6.67
400-450	15	32.61	24	32.43	39	32.50
350-400	11	23.91	17	22.97	28	23.33
300-350	8	17.39	12	16.22	20	16.67
250-300	4	8.70	15	20.27	19	15.83
200-250	2	4.35	4	5.41	6	5.00
Total	46	38.33	74	61.67	120	100.00
Mean	379.00		356.86		365.35	
Median	388.00		366.50		380.50	
Mode	408.00		389.00		445.00	
SD	64.74		68.38		67.60	
Skewness	0.83		0.49		0.60	
Kurtosis	0.10		0.53		0.41	

The table 4.55 reveals that The mean scores of the Heads of Government Schools is 379, which suggests that Heads of Government Schools are performing their leadership behaviour often The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis is lower than the normal. That is the distribution is platy kurtic.

The mean score of the Aided sample is 356.86, which suggests that the Heads of Aided Primary Schools maintain leadership behaviour often. The values of median, mode and skewness show that the distribution is positively skewed. The value of kurtosis for Aided sample reveals that the distribution is slightly leptokurtic.

This can be interpreted from the Figure 4-50



**FIGURE 4-50: Frequency Curve of the Scores on Leadership as a whole for the Sub Sample Based on Type of Management**

For total sample 62.5 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 69.56 percent of Government Heads and 58.1 percent of Aided are lying above the mean class. It shows that most of the Heads perform their leadership behaviour often. At the same time Government Heads perform their leadership behaviour than Aided Heads of Primary Schools of Kerala.

Table 4.56 shows the aggregate scores of all the dimensions along with their relative frequencies and statistical values. Statistical analysis of the sub sample based on teaching experience is presented in this section.

**TABLE 4.56**

**Frequency Distribution of Scores and their Statistical Values on Leadership as a whole for Total Sample and Sub Sample Based on Teaching Experience.**

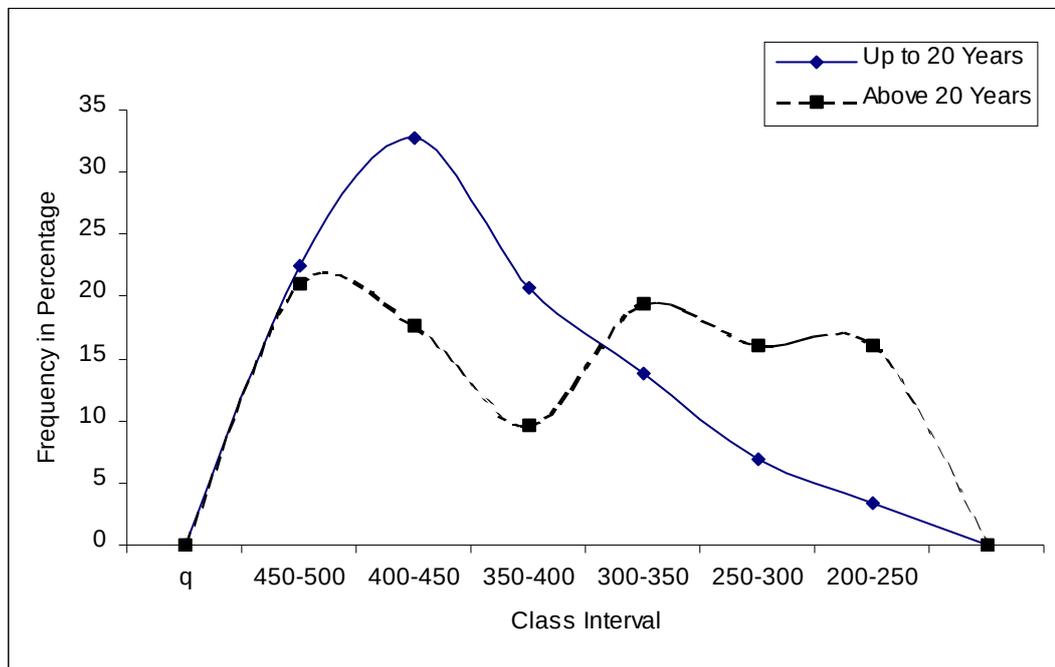
Class	Up to 20 Years		Above 20 Years		Total	
	f	%	f	%	f	%
450-500	13	22.41	13	20.97	26	21.67
400-450	19	32.76	11	17.74	30	25.00
350-400	12	20.69	6	9.68	18	15.00
300-350	8	13.79	12	19.35	20	16.67
250-300	4	6.90	10	16.13	14	11.67
200-250	2	3.45	10	16.13	12	10.00
Total	58	100.00	62	100.00	120	100.00
Mean	394.83		354.84		365.35	
Median	373.21		348.68		360.94	
Mode	438.05		367.15		400.63	
SD	31.29		26.82		19.93	
Skewness	2.07		0.69		1.99	
Kurtosis	1.34		0.22		0.41	

The table 4.56 reveals that The mean scores of the Heads having teaching experience up to 20 years is 394.83, which suggests that Heads having teaching experience up to 20 years are performing their leadership behaviour often The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis is higher than the normal. That is the distribution is leptokurtic.

The mean score of the Heads having teaching experience above 20 years is 354.84, which suggests that the Heads having teaching experience above 20 years maintain leadership behaviour often. The values of median, mode and skewness show that the distribution is positively skewed. The

value of kurtosis for the Heads having teaching experience above 20 years reveals that the distribution is slightly platy kurtic.

This can be interpreted from the Figure 4-51



**FIGURE 4-51: Frequency Curve of the Scores on Leadership as a whole for the Sub Sample Based on Teaching Experience**

For total sample 53.33 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 75.86 percent Heads having teaching experience up to 20 years and 48.39 percent Heads having teaching experience above 20 years are lying above the mean class. It shows that most of the Heads perform their leadership behaviour often. At the same time Heads having teaching experience up to 20 years perform their leadership behaviour in a better way than Heads having teaching experience above 20 years of Primary Schools of Kerala.

Table 4.57 shows the aggregate scores of all the dimensions along with their relative frequencies and statistical values. Statistical analysis of the sub sample based on Qualification is presented in this section.

**TABLE 4.57**  
**Frequency Distribution of Scores and their**  
**Statistical Values on Leadership as a whole for**  
**Total Sample and Sub Sample based on Qualification**

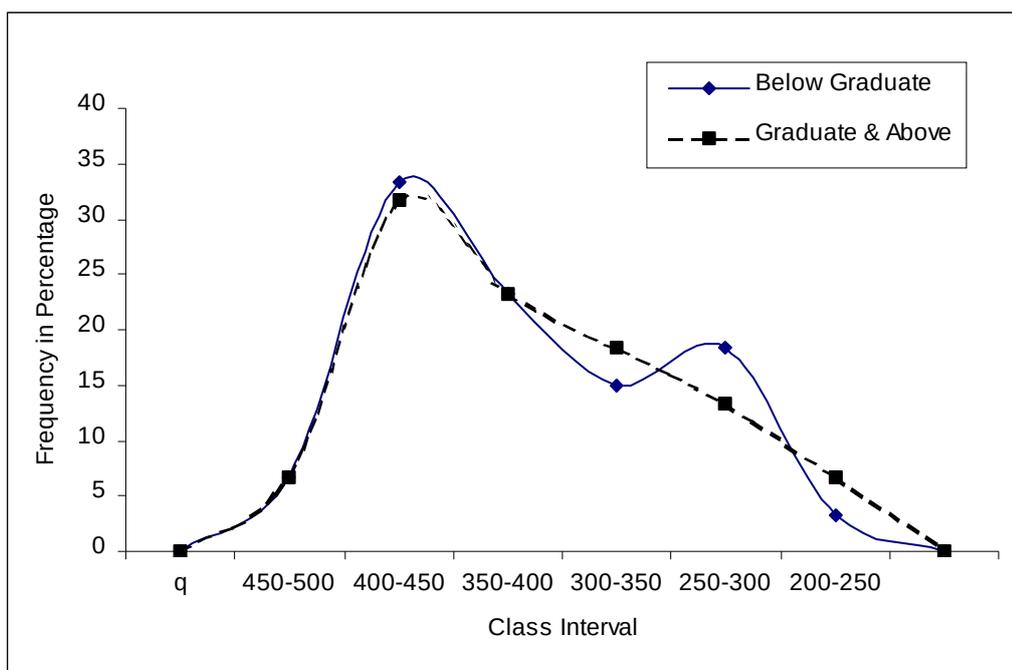
Class	Below Graduation		Graduation & Above		Total	
	f	%	f	%	f	%
450-500	4	6.67	4	6.67	8	6.67
400-450	20	33.33	19	31.67	39	32.50
350-400	14	23.33	14	23.33	28	23.33
300-350	9	15.00	11	18.33	20	16.67
250-300	11	18.33	8	13.33	19	15.83
200-250	2	3.33	4	6.67	6	5.00
Total	60	50.00	60	50.00	120	100.00
Mean	369.12		361.58		365.35	
Median	388.00		372.50		380.50	
Mode	445.00		408.00		445.00	
SD	66.75		68.80		67.60	
Skewness	0.53		0.68		0.60	
Kurtosis	0.85		0.01		0.41	

The table 4.57 reveals that The mean scores of the Heads having qualification Below Graduation is 369.12, which suggests that Heads having qualification Below Graduation are performing their leadership behaviour often The values of skewness, median and mode for the frequency distribution reveal that the distribution is positively skewed. The value of kurtosis is higher than the normal. That is the distribution is leptokurtic.

The mean score of the Heads having qualification Graduation and above is 361.58, which suggests that the

Heads having qualification Graduation and above maintain leadership behaviour often. The values of median, mode and skewness show that the distribution is positively skewed. The value of kurtosis for the Heads having qualification Graduation and above reveals that the distribution is platy kurtic.

This can be interpreted from the Figure 4.52



**FIGURE 4-52: Frequency Curve of the Scores on Leadership as a whole for the Sub Sample Based on Qualification**

For total sample 62.5 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 63.33 percent Heads having qualification Below Graduation and 61.67 percent Heads having qualification Graduation and above are lying above the mean class. It shows that most of the Heads perform their leadership behaviour often. It shows that for total scores, Heads having

qualification Below Graduation and Graduation and above performs their leadership behaviour more or less equally.

### **III. INTERVIEW CONDUCTED ON PARENTS OF PRIMARY SCHOOLS ABOUT THE LEADERSHIP OF HEADS.**

Interviews with Parents of Primary Schools were conducted to cross validate the responses of Heads and teachers of Primary Schools of Kerala. 50 parents randomly selected for the interview. It consists both YES/NO questions and open ended questions, relating to the following areas.

1. Heads and the pupil
2. Heads and the teacher
3. Heads and the society
4. Heads and the authority

These dimensions reflect the Leadership Styles of the Heads of Primary Schools in Kerala. The responses of the parents reveal that most of the Heads are following a cooperative and supportive behaviour towards pupil, teachers, society and authority. But a considerable number of parents responded for the need for improving the leadership of the Heads. Most of the parents are favouring Male Heads than Female Heads. Parents also emphasized that better coordination between Heads and teachers should ensure for the qualitative improvement in school administration. In short the responses of the parents are almost in congruence with the responses of Heads and teachers of Primary Schools in Kerala.

# **SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS**

This chapter covers details of the relevant aspects related to the study such as major findings, conclusions, educational implications and suggestions presented in a concise way. To have a comprehensive view, the study in retrospect is also attempted.

## **I. THE STUDY IN RETROSPECT**

### **A. Restatement of the Problem**

As stated in the earlier contexts of the present report, the study was intended to explore the Leadership Styles among the Heads of Primary Schools of Kerala. The problem was stated as, "LEADERSHIP STYLES AMONG THE HEADS OF PRIMARY SCHOOLS IN KERALA"

### **B. Objectives of the Study**

The following are the objectives of the study.

1. To identify the existing Leadership Styles among the Heads of Primary Schools in Kerala for the total sample selected.
2. To identify the existing Leadership Styles among the Heads of Primary Schools in Kerala for the sub samples based on
  - a) Gender.

- b) Type of Management
- c) Teaching Experience
- d) Academic Qualification

3. To study the Leadership Behaviour of the Heads of Primary Schools as perceived by their Teachers for total sample and the relevant sub samples based on Gender, Type of Management, Teaching Experience and Qualification based on the following Twelve Dimensions Viz;

- a) Representation
- b) Demand Reconciliation
- c) Tolerance of uncertainty
- d) Persuasiveness
- e) Initiating Structure
- f) Tolerance of Freedom
- g) Role Assumption
- h) Consideration
- i) Production Emphasis
- j) Predictive Accuracy
- k) Integration
- l) Superior Orientation

4. To study the Leadership behaviour of the Heads of Primary Schools as perceived by their teachers in terms of Leadership as a whole for total sample and sub sample based on Gender, Type of Management, Teaching Experience and Qualification.

5. To give suggestions for implementing the better Leadership Styles among the Heads for the qualitative improvement of primary education.

## **C. Methodology**

### **1. Design of the Study**

For the present investigation the researcher used survey method for assessing the Leadership Style among the Heads of Primary School in Kerala. For making the study qualitative the data is to be collected through multiple approaches. This enhances cross checking of the data and thereby ensures reliability and minimises subjectivity. Hence the investigator collected data from Heads of Primary Schools of Kerala, their teachers and parents of the sampled schools.

### **2. Sample for the Study**

The population selected for the study is the Headmaster/Headmistress, Teachers, and Parents in the Primary Schools of Kerala. For the selection of an adequate sample for the investigation, the investigator followed stratified random sampling technique. Samples were collected from various revenue districts of Kerala. The sample consisted of three categories viz. a) Headmaster/headmistress of Primary Schools in Kerala, b) Teachers of Primary School and c) parents of Primary Schools.

### **3. Tools Used for the Study**

In the present study, the investigator used the survey method as a main technique to investigate the Leadership Styles among the Heads of Primary Schools in Kerala. The following tools were used for the study.

1. Leadership Style Survey Questionnaire - LSSQ (Kelu & Saleem, 2007)
2. Leader Behaviour Description Questionnaire (LBDQ)
3. Interview schedule on the Leadership Style of Heads for the parents of Primary Schools (Kelu & Saleem, 2007)

#### **4. Statistical Techniques Used**

The data obtained through LBDQ was analysed using basic descriptive statistics such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis. The data was also represented in frequency graphs and qualitatively interpreted. Percentage analysis was carried out for the data collected through LSSQ. The results obtained through the above technique were interpreted qualitatively.

## **II. SUMMARY OF MAJOR FINDINGS**

Evaluating all the findings obtained by analysing the data through the viewpoints of multiple samples, the major findings can be summarised as follows.

1. 60 percent of Heads of Primary Schools of Kerala are democratic in their Leadership Style. 24.17 percent of Heads are following a laissez- faire Style of Leadership while 15.83 are authoritarian leaders. 60 percent of Heads of Primary Schools of Kerala are democratic in

their Leadership Style. 24.17 percent of Heads are following a laissez- fair Style of Leadership while 15.83 are authoritarian leaders.

2. 61.42 percent Male Heads of Primary Schools are democratic while 58percent of Female Heads are democratic. In the case of laissez- faire Style, 22percent of Female Heads and 25.71percent of Male Heads are coming under the category. Only 12.85 percent of Male Heads are authoritarian but 20 percent of Female Heads are authoritarian.
3. 67.39 percent Heads of Government Primary Schools are democratic while 51.35 percent of Heads of Aided schools are democratic. In the case of laissez - faire Style, 19.57 percent of Government Heads and 20.27 percent of Aided Heads are coming under the category. Only 13.04 percent of Government Heads are authoritarian but 28.38 percent of Aided Heads are authoritarian.
4. 68.97 percent Heads of Primary Schools having teaching experience up to 20 years are democratic while 51.61 percent of Heads having teaching experience Above 20 years are democratic. In the case of laissez- faire Style, 20.69 percent of Heads having teaching experience up to 20 years and 27.42 percent of Heads having Teaching experience Above 20 years are coming under the category. 10.34 percent of Heads belonging to up to 20 years category and 20.97

percent of Heads belonging to above 20 years category is showing authoritarian Style.

5. 58.33 percent Heads of Primary Schools having educational qualification Below Graduation are democratic while 61.67 percent of Heads having educational qualification Graduation and above are democratic. In the case of laissez-faire Style, 25.00 percent of Heads having educational qualification Below Graduation and 23.33 percent of Heads having educational qualification Graduation and above are coming under the category. 16.67 percent of Heads having educational qualification Below Graduation category and 15.00 percent of Heads having educational qualification Graduation and above category are showing authoritarian Style.
  
6. For the dimension **Representation**, 70.83 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 71.43 percent of Male and 54 percent of Female are lying above the mean class. 80.43 percent of Government Heads and 52.7 percent of Heads of Aided schools are lying above the mean class. 81.04 percent of Heads having teaching experience Up to Twenty Years and 77.41 percent of Heads having teaching experience above twenty years are lying above the mean class. 74.99 percent of Heads having educational qualification Below Graduation and 73.34 percent of Heads having

educational qualification Graduation and above are lying above the mean class.

7. For the dimension **Demand Reconciliation**, 55.83 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 61.43 percent of Male and 55.83 percent of Female are lying above the mean class. 76.09 percent of Government Heads and 56.76 percent of Heads of Aided schools are lying above the mean class. 62.08 percent of Heads having teaching experience Up to Twenty Years and 61.03 percent of Heads having teaching experience above twenty years are lying above the mean class. 64.86 percent of Heads having educational qualification Below Graduation and 55.83 percent of Heads having educational qualification Graduation and above are lying above the mean class.
8. For the dimension **Tolerance of Uncertainty**, 59.17 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 57.14 percent of Male and 50 percent of Female are lying above the mean class. 58.7 percent of Government Heads and 52.7 percent of Heads of Aided schools are lying above the mean class. 62.07 percent of Heads having teaching experience Up to Twenty Years and 48.39 percent of Heads having teaching experience above twenty years are lying above the mean class. 50 percent of Heads having educational qualification Below Graduation and 60 percent of Heads having

educational qualification Graduation and above are lying above the mean class.

9. For the dimension **Persuasiveness**, 58.33 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 67.14 percent of Male and 40 percent of Female are lying above the mean class. 67.39 percent of Government Heads and 60.83 percent of Heads of Aided schools are lying above the mean class. 58.61 percent of Heads having teaching experience Up to Twenty Years and 51.62 percent of Heads having teaching experience above twenty years are lying above the mean class. 65 percent of Heads having educational qualification Below Graduation and 60 percent of Heads having educational qualification Graduation and above are lying above the mean class.
10. For the dimension **Initiation Structure**, 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 60 percent of Male and 60percent of Female are lying above the mean class. 58.7 percent of Government Heads and 56.76 percent of Heads of Aided schools are lying above the mean class. 65.52 percent of Heads having teaching experience Up to Twenty Years and 50 percent of Heads having teaching experience above twenty years are lying above the mean class. 56.66 percent of Heads having educational qualification Below Graduation and 63.34 percent of Heads having

educational qualification Graduation and above are lying above the mean class.

11. For the dimension **Tolerance of Freedom**, 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 60 percent of Male and 60 percent of Female are lying above the mean class. 67.4 percent of Government Heads and 58.11percent of Heads of Aided schools are lying above the mean class. 70.69 percent of Heads having teaching experience Up to Twenty Years and 51.61 percent of Heads having teaching experience above twenty years are lying above the mean class. 61.68 percent of Heads having educational qualification Below Graduation and 66.67 percent of Heads having educational qualification Graduation and above are lying above the mean class.
12. For the dimension **Role assumption**, 59.17 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 65.71 percent of Male and 52 percent of Female are lying above the mean class. 65.23 percent of Government Heads and 55.41percent of Heads of Aided schools are lying above the mean class. 70.69 percent of Heads having teaching experience Up to Twenty Years and 46.77 percent of Heads having teaching experience above twenty years are lying above the mean class. 61.67 percent of Heads having educational qualification Below Graduation and 59.16 percent of Heads having

educational qualification Graduation and above are lying above the mean class.

13. For the dimension **Consideration**, 61.67 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 70 percent of Male and 50 percent of Female are lying above the mean class. 65.22 percent of Government Heads and 45.95 percent of Heads of Aided schools are lying above the mean class. 60.33 percent of Heads having teaching experience Up to Twenty Years and 59.68 percent of Heads having teaching experience above twenty years are lying above the mean class. 60 percent of Heads having educational qualification Below Graduation and 65.01 percent of Heads having educational qualification Graduation and above are lying above the mean class.
  
14. For the dimension **Production emphasis**, 60.83 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 74.29 percent of Male and 46 percent of Female are lying above the mean class. 67.4 percent of Government Heads and 58.12percent of Heads of Aided schools are lying above the mean class. 70.69 percent of Heads having teaching experience Up to Twenty Years and 45.16 percent of Heads having teaching experience above twenty years are lying above the mean class. 71.67 percent of Heads having educational qualification Below Graduation and 68.33 percent of Heads having

educational qualification Graduation and above are lying above the mean class.

15. For the dimension **Predictive accuracy**, 71.67 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 70 percent of Male and 65.72 percent of Female are lying above the mean class. 69.57 percent of Government Heads and 66.22percent of Heads of Aided schools are lying above the mean class. 75.86 percent of Heads having teaching experience Up to Twenty Years and 64.52percent of Heads having teaching experience above twenty years are lying above the mean class. 63.33percent of Heads having educational qualification Below Graduation and 56.66 percent of Heads having educational qualification Graduation and above are lying above the mean class.
  
16. For the dimension **Integration**, 70.83 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 78.57 percent of Male and 66 percent of Female are lying above the mean class. 76.09 percent of Government Heads and 51.35 percent of Heads of Aided schools are lying above the mean class. 62.06 percent of Heads having teaching experience Up to Twenty Years and 56.45 percent of Heads having teaching experience above twenty years are lying above the mean class. 54.67percent of Heads having educational qualification Below Graduation and

65 percent of Heads having educational qualification Graduation and above are lying above the mean class.

17. For the dimension **Superior Orientation**, 60 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 65.72 percent of Male and 64 percent of Female are lying above the mean class. 67.39 percent of Government Heads and 64.86percent of Heads of Aided schools are lying above the mean class. 62.05percent of Heads having teaching experience Up to Twenty Years and 58.07 percent of Heads having teaching experience above twenty years are lying above the mean class. 63.34percent of Heads having educational qualification Below Graduation and 56.67percent of Heads having educational qualification Graduation and above are lying above the mean class.
18. When considering Leadership as a whole, 53.33 percent of Heads of Primary Schools in Kerala have the value above mean class. Among them 48 percent of Female Heads and 72.86 percent of Male are lying above the mean class. 69.56 percent of Government Heads and 58.1 percent of Aided are lying above the mean class. 75.86 percent Heads having teaching experience up to 20 years and 48.39 percent Heads having teaching experience above 20 years are lying above the mean class. 63.33percent Heads having qualification Below Graduation and 61.67percent Heads having qualification Graduation and above are lying above the mean class.

### III. CONCLUSIONS

Major findings of the study lead to the following conclusions.

1. Only 60percent of Heads of Kerala are democratic leaders. Remaining 40 percent of Heads are either laissez-faire or authoritarian leaders. Hence the Leadership Style of primary Heads of Kerala needs improvement. 24.17 percent of Heads of Primary Schools follow laissez-faire Leadership Style. This shows that a remarkable number of Heads of Primary Schools are laissez-faire in their Leadership Style.
2. More Female Heads are authoritarian than Male Heads. There is only slight difference between Male and Female Heads while considering democratic and laissez-faire Styles of Leadership. 42percent of Female Heads following either aliases fair or authoritarian Leadership Styles while 38.56percent of Male and Female are following Leadership Style other than democratic Style
3. More Heads of Government schools are Democratic than Heads of Aided schools. There is a considerable difference between Government and Aided Heads while considering democratic and laissez-faire Styles of Leadership. Heads of Government schools are less in number as compared to the Heads of Aided schools in the case of laissez-faire and authoritarian Leadership Styles

4. Heads having teaching experience up to 20 years are democratic in their Leadership Styles than Heads having teaching experience above 20 years. There is no considerable difference between Heads having teaching experience up to 20 years and Heads having teaching experience above 20 years with regard to laissez-faire Style. Heads having teaching experience above 20 years are showing more authoritarian Style than Heads having teaching experience up to 20 years.
5. There is no considerable difference between Heads having educational qualification Below Graduation and Graduation and above in their Leadership Styles.
6. Most of the Heads are Representatives to their groups. At the same time Male Heads are more representatives than Female Heads. Government Heads are more representatives than Aided Heads. Heads having teaching experience Up to Twenty Years are more representatives than Heads having teaching experience above twenty years. Heads having educational qualification Below Graduation are more representatives than Heads having educational qualification Graduation and above.
7. Most of the Heads are able to reconcile the conflicting demands of their groups. At the same time Male Heads are able to reconcile the conflicting demands of their groups than Female Heads. Government School Heads are more able to reconcile the conflicting demands of

their groups than Aided School Heads. Heads having teaching experience Up to Twenty Years are slightly better in demand reconciliation than Heads having teaching experience above twenty years. Heads having educational qualification Below Graduation are more able to reconcile the conflicting demands of their groups than Heads having educational qualification Graduation and above.

8. Most of the Heads are able to tolerate uncertainties. At the same time Male Heads are able to tolerate uncertainties than Female Heads. Government School Heads are more able to tolerate uncertainties than Aided School Heads. Heads having teaching experience above twenty years are better in tolerance of uncertainties than Heads having teaching experience Up to Twenty Years. Heads having educational qualification Below Graduation are able to tolerate uncertainties often than Heads having educational qualification Graduation and above.
9. Most of the Heads are able to use persuasion often. At the same time Male Heads are able to use persuasion than Female Heads. Government Heads are more Persuasive than Aided Heads. Heads having teaching experience Up to Twenty Years are better in Persuasiveness than Heads having teaching experience above twenty years. Heads having educational qualification Below Graduation are Persuasive than Heads having Graduation and above.

10. Most of the Heads initiate structure for group in the organisation. Female Heads and Male Heads are equally initiate structure of their organisation. Government Heads initiate structure for group in the organisation than Aided Heads. Heads having teaching experience above twenty years initiate structure for group in the organisation than Heads having Teaching experience Up to Twenty Years. Heads having educational qualification Graduation and above initiate structure for group in the organisation than Heads having educational qualification Below Graduation
11. Most of the Heads tolerate the freedom of subordinates. At the same time Male Heads and Female Heads are equally tolerate the freedom of their teachers. Government Heads tolerate the freedom of their teachers than Aided Heads. Heads having teaching experience Up to Twenty Years tolerate the freedom of their teachers than Heads having teaching experience Above Twenty Years. With regard to educational qualification those heads having Graduation and above tolerate the freedom of their teachers than Heads having Below Graduation level.
12. Most of the Heads assume the role of leaders. At the same time Male Heads assume the role of leaders than Female Heads. Government Heads assume the role of leaders than Aided Heads. Heads having teaching experience Up to Twenty Years assume the role of leaders than Heads having teaching experience Above

Twenty Years. Heads having educational qualification Graduation above and Heads having educational qualification Below Graduation more or less equally assume the role of leaders

13. Most of the Heads are considering the teachers view often. At the same time Male Heads are considering the teachers view than Female Heads. Government Heads are considering the teachers view than Aided Heads. Heads having teaching experience above twenty years and Heads having Teaching experience Up to Twenty Years are almost equally considering the teachers view. Heads having educational qualification Graduation and above are considering the view of teacher than Heads having educational qualification Below Graduation.
14. Most of the Heads apply pressure for productive output and better results. At the same time Male Heads apply pressure for productive output than Female Heads. Government Heads apply pressure for productive output and better results than Aided Heads. Heads having teaching experience Up to Twenty years apply pressure for productive output and better results than Heads having Teaching experience Above Twenty Years. Heads having educational qualification Below Graduation apply pressure for productive output and better results than Heads having educational qualification Graduation and above.

15. Most of the Heads predicts the outcomes accurately to their groups. At the same time Male Heads predict outcomes accurately than Female Heads. Government Heads predict outcomes accurately than Aided Heads. Heads having teaching experience Up to Twenty Years predict outcomes accurately than Heads having teaching experience above twenty years. Heads having educational qualification Below Graduation predict outcomes accurately than Heads having educational qualification Graduation and above.
16. Most of the Heads maintain integration. At the same time Male Heads maintain integration than Female Heads. Government Heads maintain integration than Aided Heads. Heads having teaching experience Up to Twenty Years maintain integration than Heads having teaching experience above twenty years. Heads having educational qualification Graduation and above maintain integration than Heads having educational qualification Below Graduation.
17. Most of the Heads maintain cordial relation with their superiors. At the same time Male and Female Heads more or less equally maintain cordial relation with their superiors. Government Heads maintain cordial relation with their superiors than Aided Heads. Heads having teaching experience Up to Twenty Years maintain cordial relation with their superiors than Heads having teaching experience above twenty years. Heads having educational qualification Below Graduation maintain

cordial relation with their superiors than Heads having educational qualification Graduation and above

18. When considering Leadership Behaviour as a whole, most of the Heads perform their Leadership behaviour often. At the same time Male Heads perform their Leadership behaviour than Female Heads of Primary Schools of Kerala. Government Heads perform their Leadership behaviour than Aided Heads of Primary Schools of Kerala. Heads having teaching experience Up to Twenty Years perform their Leadership behaviour than Heads having teaching experience Above Twenty Years of Primary Schools of Kerala. For total scores, Heads having qualification Below Graduation and Graduation and above perform their Leadership behaviour more or less equally.

#### **IV. EDUCATIONAL IMPLICATIONS**

Based on the conclusions of the present investigation the following practical suggestions have been worked out to improve the present educational practice.

1. The study reveals that only 60 percent of Heads of Primary Schools are having democratic Leadership Styles. That shows that 40 percent of our Primary School Heads are having a very poor Leadership Style. This implies that effective leadership training should be given to Heads of Primary Schools of Kerala focusing on managerial aspects.

2. From the study it is clear that, Female Heads are more authoritarian than Male Heads, which indicates the lack of awareness among the Female Heads on modern trends in educational management. So special attention should be given to develop the attitude among Female Heads, for assimilating the modern trends of management in education.
3. From the finding it is evidenced that the Government Heads are more democratic and better in their Leadership practices than Aided sector. This is because of the effective monitoring and co ordination that exist in the Government sector in Kerala. Most of the Aided schools are under single management system. Regular interference from Governmental bodies and opportunity for exposure should be given to the Aided sector.
4. The study reflects that junior Heads are performing better than senior Heads. Hence encouragement should be given to young generation to perform better in the post of headmaster/ headmistress. This emphasizes to the need for direct recruitment of Heads along with the promotion system.
5. Regarding the qualification there were no significant differences on Leadership Style. Hence mere acquiring the academic degrees does not contribute much to Leadership Style. Instead, in service training for Heads should be given importance.

6. This study reflects the fact that the modern concept of educational Leadership has not yet given importance in the educational administrative network of Kerala. Though glimpses are seen in the present led by CEMAT, the primary sector is not considered effectively. This should be rectified and measures have to be taken to incorporate and purview education as a management science.
7. A cordial healthy relationship exists between the Heads of Government sector and their superiors. This is due to the manifold interaction possibilities of Government Heads. This aspect should be strengthened in the case of Aided sector also through interaction training programme.
8. At present the Heads of aided primary schools in Kerala are getting minimum exposure for academic and career development comparing with their counterpart in government sector. Hence measures to be taken for getting maximum exposure for their career development.
9. Of all the various dimensions of teacher education included in the teacher preparation curriculum of the state the highly neglected area is educational management. Considering its significance, this aspect should be given much stress in the entire teacher preparation programme at all levels.

10. As exist in the higher education, the newly appointed Heads should be given compulsory orientation programme that enable them to face the new challenges in the field of education effectively. This will also ultimately generate in them ideal Leadership qualities.

## **V. SUGGESTIONS FOR FURTHER RESEARCH**

The present investigation is only an attempt to explore the Leadership Styles among the Heads of Primary Schools in Kerala. The findings of the study had thrown light into the different aspects of the Leadership Styles and behaviour of the Primary School Heads of the state. For the present study the investigator considered the Leadership Styles and behaviour of primary Heads only. Naturally there is wide scope for further studies to follow. Some such highly necessary studies are given below.

1. Leadership Styles among the Heads of Secondary/Higher Secondary/Vocational Higher Secondary Schools can be conducted.
2. A study can be undertaken on the job satisfaction of the teachers of the Primary School in relation to the Leadership Styles of their Heads.

3. Leadership Styles among the Heads of Primary, Secondary and Higher Secondary Schools can be compared.
4. A study on the training needs of the Heads of Primary Schools with special reference to the modern Leadership theories can be conducted.
5. Leadership Behaviour among the Heads of Primary Schools in relation to the organizational climate of the institution may be studied.
6. A study on the Leadership Styles of the Heads of teacher training institutions of Kerala can be conducted.
7. A study to prepare a training module for primary Heads to perform better Leadership Styles can be conducted.
8. Emotional maturity and social adjustment of the Heads of Primary schools in connection with their Leadership Behaviour can be studied.
9. A comparative study on the Leadership Styles of primary Heads of Kerala with other states can be undertaken.

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APPENDIX I

UNIVERSITY OF CALICUT  
DEPARTMENT OF EDUCATION

LEADERSHIP STYLE SURVEY QUESTIONNAIRE (LSSQ) -  
2007 (DRAFT)

**Dr. P. Kelu**  
Professor of Education

**T. Mohamed Saleem**  
Research Scholar

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**Part - I : General Data**

Name of the Head :  
Gender : Male/Female  
Name of School :  
Type of Management : Govt./Aided  
Teaching Experience : Up to 20 years/Above 20 years  
Academic Qualification : Below Graduation/Graduation and Above

**Part – II**

The statements given below are related with your daily activities. Five response categories viz. **A. Always; B. Often; C. Sometimes; D. Rarely; E. Never**, are given against each statement. After reading each statement, mark the suitable response in the response sheet provided using 'X' mark. It is assured that your response will be using only for research purpose and will be kept confidential.

1. The opinions of my colleagues or their representatives are considered when taking decisions.
2. I used to scrutinize my colleagues so as to increase their ability to deliver activities.
3. Due to the inadequacy of time, I can't consider the opinions of my colleagues.
4. I used to arrange suitable programmes to make the spirit of cooperation among my colleagues.
5. As my colleagues are well aware of their duties than me, I don't interfere in their activities.

6. I try to inculcate a sense of responsible mindedness in all, through their participation in the planning and execution of school related programmes.
7. I used to self criticize my activities.
8. I used to find out the faults of my colleagues and warn them strongly.
9. I face more hurdles when I have to take important decisions
10. Though I used to give guidelines in curricular and co-curricular activities, I permit my colleagues to prioritise the same.
11. I used to encourage my colleagues to have sincerity towards the vision of the institution.
12. The contributions of my colleagues are incorporated while planning programmes.
13. I used to suggest some new methods to my colleagues when they are out of the track.
14. For the fulfillment of the aims, I used to make my colleagues for strict directions and even warnings.
15. I used to concentrate on the coordination of activities.
16. Being the head of the institution, I am interested to decentralize my power among my subordinates.
17. I believe in the capacity of my subordinates to lead themselves.
18. When difference of opinion amidst of colleagues happens, I try to solve them through deliberations.
19. I don't take failures seriously.
20. I can't follow systematic time schedule in the activities of the school.
21. I used to accept the viewpoints of my colleagues with regard to teaching.
22. I used to give clear directions to my colleague, the how of conducting academic and non-academic activities.
23. I used to enjoy my power, which I have upon my colleagues.
24. I believe that my colleagues only have the soul responsibility in their activities.
25. The cooperation of all were solicited in all decisions.
26. I used to give equal weightage to the opinions of all.
27. Instead of convening frequent meetings, it is my style to pass all the information related with the school through notice.
28. I used to utilize my power as Head Master for the improvement of the system.

29. I used to confirm my prior permission in the entire activities.
30. I used to convene the meeting of colleagues, when things are out of the way.
31. I am not used to inflict my power in the decisions with regard to teaching.
32. I used to justify my failures.
33. I used to provide complete freedom to my colleagues in the execution of almost all activities.
34. I feel that most of my colleagues are craving for safety.
35. In all activities, the final decision will be of mine.
36. I can very clearly explain each and every problem
37. I used to provide my colleagues, opportunity to decide the aims themselves with regard to school activities.
38. I have greater confidence and satisfaction in the capacities of my colleagues
39. As the Head Master, I really used to inflict my power on others.
40. I used to distribute the responsibility of doing innovations in curricular activities among my colleagues.

**UNIVERSITY OF CALICUT**  
**DEPARTMENT OF EDUCATION**

**LEADERSHIP STYLE SURVEY QUESTIONNAIRE (LSSQ) -  
2007 (DRAFT)**

**RESPONSE SHEET**

**Dr. P. Kelu,**  
Professor of Education

**T. Mohamed Saleem**  
Research Scholar

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Q. No:	Always	Often	Sometimes	Rarely	Never
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Q. No:	Always	Often	Sometimes	Rarely	Never
21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E
31	A	B	C	D	E
32	A	B	C	D	E
33	A	B	C	D	E
34	A	B	C	D	E
35	A	B	C	D	E
36	A	B	C	D	E
37	A	B	C	D	E
38	A	B	C	D	E
39	A	B	C	D	E
40	A	B	C	D	E

APPENDIX II

UNIVERSITY OF CALICUT  
DEPARTMENT OF EDUCATION

LEADERSHIP STYLE SURVEY QUESTIONNAIRE (LSSQ) -  
2007 (FINAL)

Dr. P. Kelu,  
Professor of Education

T. Mohamed Saleem  
Research Scholar

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**Part – I : General Data**

Name of the Head :  
Gender : Male/Female  
Name of School :  
Type of Management : Govt./Aided  
Teaching Experience : Up to 20 years/Above 20 years  
Academic Qualification : Below Graduation/Graduation and Above

**Part - II**

The statements given below are related with your daily activities. Five response categories viz. **A. Always; B. Often; C. Sometimes; D. Rarely; E. Never**, are given against each statement. After reading each statement, mark the suitable response in the response sheet provided using 'X' mark. It is assured that your response will be using only for research purpose and will be kept confidential. \_\_

1. The opinions of my colleagues or their representatives are considered when taking decisions.
2. I used to scrutinize my colleagues so as to increase their ability to deliver activities.
3. Due to the inadequacy of time, I can't consider the opinions of my colleagues.
4. As my colleagues are well aware of their duties than me, I don't interfere in their activities.

5. I try to inculcate a sense of responsible mindedness in all, through their participation in the planning and execution of school related programmes.
6. I used to find out the faults of my colleagues and warn them strongly.
7. Though I used to give guidelines in curricular and co-curricular activities, I permit my colleagues to prioritise the same.
8. I used to encourage my colleagues to have sincerity towards the vision of the institution.
9. The contributions of my colleagues are incorporated while planning programmes.
10. I used to suggest some new methods to my colleagues when they are out of the track.
11. For the fulfillment of the aims, I used to make my colleagues for strict directions and even warnings.
12. Being the head of the institution, I am interested to decentralize my power among my subordinates.
13. I believe in the capacity of my subordinates to lead themselves.
14. When difference of opinion amidst of colleagues happens, I try to solve them through deliberations.
15. I used to accept the viewpoints of my colleagues with regard to teaching.
16. I used to give clear directions to my colleague, the how of conducting academic and non-academic activities.
17. I used to enjoy my power, which I have upon my colleagues.
18. I believe that my colleagues only have the soul responsibility in their activities.
19. The cooperation of all were solicited in all decisions.
20. Instead of convening frequent meetings, it is my style to pass all the information related with the school through notice.
21. I used to utilize my power as Head Master for the improvement of the system.
22. I used to confirm my prior permission in the entire activities.
23. I used to convene the meeting of colleagues, when things are out of the way.
24. I am not used to inflict my power in the decisions with regard to teaching.
25. I used to provide complete freedom to my colleagues in the execution of almost all activities.

26. I feel that most of my colleagues are craving for safety.
27. In all activities, the final decision will be of mine.
28. I used to provide my colleagues, opportunity to decide the aims themselves with regard to school activities.
29. I have greater confidence and satisfaction in the capacities of my colleagues
30. I used to distribute the responsibility of doing innovations in curricular activities among my colleagues.

**UNIVERSITY OF CALICUT**  
**DEPARTMENT OF EDUCATION**

**LEADERSHIP STYLE SURVEY QUESTIONNAIRE (LSSQ) -**  
**2007 (FINAL)**

**RESPONSE SHEET**

**Dr. P. Kelu.**  
Professor of Education

**T. Mohamed Saleem.**  
Research Scholar

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Q. No:	Always	Often	Sometimes	Rarely	Never
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E

Q. No:	Always	Often	Sometimes	Rarely	Never
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E
21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E

## APPENDIX III

### UNIVERSITY OF CALICUT DEPARTMENT OF EDUCATION

#### LEADER BEHAVIOUR DESCRIPTION QUESTIONNAIRE FORM XII

Originated by staff members of The Ohio State Leadership Studies and revised by the Bureau of Business Research.

Published by  
Bureau of Business Research  
College of Commerce and Administration  
The Ohio State University  
Columbus, Ohio.

#### Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the behaviour of your supervisor. Each item describes a specific kind of behaviour, but does not ask you to judge whether the behaviour is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or Consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behaviour of your Supervisor.

#### Directions

- (a) Read each items carefully
- (b) Think how frequently the leader engages in the behaviour described by the item.
- (c) Mark your answer by putting 'X' mark on the selected letter
- (d) A = Always. B = Often. C = Occasionally. D = Seldom. E = Never.

1. He acts as the spokesman of the group
2. He waits patiently for the results of a decision
3. He makes pep talks to stimulate the group
4. He lets group members know what is expected of them
5. He allows the members complete freedom in their work
6. He is hesitant about taking initiative in the group
7. He is friendly and approachable
8. He encourages overtime work
9. He makes accurate decisions
10. He gets along well with the people above him

11. He publicizes the activities of the group
12. He becomes anxious when he cannot find out what is coming next.
13. His arguments are convincing.
14. He encourages the use of uniform procedures
15. He permits the members to use their own judgement in solving problems
16. He fails to take necessary action whenever situation arises
17. He does little things to make it pleasant to be a member of the group.
18. He stresses being ahead of competing groups
19. He keeps the group working together as a team
20. He keeps the ground in good standing with higher authority
21. He speaks as the representative of the group
22. He accepts defeat in stride.
23. He argues persuasively for his point of view.
24. He tries out his ideas in the group.
25. He encourages initiative in the group members
26. He lets other persons take away his leadership in the group.
27. He puts suggestions made by the group into operation
28. He needles members for greater effort
29. He seems able to predict what is coming next
30. He is working hard for a promotion.
31. He speaks for the group when visitors are present
32. He accepts delays without becoming upset
33. He is a very persuasive talker.
34. He makes his attitudes clear to the group.
35. He lets the members do their work the way they think best
36. He Lets some members take advantage of him
37. He treats all group members as his equals
38. He keeps the work moving at a rapid pace.
39. He settles conflicts when they occur in the group.
40. His superiors act favourably on most of his suggestions.
41. He represents the group at outside meetings
42. He becomes anxious when waiting for new developments

43. He is very skillful in an argument
44. He decides what shall be done and how it shall be done
45. He assigns a task, and then lets the members handle it.
46. He is the leader of the group in name only
47. He gives advance notice of changes
48. He pushes for increased production.
49. Things usually turn out as he predicts
50. He enjoys the privileges of his position
51. He handles complex problems efficiently
52. He is able to tolerance postponement and uncertainty.
53. He is not a very convincing talker
54. He assigns group members to particular tasks.
55. He turns the members loose on a job, and lets them go to it
56. He backs down when he ought to stand firm.
57. He keeps to himself.
58. He asks the members to work harder.
59. He is accurate in predicting the trend of events
60. He gets his superiors to act for the welfare of the group members
61. He gets swamped by details.
62. He can wait just so long, then blows up
63. He speaks from a strong inner conviction
64. He makes sure that his part in the group is understood by the group members.
65. He is reluctant to allow the members any freedom of action
66. He lets some members have authority that he should keep
67. He looks out for the personal welfare of group members.
68. He permits the members to take it easy in their work
69. He sees to it that the work of the group is co-ordinated.
70. His word carries weight with his superiors
71. He gets things all tangled up
72. He remains calm when uncertain about coming events
73. He is an inspiring talker.
74. He schedules the work to be done

75. He allows the group a high degree of initiative
76. He takes full charge when emergencies arise
77. He is willing to make changes
78. He drives hard when there is a job to be done.
79. He helps group members settle their differences
80. He gets what he asks for from his superiors
81. He can reduce a madhouse to system and order.
82. He is able to delay action until the proper time occurs
83. He persuades others that his ideas are to their advantage
84. He maintains definite standards of performance
85. He trusts the members to exercise good judgement
86. He overcomes attempts made to challenge his leadership
87. He refuses to explain his actions
88. He urges the group to beat its previous record
89. He anticipates problems and plans for them
90. He is working his way to the top
91. He gets confused when too many demands are made of him.
92. He worries about the outcome of any new procedure.
93. He can inspire enthusiasm for a project.
94. He asks that group members follow standard rules and regulations
95. He permits the group to set its own pace.
96. He is easily recognized as the leader of the group.
97. He acts without consulting the group.
98. He keeps the group working upto capacity
99. He maintains a closely knit group
100. He maintains cordial relations with superiors

**UNIVERSITY OF CALICUT  
DEPARTMENT OF EDUCATION**

**LEADER BEHAVIOUR DESCRIPTIVE QUESTIONNAIRE  
(LBDQ)**

**RESPONSE SHEET**

Name of the Teacher : .....

Name of the School : .....

Q. No.	Always	Often	Occasionally	Seldom	Never
1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E

Q. No.	Always	Often	Occasionally	Seldom	Never
26.	A	B	C	D	E
27.	A	B	C	D	E
28.	A	B	C	D	E

4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E
21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E

29.	A	B	C	D	E
30.	A	B	C	D	E
31.	A	B	C	D	E
32.	A	B	C	D	E
33.	A	B	C	D	E
34.	A	B	C	D	E
35.	A	B	C	D	E
36.	A	B	C	D	E
37.	A	B	C	D	E
38.	A	B	C	D	E
39.	A	B	C	D	E
40.	A	B	C	D	E
41.	A	B	C	D	E
42.	A	B	C	D	E
43.	A	B	C	D	E
44.	A	B	C	D	E
45.	A	B	C	D	E
46.	A	B	C	D	E
47.	A	B	C	D	E
48.	A	B	C	D	E
49.	A	B	C	D	E
50.	A	B	C	D	E

Q. No.	Always	Often	Occasionally	Seldom	Never
51.	A	B	C	D	E

Q. No.	Always	Often	Occasionally	Seldom	Never
76.	A	B	C	D	E

52.	A	B	C	D	E
53.	A	B	C	D	E
54.	A	B	C	D	E
55.	A	B	C	D	E
56.	A	B	C	D	E
57.	A	B	C	D	E
58.	A	B	C	D	E
59.	A	B	C	D	E
60.	A	B	C	D	E
61.	A	B	C	D	E
62.	A	B	C	D	E
63.	A	B	C	D	E
64.	A	B	C	D	E
65.	A	B	C	D	E
66.	A	B	C	D	E
67.	A	B	C	D	E
68.	A	B	C	D	E
69.	A	B	C	D	E
70.	A	B	C	D	E
71.	A	B	C	D	E
72.	A	B	C	D	E
73.	A	B	C	D	E
74.	A	B	C	D	E
75.	A	B	C	D	E

77.	A	B	C	D	E
78.	A	B	C	D	E
79.	A	B	C	D	E
80.	A	B	C	D	E
81.	A	B	C	D	E
82.	A	B	C	D	E
83.	A	B	C	D	E
84.	A	B	C	D	E
85.	A	B	C	D	E
86.	A	B	C	D	E
87.	A	B	C	D	E
88.	A	B	C	D	E
89.	A	B	C	D	E
90.	A	B	C	D	E
91.	A	B	C	D	E
92.	A	B	C	D	E
93.	A	B	C	D	E
94.	A	B	C	D	E
95.	A	B	C	D	E
96.	A	B	C	D	E
97.	A	B	C	D	E
98.	A	B	C	D	E
99.	A	B	C	D	E
100.	A	B	C	D	E

**APPENDIX IV**

**UNIVERSITY OF CALICUT  
DEPARTMENT OF EDUCATION**

**Interview schedule on Leadership Style of heads for  
the Parents of Primary Schools.**

**Dr. P. Kelu.**  
Professor of Education

**T. Mohamed Saleem**  
Research Scholar

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1. Schedule No.:
2. Date of Recording:
3. Name of Parent:
4. Sex:
5. Educational Qualifications:
6. Name of School:
7. Panchayath / Municipality / Corporation:
8. Government / Aided:
9. Does the headmaster/headmistress can ensure the co-operation of your children in curricular and co curricular activities? [Yes / No]
10. Does the headmaster/headmistress give proper approval to your children in their learning activities? [Yes / No] if yes how?
11. Does the headmaster/headmistress administer activities that promote interests in learning to the students? [Yes / No] if yes what are the activities?
12. Does the headmaster/headmistress evaluate the progress of your children in curricular and co-curricular activities? [Yes / No]
13. Does the headmaster/headmistress identify the learning limitations of your children and suggest remedial measures? [Yes / No]
14. Does the headmaster/headmistress ensure your co-operation in school activities? [Yes / No] If yes how?
15. Does the headmaster/headmistress directly participate in the educational activities of the society? [Yes / No]
16. Does the headmaster/headmistress act as a Leader in the socio cultural activities of the society? [Yes / No]

17. Does the headmaster/headmistress ensure the participation of parents in learning activities? [Yes / No] If yes what are the activities taken?
18. Does the headmaster/headmistress improve the physical facilities of the school with the participation of the society? [Yes / No]
19. Does the headmaster/headmistress provide facilities for the activities of PTA, MTA, and other organizations? [Yes / No]
20. Does the headmaster/headmistress take initiation in giving educational and carrier guidance to the society? [Yes / No]
21. Does the headmaster/headmistress conduct PTA and MTA meeting in proper time? [Yes / No]
22. Does the headmaster/headmistress maintain the physical facilities of the school properly? [Yes / No]
23. Does the headmaster/headmistress take initiation to the learning improvement programme your children? [Yes / No]