

# **LEADERSHIP BEHAVIOUR OF COLLEGE PRINCIPALS IN KANYAKUMARI DISTRICT**



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**Dr. C. SUBATHRA**

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## **CHAPTER INDEX**

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<b>CHAPTER NO.</b>	<b>TITLE</b>	<b>PAGE NO.</b>
I.	INTRODUCTION AND DESIGN OF THE STUDY	1-18
II.	REVIEW OF LITERATURE	19-53
III.	LEADERSHIP, DECISION MAKING AND MOTIVATION – AN OVERVIEW	54-67
IV.	DEMOGRAPHIC PROFILE OF THE COLLEGE PRINCIPALS - AN ANALYSIS	68-78
V.	LEADERSHIP BEHAVIOR OF THE COLLEGE PRINCIPALS– AN ANALYSIS	79-95
VI.	RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOUR AND DEMOGRAPHIC PROFILE OF THE COLLEGE PRINCIPALS – AN ANALYSIS	96-186
VII.	FINDINGS, CONCLUSION AND SUGGESTIONS	187-199
	REFERENCES	200- 209



# **CHAPTER – I**

## **INTRODUCTION AND DESIGN OF THE STUDY**

### **1.0. INTRODUCTION**

Education is the mirror of the society, showing its strength and weakness, hopes, biases and key values of its culture. Education has a definite role to play in the development of people and countries. This may be one of the reasons why United Nations Educational Scientific and Cultural Organizations declare education, a vehicle for and indicator of development. Education and Training play a vital role in assisting individuals and societies to adjust to social, economic and cultural changes and promote the development of the human capital essential for economic growth. Modern education aims at imparting knowledge, skills & attitude required by the youngsters to become functional in their respective societies. Colleges are therefore intended to serve as agents for developing individual citizens within a country. In essence, colleges are institutions where students are groomed to appreciate what the society in which they live stands for and are equipped in order for them to contribute to the advancement of their society.

Research on managers (formal leaders) in different settings suggests that Leadership style, Decision-making style, and Motivation are the three important factors for managerial effectiveness (Bass, 1990). The manager, a decision maker and the motivator in the field of higher educational institution is “The principal”, who is the chief of the institution. This thesis investigates the three important dimensions of principals’ behavior: viz., Leadership style, Decision making style and Motivation Profile. Leadership style describes the behavior of the leader by Autocratic Leadership, Democratic Leadership and Laissez-Faire Leadership; Managerial decision-making style describes the typical way in which the principal solve problems and make decisions. Four functions are used to describe Decision making behavior: Directive, Analytical, Conceptual and Behavioral; and Motivation profile describes the need for the Motivation: Achievement Motivation, Affiliation Motivation, and Power Motivation.

## **1.1. ROLE AND IMPORTANCE OF COLLEGE PRINCIPAL**

The principal is the key person in the academic hierarchy of the college. According to University Grant Commission, the principal is responsible for ensuring quality of education, administering college admission, scheduling classes, determining the work load of teachers, faculty development, evaluation of campus programmes, students discipline, allocating finance within the limits set by the governing body, maintaining relations with the university, government, alumni, other support agencies and general public and overall coordination and management.

The principal is the major component of college management. The tone and efficiency of the college largely depend on his ability and skill, personality and professional competence. The principal is the keystone in the arch of college administration. He is the hub of the educational effort. What the main spring is to the watch and fly wheel to the machine or the engine to the steamship, the superintendent, teacher, guide, philosopher and friend. The principal is a group leader to direct and stimulate group effort. In the college management, the principal occupies a unique position. He is in the strategic centre of a well instructional relationship – teacher pupil, teacher –parent and teacher –teacher. It is he who arranges their co-ordinate efforts. He is dispatching station at the centre. He organizes interdependent elements into a functional or logical whole. He directs to get the solution of the common problems of the institution. He co-ordinates all the elements into a unified programme to achieve a common objective and a single effect. In the old authoritarian colleges, where the principal was a dictator or a despot , but now the emphasis is more on freedom of participation and reciprocal co-operation and less on dictatorship. To make a success of assignment, he must come into close contact with teachers, students, parents and society. He cannot afford to live in an ivory tower. The principal is a community leader. He would do well to study his community thoroughly, learn its resources of wealth, know the intricacies of political maneuvering and do his best so that the public is familiar with its college. The rapid increase in college size and the changed conditions under which colleges operate today have greatly increased the business responsibilities of college principal. For efficient administration of college enterprise, it is necessary that he looks after the college plant and the college activities in a business-like manner.

In spite of the similarities in the organizational and administrative structures of colleges, they are different, one from the other in the way they function as well as the effects they function as well as the effects they have on the lives of students. Colleges which perform above average with regard to students' behavior have the tendency to perform above average in academic achievement. In other words, it appears that there is a correlation between students conduct and their academic attainment. The differences in students' behavior and academic outcomes are influenced *inter alia* by the principal.

The activities of the colleges are determined by what the principal does. He/She influences everyone else's behavior, his/her values are contagious, his/her good sense of ethics instills respect and trust in the system, he/she communicates a powerful message about what is important, how people are to be treated and how the college should operate daily. It implies that the principal is therefore expected to accept responsibility for whatever students and staffs do and lead, both by word and action, creating a college climate that facilitates effective teaching and learning.

The principals' tasks are divided into two major types instructional and the leadership roles. The instructional role focuses on the training and education of students by creating motivating and challenging activities that aid students grow to become productive citizens. The leadership role complements the functional role. The former aims at successful implementation of the latter. The leadership role largely comprises personnel management (both students and teachers) and decision-making.

Considering the importance of the principals' tasks, his/her leadership style is one of the major factors determining the college climate in his/her college. The creation of any college climate starts with the principal, and it is reflected in the relationship among teachers, between teachers and students, among the student body, commitment of teachers to achievement of college goals and objectives, ethos of the college, etc. in other words, the principal is in the position to initiate and maintain the kind atmosphere he/she wants through his/her behavior. Ordinarily the main task of the principal is to help create a healthy working environment in which students are happy and prepared to learn and teachers identify with the college's mission and goals.

## **1.2. PRINCIPAL'S LEADERSHIP BEHAVIOR**

The climate and effectiveness of a college change drastically owing to a change of leadership is another important problem analyzed by the researcher. The college climate in various ways mirrors the principal's personality and he/she can promote or destroy a college through the climate he/she creates. The researcher in some situations, have witnessed a change in the climate of a particular college shortly after a new principal's assumption of duty. In some cases, students begin to show better attitude towards college and college work; the teacher are more hardworking, striving to meet the new principal's expectations and standard. The impact of the new principal is felt to the extent that by the end of the academic achievement. The teachers are not only mere active, but they also put in their best for the accomplishment of the college goals. In some other situations, the opposite is the case so much that the students and other stakeholders grossly dissatisfied with the performance of the principal and the college initiates the transfer of the principal. These instances prove that the type of leadership prevailing in the college is vital to the organizational climate and the principals are the key figures who can so change the work climate that all the teachers are motivated to work hard with the result that the goals of the colleges preserved.

According to the nature of governance colleges in India can be classified into two major categories; affiliated and autonomous. While autonomous colleges can be differentiated into government and private aided, affiliated institution can be further classified into government and grant-in-aid institutions, constituent and self-financing institutions. Irrespective of the nature of the secondary institute, the principal is the academic and administrative head of institution. However, depending upon the governance of the institutions, there is some variation in the power and responsibilities he/she is enjoying as the head of the institution.

The college Principal is mainly responsible for what goes on in the college. He holds the key position in the college just as the captain of a ship holds the key position on a ship. The principal is the coordinating agency which keeps the balance and ensures the harmonious development of the whole institution. He sets the tone of the college and is the chief force in molding the tradition which develops as goes on. It is essential, therefore,

that he be not only a man of high character but also a man of faith in his staff and students and faith in human nature. Perhaps no single characteristic is more important in a leader as principal 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 not goodwill; inspiring his staff with energy, life and mutual goodwill among themselves, and confidence in him as their leader. Thus identified the three important dimensions Leadership, Decision Making and Motivation for the principal in order to fulfill the goals and achieve success of the institution.

### **1.3. STATEMENT OF THE PROBLEM**

The researcher was increasingly concerned about the various types of discipline problem of college students in political vandalism, drug abuse, alcoholism, violence and criminal activities. In addition, negligence of duty by teachers increases causes decline in the performance of students, frustration and dissatisfaction of teachers, lack of team spirit, low motivation of teachers, atmosphere of distrust and non co-operation and lack of orientation to produce excellence in position are some of the factors adversely affects the climate , culture and effectiveness of the colleges. It is the role of principal who can establish a positive climate in the college with his Leadership behavior. Which leadership style, decision making style and Motivation profile is to be established to meet the present day challenges and to establish a positive climate in their college is the question. The problem of identifying the specific leadership behavior which is suitable to establish a positive climate in the college has motivated the researcher to study on "*The college principals in kanyakumari District - Leadership style, Decision making style and Motivation profile – A study*" and to make suggestions on the basis of the findings of this study.

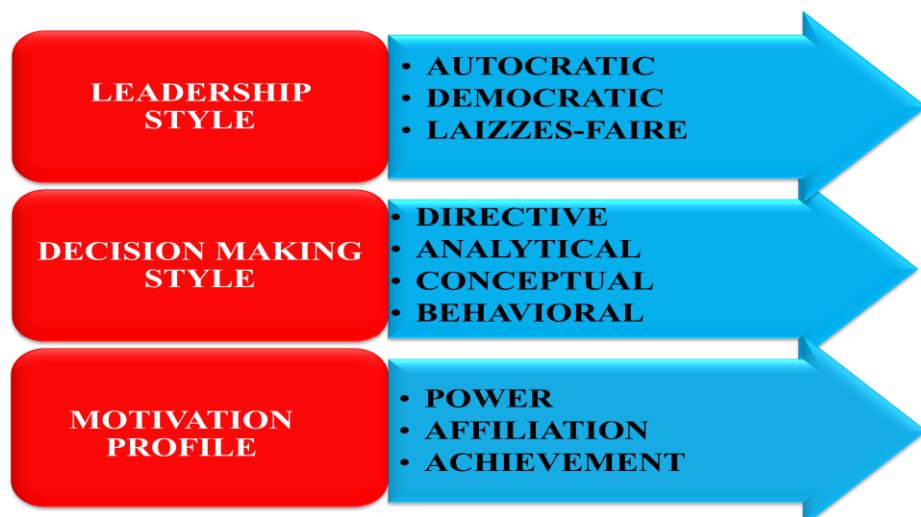
### **1.4. DIMENSION AND FACTORS OF LEADERSHIP BEHAVIOR**

For the purpose of this study the researcher has taken three variables viz., leadership style, Decision making style and motivation profile as the factors of Leadership behavior, based on (Bass, 1990) which stress

that Leadership style, Decision-making style, and Motivation are the three important factors for managerial effectiveness . Each factor has their own dimension based on its theories.

- Leadership style describes the behavior of the leader by Autocratic Leadership, Democratic Leadership and Laissez-Faire Leadership; (Lewin, Lippit and White, 1939)
- Decision-making style describes the typical way in which the principal solve problems and make decisions. Four functions are used to describe Decision making behavior: Directive, Analytical, Conceptual, and Behavioral; (Row and Mason, 1987) and
- Motivation profile describes the three needs for the Motivation: Power Motivation, Affiliation Motivation, and Achievement Motivation. (McClelland needs theory, 1961)

The various dimensions of the three factors of Leadership behavior viz., leadership style, Decision making style and motivation profile had been illustrated in the below model in detail. (Figure .1.1)



**Figure 1.1.Dimensions and factors of leadership behavior**

## 1.5. SCOPE OF THE STUDY

The study aims to measure the Leadership style, Decision making style and Motivation Profile of college principals in Kanyakumari District and also determines the relationship between these styles with their demographic profile. Literature shows that to date there has been no research conducted to examine the Leadership Style, Decision making styles and Motivation profile of College Principals in Kanyakumari District. Research is lacking in this area of study. No proper knowledge is available in these references, so the researcher thinks it justifiable to venture on the proposed study, it will provide proper knowledge about the leadership behavior of college principals furthermore, it will provide with the knowledge about the role of principals working styles. The results also provide baseline information to researchers, for future studies on Leadership style, Decision making Style and Motivation Profile using the Leadership Behavior model.

## 1.6. CONCEPTUAL FRAMEWORK



**Figure 1.2. Conceptual framework of the study**

This study explored the Leadership style, Decision making style and Motivation Profile of college principals in Kanyakumari District and determined the relationship between these three dependent variables and the five independent variables viz., Age, Teaching experience, Administrative

experience, Type of college and Gender. Figure1.2. shows the conceptual framework of the study.

### **1.7. OBJECTIVES OF THE STUDY**

Following are the objectives of the present study:

1. To examine the Leadership style, Decision making style and Motivation profile of the College principals in Kanyakumari District.
2. To study the relationship between the Leadership style of College principals in Kanyakumari District and their demographic profiles.
3. To study the relationship between the Decision making style of College principals in Kanyakumari District and their demographic profiles.
4. To study the relationship between the Motivation profile of College principals in Kanyakumari District and their demographic profiles.
5. To provide suggestions based on the findings and conclusion of the study.

### **1.8. HYPOTHESES**

*A hypothesis is described as a suggested answer to a problem* (Townsend, 1953:345). On the basis of predefined objectives of the present study and literature reviewed the following null hypotheses were formulated:

**H1.** There is no relationship between the Leadership styles of college principals in Kanyakumari District and their age.

**H2.** There is no relationship between the Decision making styles of college principals in Kanyakumari District and their age.

**H3.** There is no relationship between the Motivation Profile of college principals in Kanyakumari District and their age.

**H4.** There is no relationship between the Leadership styles of college principals in Kanyakumari District and their Teaching experience.

**H5.** There is no relationship between the Decision making styles of college principals in Kanyakumari District and their Teaching experience.

**H6.** There is no relationship between the Motivation Profile of college principals in Kanyakumari District and their Teaching experience.

**H7.** There is no relationship between the Leadership styles of college principals in Kanyakumari District and their Administrative experience.

**H8.** There is no relationship between the Decision making styles of college principals in Kanyakumari District and their Administrative experience.

**H9.** There is no relationship between the Motivation Profile of college principals in Kanyakumari District and their Administrative experience.

**H10.** There is no relationship between the Leadership styles of college principals in Kanyakumari District and Type of college.

**H11.** There is no relationship between the Decision making styles of college principals in Kanyakumari District and Type of college.

**H12.** There is no relationship between the Motivation Profile of college principals in Kanyakumari District and Type of college.

**H13.** There is no relationship between the Leadership styles of college principals in Kanyakumari District and their Gender.

**H14.** There is no relationship between the Decision making styles of college principals in Kanyakumari District and their Gender.

**H15.** There is no relationship between the Motivation Profile of college principals in Kanyakumari District and their Gender.

### **1.9. PERIOD OF THE STUDY**

The primary data were collected from July. 2013 to Jan. 2014. The reference period of the study was June 2011- Oct 2014.

### **1.10. AREA OF THE STUDY**

The present study is conducted in Kanyakumari District, which is a tiny district in Tamil Nadu. Kanyakumri District is located on the southernmost tip of Tamil Nadu having an area of 1684.00km<sup>2</sup>. The district lies in the globe between 77°.15' and 77°.36' of the eastern longitude and 8°.03' and 8°35' of the northern attitude. Kanyakumari District is surrounded by Tirunelveli District in the North and North East, Kerala state in the North West and the confluence of the Arabian Sea in the west, the Indian Ocean in the South and the Bay of Bengal in the East.

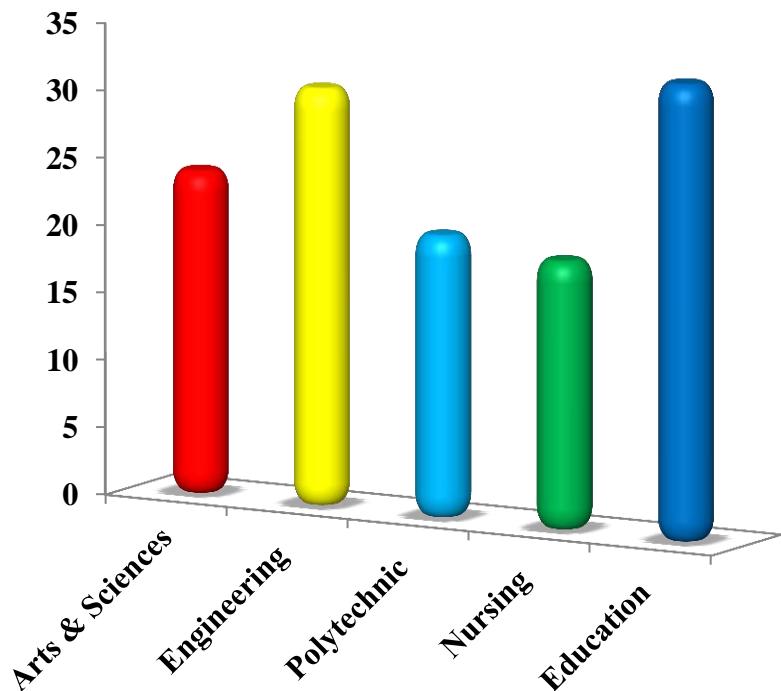
Kanyakumari District, once known as the granary of Travancore, was in Travancore (Kerala) for a long time and then merged with Tamil Nadu in November 1956 under the State Linguistic Re-organisation Act. It is famous for its vast green stretches of paddy fields for that it is called ‘Nanjil Nadu’. The other important crops of the district are rubber, pepper, coconut, tapioca. The district has rich forests and mineral sand. The district has many important beautiful tourist spots. Changudurai beach, Muttom and Thengapatnam are the important places of tourist attraction in the district.

The district has a population of 18,63,174 with 9,26,800 males and 9,36,374 females as per 2011 Census Report (Provisional) of the Government of India. The density of population in this district is 1106 per square metre while that of the whole country is 382 and the State of Tamil Nadu is 555 per square kilometer. There are minor ports in the district at Colachel, Chinna Muttom, Arockiapuram, Kovalam and Rajakkamangalam Thurai. Kodayar hydel project is a power generating scheme housed in the district. It is supported by thousands of electricity generating windmills located at Aralvoimozhi, the entrance of the District.

## **1.11. POPULATION OF THE STUDY**

The population for the purpose of the study is the College Principals in Kanyakumari District. The researcher has taken five types of colleges in Kanyakumari district viz., Arts & Sciences (n=24), Engineering Colleges (n=31), Polytechnic Colleges (n=21), Nursing College (n=20) and Education Colleges (n=34) as the target group for the purpose of this study. Figure.1.3 shows the Population of the study. The target population had been selected based on two major criteria. Viz.,

- The type of colleges which has Proper Organization structure.
- Sufficient Number of Colleges under the type i.e., minimum 20 in number.



**Figure.1.3. Population of the study**

As the researcher had taken whole population of the target group as a population for the purpose of this study, it is a census survey. A *census survey* is the survey that measures the entire target population. The main advantage of the census survey (as compared to the sample survey) is that the whole population is involved and, therefore there are no random errors or systematic errors caused by the sampling itself. The main shortcoming in census survey is the difficulty of practical realization if the population is large, but the target population of the present study shows not that large and not too small. Table 1.1 shows Population of the study in detail.

**Table.1.1**

**Population of the study**

SL.NO.	TYPE OF COLLEGES	NUMBER	PERCENTAGE
1	Arts & Sciences Colleges	24	18%
2	Engineering Colleges	31	24%
3	Polytechnic Colleges	21	16%
4	Nursing Colleges	20	16%
5	Education Colleges	34	26%
<b>Total</b>		<b>130</b>	<b>100%</b>

## **1.12. DATA COLLECTION INSTRUMENTS**

This study employed a survey questionnaire. The questionnaire included four parts:

- **Part I** - Demographic Questions are the first part of the questionnaire which includes Age, Gender, Type of college, Teaching experience and Administrative experience of the college principal.
- **Part II** - Leadership Style Questionnaire (Lewin, Lippit and White (1939), aims to testing the preference towards Principals' Leadership style by Autocratic, Democratic or Laizzes-faire.
- **Part III** - The Decision Style Inventory (DSI), developed by A. J. Rowe and R. O Mason, aims at testing the preferences towards Principals' Decision Making Style by Directive, Analytical, Conceptual and Behavioral.
- **Part IV** – Motivation Profile Questionnaire, developed by Junker. K (2001) based on David McClelland's theory of Needs. It states that human behavior is affected by three needs Power, Affiliation and Achievement. The questions aim at testing the preferences towards Principals' Motivational needs.

## **1.13. METHOD OF DATA COLLECTION**

The present research is designed to study on the problem “Leadership Style, Decision Making Style and Motivation Profile of College Principals’ in Kanyakumari District”. According to the objectives, the present study is mainly focused on finding out the leadership behavior of College Principals’ in Kanyakumari District. To fulfill the objectives of this study, the researcher used survey method (50% through Drop-off Survey and 50% through Mail survey) which is considered appropriate method of obtaining specific data about the research situation. As a research technique in the social sciences, Management and Commerce survey research has considerable credibility, demonstrated by its widespread acceptance and use in academic institutions. Survey research involves soliciting self-reported verbal information from people. The ultimate goal of survey research is to allow researchers to generalize about a large population by studying only a small portion of the population. Many studies in Leadership behavior of Principal have also relied upon the survey method. The surveys allowed researcher to obtain data about the Leadership behavior of the College Principals in Kanyakumari Disrtict.

## **1.14. TOOLS OF ANALYSIS**

To explore the Leadership behavior of College Principals in Kanyakumari District and to determine the relationship between these styles and Demographic, the following statistical analyses were applied:

Before conducting all of these analyses, the response rate of the participants were analyzed. Then to check the internal consistency of the Questionnaire, the researcher run Reliability test for the Leadership , Decision Making and Motivation questionnaire using SPSS. The minimum acceptable reliabilities was at .70 (Cronbach's alpha). Participant's demographics analysed using frequency and Percentage analysis. And to explore the Leadership style, Decision Making Style and Motivation profile of College Principals in Kanyakumari District, a descriptive statistics (mean and percentage) was computed.

For the purpose of testing Hypothesis framed in this study applied the following tools using SPSS (Software package for statistical Analysis)

- ❖ Pearson Product Moment Correlation (PPMC) between the variables of interest in this study was computed. More specifically, correlation was to determine and report the relationships between the Leadership style, Decision Making Style and Motivation profile and Principals' Age, Teaching Experience and Administrative Experience and applied Chi-Square cross tabulation and Cluster Bar chart to confirm the result.
- ❖ Descriptive analysis in ANOVA was applied to test the significant differences between the Leadership style, Decision Making Style and Motivation profile and Type of College.
- ❖ The t-test for quality of means was employed to test the significant differences between the Male and Female Principals.

## **1.15. OPERATIONAL DEFINITIONS**

The following terms are defined for the purpose of this study:

Leadership Style: involves three Leadership style; Autocratic Leadership, Democratic Leadership, and Laissez-faire Leadership. (Lewin, Lippit and White (1939) in the Leadership style experiments in 1939 identified the above three Leadership styles.

Decision making Style: involves four managerial decision styles: directive, conceptual, analytical, and behavioral. According to Rowe and Mason (1987), decision style reflects the way that a person visualizes and thinks about situations.

Motivation Profile: involves three needs of Motivation; Need for Power, Achievement and Affiliation. Junker. K (2001) based on David McClelland's theory of Needs. It states that human behavior is affected by above three needs.

Age: Refers to the length of time that a person (The principal) has lived or existed. His (The Principal) duration of life.

Gender: Refers to the state of being male or female.

Principal: Refers to the primary or chief of an institution who holds a position of presiding rank, especially the head of a college.

College: Refers to Higher educational institution, for the purpose of this Study College means Arts & Science, Education, Engineering, Nursing and Polytechnic colleges in Kanyakumari District.

Teaching experience: Refers to the total years the principal was in touch with teaching and students.

Total Administrative experience: Refers to years of administrative experience that have been spent in the current position or previous positions as a principal.

## **1.16. LIMITATIONS**

1. The study focuses only on college principals in Kanyakumari District.
2. The study is limited to Arts & Science, Engineering, Nursing, Educational and polytechnic college principals from Kanyakumari Districts.
3. The study limited to the use of the instruments for assessing Leadership style, Decision making style and Motivation profile of college principals in Kanyakumari District.

## **1.17. CHAPTER SCHEME**

The study has been organized as follows:

**Chapter One** introduces readers to current research and includes: Introduction, Role And importance of the College Principal , Principal's leadership behavior, Statement of the problem., Dimension and factors of Leadership behavior, Conceptual Framework, Scope of the study , Objective of the study, Hypotheses, Period of the study, Area of the study, Population of the study, Data Collection Instruments, Method of data Collection, Tools of Analysis, Operational definitions, Limitations, Chapter Scheme and Conclusion.

**Chapter Two** presents a literature review, which includes abstracts of related studies in Leadership style, Decision making style and Motivation profile with the summary of related studies, Gaps in existing literature and conclusion.

**Chapter Three** presents an overview of the three Leadership behavior i.e., Leadership style, Decision making style and Motivation profile and conclusion.

**Chapter Four** provides analysis of the respondents' demographic data. This chapter is divided into two sections. The first section presents the response rate and the second section presents a frequency and percentage analysis of the respondents' demographic data viz., Age, Teaching experience, Administrative experience, Type of College and Gender.

**Chapter Five** presents the results and interpretation of the Leadership behavior viz., Leadership style, Decision making style and Motivation Profile of college principals in Kanyakumari District .This chapter is divided into three sections. The first section is the reliability test of the instrument used to analyze leadership behavior of College principals. The second section presents a frequency and percentage analysis of the respondents' Leadership behavior and the third section presents a Descriptive Statistics of Respondents' Leadership Behavior.

**Chapter Six** discusses on the relationship between leadership behavior and demographic profile of the college principals. This section is the answer for the second research question; the null hypotheses were tested using appropriate statistics as and where required in SPSS. It presents statistically the hypotheses test findings.

**Chapter Seven** is the last chapter which presents the Summary of Findings, Conclusion and Suggestions. The area for further study is also presented in this part.

## **1.18. CONCLUSION**

Management and administration of education at the college level needs improvement to ensure higher learning and achievement. The present situation of education especially in some of the colleges calls for attention towards the way the principal lead the college. It is assumed that in this study there exists a relationship between Leadership style, Decision making style and Motivation profile of college principal and their Demographics. The awareness among the different leadership behavior may help principal to improve the climate of the college into positive.

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## **CHAPTER – II**

### **REVIEW OF LITERATURE**

#### **2.0. INTRODUCTION**

Research is cooperative learning; it has been extensively carried out all over the country. The amount in cooperative learning shows that it is the most survey area of instruction, comprehensive reviews of the research. Here is an attempt to briefly summarize the main findings and the trend as revealed by the studies conducted so far. The review includes the researches done in leadership style, Decision making Style and Motivation profile. The review of the past study is an important part of scientific approach and is carried out in all areas of research. It helps the research work to develop a thorough understanding and insight into area of research and the trends that has emerged. Therefore, the researcher has made an attempt to survey the literature related to the measurement of attitude before rushing into planning and carryout the study. The review of related studies of leadership styles, Decision making Style and Motivation profile helps to draw a contextual picture about the development of these concepts and research gap in these fields. More importantly, a review of related studies in the field of principal and Administration provides a better understanding of why this current study is important . This chapter provides abstracts of the reviewed studies and these abstracts are presented under the following heads:

-  Related studies in Leadership Style, Decision Making Style and Motivation
-  Summary of Review and Implications for the Study

#### **2.1. RELATED STUDIES IN LEADERSHIP STYLE, DECISION MAKING STYLE AND MOTIVATION**

**Singh (1978)<sup>1</sup>** has studied on the Leadership Behavior of Heads of Secondary Schools in Haryana and Its Correlates (i) to investigate into the leadership behaviour of the school headmasters in Haryana as described by their teachers, and to compare their leadership behaviour with some other professional leaders; and (ii) to explore the relationship of variables such as

personality factors, sex, age, teaching and administrative experience with leadership. It was found that (i) out of five professional leaders, headmasters occupied the third position on the leadership scale; (ii) the leadership behaviour of heads was not related to their age between twenty five and sixty two years; (iii) the leadership behaviour of heads was not to their teaching experience between six and thirty five years; and (iv) the leadership behaviour of heads was not significantly related to their administrative experience.

**Mahant (1979)<sup>2</sup>** has studied on the Administrative Behavior of High School Principals in Central Gujarat. The major objectives of investigation were: (i) To study the effect of some personal variables like age, sex, qualification, etc. on the administrative behaviour of school principals. The Major findings of the study were: (i) Sex, age and experience did not influence administrative behaviour. (ii) School Size, management type, location or advance status of the place and no influence of the effectiveness of administrative behavior.

**Awasthi, J.N (1981)<sup>3</sup>**, has studied on Administrative Problems of Principals of Affiliated Colleges of Avadh University. The study was designed to find out the characteristics of teachers and principals of colleges affiliated to Avadh University, Faizabad and aimed at highlighting the problems faced by the principals in dealing with the management, university office, the state government teachers, office staff, students and their guiding. A questionnaire concerning different types of administrative problems was prepared and data were collected from twenty-four degree colleges affiliated to Avadh University. The data so collected were supplemented through personal visits to the colleges and through observations during these visits. The findings of the study were: (i) More than half of the principals had only master's degrees whereas quite a few of the teachers working under them possessed doctorate degrees. (ii) It was reported by the principals that the Executive Council of the University and the Examination Committee met regularly but the decisions taken by the Examination Committee were very often not implemented. (iii) The principals were, in general satisfied with the role of the state government. (iv) Most of the principals were not happy with the functioning of the

managing committees. They felt that the managing committees interfered with the day-to-day functioning of the colleges. At the time of appointment of teachers the managements were guided by feelings of caste and kinship. The management showed favors to certain teachers and this created groupism among the staff.

**Singh (1981)**<sup>4</sup> has studied on the topic entitled a study of administrative problems of affiliated colleges. The objective of the investigation were: (i) to study the colleges plant and physical facilities provided in the colleges and problems arising out of them, (ii) to study the administrative problems with respect to management board of colleges, affiliating university etc. The sample was drawn from among the affiliated colleges of the Gujarat University and Gorakhpur University. A stratified random sampling method was used to select the sample for the study. Data were collected by using college Data Sheet, checklist for administrative Problems, Leadership Behavior Description Questionnaire. The collected data were analyzed by using percentage, frequency distribution and t-test. The major findings of the investigation were: (i) there was HH pattern of leadership behaviour in the Gujarat University and LL pattern in the Gorakhpur University. (ii) Twenty per cent of the colleges belonged to open climate and 30 per cent to closed climate.

**Naik (1982)**<sup>5</sup> has studied on Inquiry into the Relationship between Leadership Behavior of Secondary School Head Masters and Teachers Morale. The objectives of the investigations were: (i) to examine the relationship between different dimensions of leadership behavior of the head masters and different dimensions of the teachers morale, (ii) to find out the relationship between the leadership behavior of the headmasters and the area, sex, size and management of the schools, and (iii) to study the relationship between the teachers morale and the area, sex, size and movement of the school. The sample for the study the investigations were: (i) Integration (leadership behavior dimension) was significantly relationship between the twelve dimensions of LBDQ and the experience of the headmaster. (ii.) Teachers morale had no significant relationship with the type of school, area of the school, and size of the school. (iii) LBDQ

had no significant relationship with the type of school, area of the school, and size of the school.

**Das (1983)**<sup>6</sup> was conducted the study of the Leadership (Administrative) behavior of secondary school principals in relation to selected school variables. The Major objectives of the study were: (i) to study the secondary principals administrative behavior (frequency and effectiveness ratings) in relation to teachers attitude toward work and work setting of the institution, school climate, and student achievement, (ii) To study the relationship between teachers' attitude toward work and work setting of the institution and student achievement. The sample of the study consisted of 26 principals, 260 teachers, and 1020 class IX students of 26 English medium secondary schools from Gujarat State and Daman in the Goa, Daman, and Diu Union Territory. Researcher used Questionnaire for collecting data. The data were analyzed with the use of descriptive statistical techniques, Person's product-moment correlation, t- test, rank-difference correlation, and the Mann- Whitney 'U" test. The major findings of the study were: 1. There was significant positive relationship between principals' administrative behaviour and teachers' attitude toward work and work setting of the institution. 2. There was no significant relationship between principals' administrative behaviour and the climate of their schools

**Patel (1983)**<sup>7</sup> has studied a study of the leadership behavior of principals of higher secondary of Gujarat state. The major objectives of the study were (i) to identify leadership patterns of principals of higher secondary schools of Gujarat State as perceived by principal and teacher in reality and according to their ideals, (ii) to measure professional development status of the teachers working in these schools, and (iii) to study the interrelationship among leadership behavior of the principals, organizational Climates of schools and professional development of teachers. This was, by the large, a survey type of study. One hundred higher secondary schools were selected out of 949 higher secondary schools on the basis of stratified random sampling. The investigation was based on the responses of 1000 higher secondary school teachers and 100 principals. LBDQ developed by Halpin and Winer, OCDQ developed by Halpin and

Croft, a Professional Development Inventory (controlled and open response type ) and a personal data sheet for principals were used as tools for collecting the data. T-test and correlation techniques were used to draw conclusions. The major findings were: 1. No significant difference was found between male and female administrators as perceived by teachers and by themselves on initiating structure and ‘consideration’. 2. The rural-urban dimension did not play any significant role in case of any of the dimensions of leadership behaviour. 3. Professional qualifications of principals did not play any significant role in the professional development of teachers and in shaping the climate of the schools.

**Clifford Justine Craft (1984)**<sup>8</sup> To examine the performance characteristics of “decisive” decision makers in their use of accounting information in decision-making was the aim of a study conducted in 1984 as a dissertation by Clifford Justine Craft and entitled “An Examination of the Decisive Decision Styles in Tasks Using Accounting Information.” According to the researcher the following Instruments were used: This research project focused on The Rowe Decision Style Inventory, in order to categorize the subjects and to select the “decisive” decision makers used in the simulation experiment described herein. The researcher found a strong relationship between the Myers-Briggs model and Rowe’s decision style model. In particular the researcher found that the analytic style resembles not only the Intuitive-Thinking (NT) type, but also the Sensing-Thinking (SN) type. Another finding was that the eleven directors (who also took the MBTI) were categorized as follows: Six of them are typed as Sensing-Thinking (ST) Type, three are typed as Sensing-Feeling (SF) Type, one is typed as an Intuitive-Thinking (NT) type, and one is typed as an Intuitive-Feeling (NF) Type (Craft, 1984.)

**Baraiya (1985)**<sup>9</sup> has conducted a study of the organizational climate of higher secondary schools of Gujarat State in relation to certain variables. The objectives of the study were (i) to study the headmaster’s behaviour and its components as factors affecting the organizational climate, (ii) to study the sex of the headmasters as the factor affecting the organizational climate, (iii) to study the headmaster age as the factor affecting organizational climate. The tools used for collecting data were the

Organizational Climate Descriptive Questionnaire developed by Halpin and Croft, Leadership Behavior Descriptive Questionnaire developed by Halpin and Winer, Management Leadership Behavior Description Questionnaire developed by the investigator, personal data sheets for teachers, headmasters and management developed by the investigator. The data were collected from higher secondary schools of Gujarat State. One hundred headmasters and data were analyzed using chi-square test. The major findings were: 1. The sex of the schools and also the qualification of the principal were not found to be determining factors in the organizational climate of the school. 2. The member of the management committee having varying qualifications did not influence the school climate 3. There was no significant difference between the climates of rural or urban schools.

**Pandey (1985)<sup>10</sup>** has studied A Study of Leadership Behavior of the Principals, Organizational Climate and Teacher Morale of the Secondary Schools. The study aimed (i) to find out relationship between the leadership behavior of principals and the organizational climate of schools, (ii) to investigate the relationship between the leadership behavior of principals and teacher morale. In order to attain these objectives, several hypotheses were formulated. The study belonged to the category of descriptive survey of a correlation nature. The sample in this study included 34 secondary schools drawn from a population of 138 secondary schools of Allahabad district through the stratified random sampling technique. A total of 404 teachers of these schools participate in this study. The Mann-Whitney U test, Chi-square with Yate's correction and Rank difference correlation coefficient with tied observations were the statistical techniques used to examine the hypotheses. The major findings were: 1. No significant difference was found between the leadership behavior of rural and urban principals. 2. The consideration dimension of leader behavior was found positively and significantly related to psycho-physical hindrance, controls and humanized thrust dimensions of organizational climate.

**Nasreena (1986)<sup>11</sup>** has conducted a study to investigate principals' leadership behaviour in relation to teachers' self-concept, job-satisfaction and some other institutional characteristics at secondary school level. The objectives were (i) to study the relationship between principal's leadership

behaviour and teachers' job-satisfaction, and (ii) to study how principals' leadership behaviour was related to some other institutional characteristics such as sex and location of schools. The hypotheses formulated were: (i) the two styles of principals' leadership behaviour, initiating structure and consideration, was significantly related to teachers' self-concept. (ii) Leadership behaviour of the principals was related to teacher's job satisfaction. The tools used were the Educational Leadership Behavior Description Questionnaire by P.C. Shukla, Personality Differential (a measure of self-concept) by K.G. Agrawal and Teachers Job-Satisfaction Scale by S.P. Gupta and J.P. Srivastava. The findings were: (i). Male and female teachers perceived alike the leadership behaviour of the principals. (ii). The rural urban location of the schools was not related with the teachers' perceptions of principals' leadership behaviour.

**Sharma (1986)**<sup>12</sup> has studied on the topic entitled a study of Personality Characteristics Contribution to Leadership Effectiveness. The objectives of the study were: (i) to find out the leadership effectiveness of such undergraduates as were members of the NSS, (ii) to find out the magnitude to which personality traits contributed to leadership effectiveness. This causal comparative study was conducted over 150 NSS leaders drawn randomly from three male colleges and three female colleges which were situated in both urban and rural area were officiated to Meerut University. The tools were used to collect data were the leadership effectiveness Test (Ralph and Alwin) and a Hindi version of Cattell's sixteen personality Factors used to analysis data were product moment correlation and T-test. The major findings of the investigation were: 1. By and large, leader weather male or a female had similar personality traits. 2. There was no significant difference in the personality traits of leaders belonging to urban and rural areas.

**Beverly Elaine Benson (1986)**<sup>13</sup> in her dissertation entitled "Self-Reported Decision Styles for Chief Nurses and Assistant Chief Nurses in Veterans' Administration Field Hospitals" aimed to answer the following research questions: 1. Are decision style patterns: entrepreneur, executive, supervisory and middle management, related to: gender? Age? Ethnic background? Level of education? Years of nursing experience? Years of

experience in nursing service administration? 2. When making managerial decisions, which decision style is preferred among chief nurses and assistant chief nurses assigned to VA field hospitals? The number of responses was 131. The data collection instrument contains two parts: A. Demographic questions: B. DSI: The second part was the Decision Style Inventory developed and revised by Alan J. Rowe in 1981 and 1983. Regarding the procedure of the data collection, the researcher used the postal mail to distribute the questionnaire to the selected participants. In order to analyze the data collected in this study, t-retests were used to test the significance of differences between the means of the two sample groups in order to determine if there was a significant difference between the decision styles of the two population groups according to gender, ethnic background, or position ANOVA used. According to the results of this study, the researcher found that one variable from the demographic data-years of nursing experience in the Veterans Administration- was the only significant factor. Significant differences were found in the executive and middle management decision style patterns and social and technical values. There was no difference for either group in their decision styles or their value preference. The dominant decision style was analytical and the backup decision style was conceptual.

**Riordan (1987)**<sup>14</sup> studied relationship of teacher internal work motivation, principal leadership style and cognitive achievement in elementary schools. A sample of 222 teachers was taken from 25 schools. The tools used were Job Diagnostic Survey, Leader Behaviour Description Questionnaire and a Demographic Data Form by teachers and Iowa Test of Basic Skills by students to measure cognitive achievement. Hierarchical multiple regression was used to analyse the data. The relationship of teacher work motivation to principal leadership style was significant. An inverse relationship was found between the years a teacher taught in a school and teacher work motivation, whereas, relationship between student cognitive achievement and teacher work motivation was not significant.

**Goodyear (1987)**<sup>15</sup> through her dissertation entitled “A Descriptive Correlational Study of the Decision-Making Patterns of Nurse Practitioners in Primary Care,” tried to investigate the decision-making

patterns of nurse practitioners and the relationship between this cognitive process and their personal characteristics and dimensions of employment. The researcher used DSI and MBTI as data collection instruments. The researcher states that the significant findings in the personality types were more numerous for the backup decision styles of the group. A total of four personality preferences, including extroverted, introverted, thinking, and sensing were found to be predictive of persons who use decision styles of either the directive or analytic pattern. The preferences for intuitive and feeling were predictive of the conceptual or behavioral patterns of the people/relational decision makers. Regarding the personal characteristics and the relationship between them and the decision style used, the researcher found that the individual with fewer years of education scored highest in directive decision style. It was also found that the individual with less years of experience are directive (Goodyear, 1987).

**Mech (1993)**<sup>16</sup> conducted a study entitled “The Managerial Decision Styles of Academic Library Directors.” The aim of that study was to profile the managerial decision styles of academic library directors and examine the extent to which directors’ decision styles vary according to the type of institution. The researcher states that in October 1990 grounded on Decision Style Theory Developed by Allan J. Rowe and Richard O. Mason (1987,) he utilized the DSI and a questionnaire were mailed to 600 library directors, including 150 directors from each of the American Association of University professors’ institutional categories. According to Mech (1993), chi-square, t-test, personal product moment correlation coefficient, and analysis of variance programs from the SPSS statistical package were used to analyze the data. The findings indicate that the directors at private institutions are more likely to have significantly higher behavioral scores than directors at public institutions (Mech, 1993). Regarding the age as a variable that influence the decision style, Mech found that as the library’s managers grow older, they may be inclined to logical thinking and less inclined to broad thinking, creativity and concern for people. Mech also found that no significant differences exist between men and women managers on any of the decision styles or orientations (Mech, 1993).

**Bryant (1996)**<sup>17</sup> tried to determine the relationship between the leadership style of public secondary school principals and the motivation

levels of their teachers. The study was conducted in the state of Michigan in 15 urban public secondary schools. Data from the 1350 teachers and administrators in these 15 schools were collected. Profile of Organizational Characteristics developed by R. Likert and the Work Motivation Inventory developed by Jay Hall and M. Williams were used. The mdata were tested using the Pearson product moment coefficient of correlation statistical method level. There was a statistically significant relationship between the leadership styles of secondary school principals and the motivation level of the teachers who were employed in those schools.

**Dubey (1997)<sup>18</sup>** has presented his dissertation on the leadership styles of principals of Secondary Schools of Kanpur. The objective of the study is to evaluate the leadership style of principals of Secondary Schools of Kanpur. The findings of the study were as follows: the percentage of autocratic principals was highest (50), at the second number there were democratic principals' and the percentage of this group was found more than laissez faire. The percentage of third category was 7.14. Data were interpreted using Frequency and percentage analysis and Descriptive statistics.

**Pennington (1998)<sup>19</sup>** carried out a study to ascertain the relationship between teachers' perceptions of the principals' leadership style and teacher motivation. Two questionnaires, the Leader Behaviour Description Questionnaire and the Minnesota Satisfaction Questionnaire, were administered to teachers of five randomly selected Middle Tennessee County public secondary schools. Findings and conclusions were (1) Significant relationships were found between teacher motivation and the perceived leadership style of the principal. (2) The independent variable of gender indicated no significant difference between the groups in teachers' intrinsic, extrinsic, and general satisfaction. (3) The independent variable of age indicated no significant difference within the groups' in teachers' intrinsic and general satisfaction. However, there was a significant difference in the extrinsic subscale for teachers aged 26 to 45, and 46 to 65 years. Only seven teachers aged 25 and under responded, and so were too small for valid comparison. (4) The independent variable of length of teaching experience indicated no significant difference with groups in

teachers' intrinsic and general satisfaction. However, there was a significant difference in the extrinsic subscale, for teachers with 1 to 12 years experience and 13to 18 years experience. (5) The independent variable of race indicated no significant difference between groups in teachers' intrinsic and general satisfaction. However, there was a significant difference in the extrinsic subscale, particularly for Black teachers.

**Nancy H. Leonard, Richard W. Scholl, and Kellyan Berube Kowalski (1999)**<sup>20</sup> conducted study on "Information Process Processing Style and Decision Making" tried to test the interrelationship among four measures of this construct: the Myers-Briggs Type Indicator, the Group Embedded Figures Test, the Learning Styles Inventory, and the Decision Style Inventory. The Decision Style Inventory. Cognitive complexity combined with individual values, measured by Rowe and Boulgarides' (1992) Decision Style Inventory. In the findings, the researchers argue that as support for the link between cognitive style and decision-making behavior increases, it is natural for managers to seek convenient and reliable measures of the construct. The research question addressed in this study was whether the dimensions measured with common measures of cognitive style were significantly different from each other. The study findings indicate that cognitive style is a complex variable with multiple dimensions. Although many of the measures seem to overlap conceptually, it found no simple, strong interrelationships among them. A number of relationships are suggested by the results of this study. Because a relationship was demonstrated between concrete experimentation and feeling and between feeling and behavioral decision-making style, the relationship between concrete experimentation and behavioral decision-making style should be tested.

**Blair, Darlene (2001)**<sup>21</sup>, Principals' leadership styles, school ratings and principals' time spent on instructional leadership and management tasks in Texas. Blair, Darlene, Ed.D., Sam Houston State University, 2001. This study examined the relationship between principal's leadership styles, school ratings and the time principals spend on instructional leadership and management tasks. The sample of the study includes 170 principals and 277 teachers took part in the study. The data collecting tool are 1.

Multifactor Leadership Questionnaire (MLQ) 2. The Instructional Leadership / Management Tasks Questionnaire (IL/MTQ) Statistical Techniques used are Mean, Median, S.D., ANOVA, Pearson product moment correlations etc were used for the study. The findings of the study are 1. There is no significant difference between intellectual stimulation and individual consideration. 2. There is no significant difference between extra effort, effectiveness and satisfaction. 3. There is significant correlation between contingent reward, management by exception, passive and active to the instructional leadership and management tasks. 4. There is significant correlation between the amount of time principals spend on instructional leadership and management tasks for the three rating categories of exemplary, recognized and acceptable.

**Cheupalakit, Panpim, (2002)**<sup>22</sup> has studied on the leadership styles of male and female higher education administrators in Thailand. The objective of the study is 1. To study was to provide a demographic profile of male and female leaders holding the positions of vice presidents, deans and directors of institutions at public universities in Thailand. 2. This study also determined the leadership styles of those male and female leaders and differences in leadership styles existing among those leaders. 3. Finally, the study examined how these leaders perceive themselves with regard to the effects of their leadership behavior on their effectiveness, follower satisfaction and extra effort and investigated if differences in the leadership behavior effects existed. The sample of the study is 558 administrators were chosen to participate in this study. Bass and Avoilo's Multifactor Leadership Questionnaire were used. Percentage, Mean, Median, S.D., t-test, ANOVA etc. applied. The findings of the study are 1. Contingent reward was found to be the most predominant leadership style across the Thai-leaders. 2. The total transformational mechanism was the second most prevalent style found followed by total management-by-exception to a much lesser degree, and laissez-faire strategies only on rare occasions. 3. With regard to the effects of leadership behavior on followers' extra effort, leaders' effectiveness and followers' satisfaction, these leaders scored themselves high on each of these qualities. 4. Female leaders significantly exhibited more total transformational components and less total management-by-exception qualities than did their male peers. 5. There is

significant difference between vice presidents and deans in the level of administration.

**Hatcher Robert Lee (2002)**<sup>23</sup>, has studied on Principals' and teachers' perceptions of African-American elementary principals' leadership behavior. The objective of the study is to examine the leadership behavior of African-American principals as perceived by principals and teachers. The sample of the study was Teachers and principals of Texas area. The researcher used Leadership Behavior Description Questionnaire. The data were tested through the application of the one-way analysis of variance, the three-way analysis of variance and the Scheffe follow-up test. The findings of the study are 1. Principals held favorable perceptions regarding their leadership behavior in Tolerance of uncertainty, Persuasiveness, Initiation of structure and consideration than their teacher counterparts. 2. No differences were found between the perceptions of teachers and principals regarding the leadership behavior of principals with regard to Representation, Demand Reconciliation, Tolerance of Freedom, Productive Emphasis, Predictive Accuracy, Integration and Superior Orientation. 3. Teachers held more favorable perception with regard to the Role Assumption leadership behavior of principals than did principals.

**Senun, Sontaya (2002)**<sup>24</sup> studied on "The relationship between change facilitator styles of secondary school principals and school climate as perceived by teachers in the Church of Christ schools in Thailand." The objective of the study is to determine the relationship between change facilitator styles of secondary school principals and school climate as perceived by teachers in the Church of Christ Schools in Thailand. The sample of the study includes 20 schools under the Church of Christ in Thailand. For data collection the researcher used 1. Change Facilitator Style Questionnaire (CFSQ) 2. Organizational Health Inventory for Secondary Schools (OHI-S). data analysed using Mean, Median, t-test, S.D., Regression Analysis etc. The findings of the study are 1. Teachers perceived their overall principals" change facilitator style to be that of a manager. 2. There is a significant difference between teacher"s perception of principal"s change facilitator style on teacher gender. 3. There is no significant difference between teacher"s perception of principal"s change

facilitator style held by teacher age, education and experience. 4. There is a significant difference between teacher's perception of school health subtest-1 (Institutional Integrity), Subtest-2 (Initiating Structure), Subtest-3 (Consideration), Subtest-5 (Resource Support), Subtest-6 (Morale) and Subtest-7 (Academic Explains) on teacher gender. 5. There is a significant difference between teacher's perception of school health subtest-4 (Principal Influence), subtest-5 (Resource Support) and Subtest -6 (Morale) on teacher age.

**Mehrotra (2002)**<sup>25</sup> has studied on the topic entitled as 'A Comparative Study of Leadership Styles of Principals in relation to job satisfaction of teachers and organizational climate in Govt. and Private Senior Secondary Schools.' The purpose of the study was to study the different leadership styles of Principals of Govt. and Private Schools. The findings of the studies were as follows: 1. The Principals of the Government and Private Schools manifest different leadership styles. She found out that the Government and Private School Principal did not have significant difference. The leadership style was different from school to school. 2. The leadership in private school has not been found very influential as far as the job satisfaction of the teachers over concerned.

**Dillon, Robert Wayne (2003)**<sup>26</sup>, studied on "A study of the differences in perceptions between teachers and their principals on the principal's leadership style and school climate measures." The Objectives of the study is to find how perceptions regarding school climate and the principals' leadership style can differ between principals and teachers. The population or sample is only seven schools Used Questionnaires. Statistical Techniques used are ANOVA, t-test, Standard Deviation, Mean etc. The findings of the study are, the schools examined lacked cohesive perceptions between teachers and principals to a significant degree. The principals in the 7 schools should not focus on gathering data from the various teacher groups concerning school climate and the principal's leadership style. No significant variances existed between male and female, white and non-white teachers or tenured and non-tenured teachers in their perception of school climate and the principal's leadership style.

**Abdulrahman Alqarni (2003)<sup>27</sup>** conducted a study entitled “The managerial decision styles of Florida’s state university libraries managers’ The main purpose of this study was to explore the managerial decision styles of the managers (directors, associate directors, assistant directors, and the heads of departments) of Florida’s state university libraries. A second purpose was to determine the relation between the variety of managers’ decision styles and the following seven variables: gender, age, ethnicity, educational level, educational major, administrative experience, and current position. The results of this study will provide baseline information to improve our understanding of library managers and management. This study was grounded in the Decision Style Model developed by Alan Rowe and Richard O. Mason (1987). A survey questionnaire was employed in this study. The questionnaire included two parts: first part is “The Decision Style Inventory” (DSI) developed by Row and Mason (1987). The findings inform us that the majority of Florida’s state university main libraries’ managers think using the right side of the brain rather than the left side. It was also found that there was no relationship was found between Florida’s state university libraries’ managers and their gender, age, or highest academic degree. On the other hand, the findings of this study indicated that years of administrative experience, ethnicity, position, and educational major of these managers were indeed related to the decision style or styles used by these managers.

**Hurakalli (2003)<sup>28</sup>** has studied on the topic entitled as, A Study of decision making styles and leadership behavior of Heads of School in relation to teacher moral and organizational health in secondary schools. Findings of this study were: 1. there was a strong positive and significant relationship between overall leadership behavior of school principals and their mental health as a whole. 2. There was a significant positive relationship between leadership behavior and the five subscales of mental health.

**Finnigan, Kara suzanne, 2003<sup>29</sup>**. Has studied on “Principal leadership and teacher expectancy in a high-stakes accountability policy context.” The objective of the study is to examine the teacher’s beliefs about their student’s ability to learn and about their own ability to influence

learning within a high-stakes accountability context. The sample of the study includes 10 elementary school teachers in Chicago Public Schools. The tool used is based on Expectancy Theory. To analyze data Mean, S.D., ANOVA, t-test etc. applied. The findings of the study are 1. Principal leadership is associated with teacher expectancy in probation and non-probation schools. 2. The amount of experience a teacher has at a school, the amount of education the teacher has, the race of the teacher and the school's performance level are associated with individual teacher expectancy. 3. The study identified a significant relationship between aggregate expectancy and a school's ability to move off of probation within two years.

**Fleck, Franz D.(2003)<sup>30</sup>** How principals work with their more and less effective teachers. Fleck, Franz D. Ph.D., Indiana State University, 2003. The objective of the study is 1. To examine the differences between principals when working with their more and less effective teachers. 2. To find the difference among elementary, middle and high school principals when working with their more and less effective teachers. The sample of the study comprises 300 principals of grades kinder garden through twelve. Leadership Strategies Enquiry Questionnaire was the tool used in this study. Mean, Standard Deviation, Standard Error and ANOVA were used for the analysis of data. The findings of the study are 1. There is no significant difference found among elementary, middle and high school principals when working with their more and less effective teachers. 2. The principal can and does make a difference in how they interact, lead and work with their teachers. 3. Prior knowledge of teacher effectiveness can help the principal to be aware that they should provide professional development opportunities for all teachers regardless of their effectiveness. 4. Principals need to be aware that they must spend an equal amount of time observing all teachers and their teaching methods.

**Gawereki, Julie Christine. (2003)<sup>31</sup>** The impact of principal leadership on student academic achievement: A case study of south side intermediate school. Gawereki, Julie Christine, Ph.D., University of Missouri - Columbia, 2003. The objective of the study is to examine the impact of principal leadership on student academic achievement at the

middle school level. The sample of the study includes One principal of middle school. Used non-participant observations and the collection of official documents and Interview method. The qualitative data were entered to a software program to categorize and analyze as necessary. The findings of the study are 1. The principals must be transformational leaders who serve as and share the responsibility for instructional and curricular leadership. 2. Shared leadership builds a collaborative culture and allows teachers to feel empowered when making decisions regarding student learning. 3. The principal's behaviours of empowerment, charismatic leadership, intellectual stimulation, appropriate model and maintaining high performance expectation serves as a foundation for all leadership behaviour. 4. Also the findings are supportive of a current movement in education toward shared leadership and this promotes a culture that fosters student learning.

**Stone Chery. L (2003)<sup>32</sup>** has studied on “A study of the relationship between principal’s leadership behavior and the school culture as perceived by the teachers”. The objective of the study is to study the relationship between the principal’s leadership behavior and the school culture in schools in Madison County, Mississippi. The sample of the study includes 513 teachers from the eligible schools at all levels (elementary, middle and high schools) . data collection tools are 1. The Leadership Practice Inventory Observer (LPI) 2. The Instructional Climate Inventory form T Statistical Techniques ANOVA, t-test, S.D., Mean, Pearson Product Moment Correlation etc. The findings of the study shows 1. There is no significant difference in the leadership practices of elementary middle and high school principals as perceived by teachers. 2. The principal’s leadership practices were similar regardless of the type of school in which they worked.

**Lesniewski, Thomas. A., (2003)** <sup>33</sup> School superintendents’ transformational leadership styles and school climate : Teacher’s perceptions in Western Pennsylvania small school districts Lesniewski, Thomas. A., Ed.D., Indiana University of Pennsylvania, 2003. The objective of the study is To study the relationship between the leadership style of superintendents and the organizational climate of the school

district. The sample of the study includes 183 teachers in small rural school districts in Western Pennsylvania participated in the study. The tools used in this study were (a) Multifactor Leadership Questionnaire (MLQ) & Leadership Style, (b) Organizational Climate Description Questionnaire (OCDQ) for school climate. Statistical Techniques applied are Mean, SD, t-test, ANOVA etc. The findings of the study are 1. This study showed that a correlation does exist between school superintendents' transformational leadership style and school climate. 2. The study also found that factors such as a) School type b) Size of the school districts c) The number of years a teacher knew their school superintendent and d) How well the teachers knew their school superintendent had a significant relationship with both school climate and the school superintendents' transformational leadership styles. 3. The relationship between school climate and transformational leadership suggests that a school superintendent can have an impact on the learning environment of the school buildings in his/her district.

**Moore, Quincie Little(2003)<sup>34</sup>** Teacher's perceptions of principal's leadership skills in selected South Carolina secondary schools. Moore, Quincie Little, Ph.D. University of South Carolina, 2003. The objective of the study is To analyse teacher's perceptions of the instructional leadership skills of selected south Carolina public high school principals who were in schools with populations of high poverty students based on South Carolina poverty indices. The sample of the study includes South Carolina Public School principals in the same region. The tool used in this study is the Principal Instructional Management Rating Scale (PIMRS). Statistical Techniques S.D., Mean, t-test etc. The findings of the study are 1. There is no significant difference in the three subscales when comparing schools with an absolute rating of good or when comparing schools with an absolute rating of unsatisfactory. 2. Grouping of schools rated good and schools rated unsatisfactory showed significant differences. 3. There is no significant difference between monitor student progress subscale instruction and coordination curriculum subscale. 4. The data indicated that teachers in schools with an absolute rating of unsatisfactory on the 2002 South Carolina Annual School Report card rated their principals higher on the skills of Supervising and Evaluating instruction and coordinating the

curriculum than did teachers in schools with an absolute rating of good on the 2002 South Carolina Annual School Report card.

**Nolen Kent (2003)<sup>35</sup>** An analysis of principal leadership behavior, teacher attendance and student achievement in Chicago public secondary schools. The objective of the study is To study the style and type of leadership exhibited by the principal and its input on teacher attendance and the student achievement. The sample of the study includes 28 Chicago high school principals. The following tools used to collect data: 1. Leader Behavior Descriptive Questionnaire. 2. Teacher attendance index from schools. 3. Achievement test and proficiency meaning. Pearson Product Moment Correlation, Mean, S.D., and t-test used to analyze data. The findings of the study are 1. Relationship exists between the leader behavior of the principal, teacher attendance and student achievement. 2. There is significant relationship between principal leadership behavior and teacher attendance. 3. There is no significant relationship between principal leadership behavior and student achievement.

**Ali (2003)<sup>36</sup>** has studied on a comparative study of leadership styles, Interpersonal relationship and Effectiveness of the recruited and promoted principals of Delhi. The objectives framed for the study were follows: - 1. To studies the leadership style of the recruited and promoted principal of Delhi. 2. To study leadership effectiveness of the recruited and promoted principal of Delhi 3. To compares the leadership style of the recruited and promoted principals of Delhi. 4. To compare the leadership effectiveness of the recruited and promoted principals of Delhi. The tools used were: - LPS by L.I. Bhusan, IRDQ developed by the Investigator, (LBDQ) by Dr. K.G. Sharma & S.C. Sharma. Mean SD and t-test were used to drive significance conclusions. The major findings in general related to the Leadership Style were:-1. The principals selected by the Union Public Service Commission (UPSC) were found preferring authoritarian style whereas the principals promoted from the post of vice-principals have been found preferring democratic style. 2. The recruited and promoted principals differ significantly at 0.05 levels of significance in relation to their leadership styles.

**Jennifer L. Carpenter (2004)**<sup>37</sup> has studied on “A correlational study of perceived principals’ leadership style and teacher job satisfaction” the purpose of this study was to determine if a statistically significant relationship existed between principal’s leadership style and teachers’ job satisfaction. It also sought to determine if a statistically significant relationship existed between teachers’ job satisfaction and the subtest scores of third grade students on georgia’s criterion referenced competency test (CRCT) as well as the principal’s leadership style and the same test scores. Leadership style was determined using the multifactor leadership questionnaire (MLQ) developed by bass and avolio (2000). Satisfaction was measured using the Minnesota satisfaction questionnaire (MSQ) developed at the University of Minnesota. Test scores were obtained from the Georgia department of education website. This study found that there was no statistically significant relationship between principal’s leadership style and teacher job satisfaction, nor was there a statistically significant relationship between job satisfaction and the subtest scores on the CRCT. There was no statistically significant relationship found between transformational leadership style and sub test scores on CRCT. There was a statistically significant relationship found between transactional leadership style and the subtests of math, language arts, reading and social studies on the georgia CRCT.

**Iqbal (2005)**<sup>38</sup> has studied on topic entitled “A Comparative Study of Organizational Structure, Leadership Styles and Physical Facilities of Public and Private Secondary Schools in Punjab: their Effect on School Effectiveness” is aimed to compare the organizational structure, heads leadership style and physical facilities of public and private secondary schools. The effect of head 8364; TMs leadership style was also seen on school effectiveness. It was survey in nature. The researcher prepared and validated the questionnaires for data collection. 22 null hypothesis framed were tested applying t-test and ANOVA. The key conclusions based on statistical and descriptive evidences of this study indicated that the Public male and female heads had no difference of leadership style. Male heads of private schools were people-oriented and democratic as compared to their female counterparts. Female head of public and private schools had no difference of leadership style. Overall task-oriented and authoritative

leadership style of public and private school heads had significant effect on school effectiveness. Private male and female school and better effectiveness as compared to public schools while public schools had more mean area and more mean number of teachers as compared to private schools.

**Farrahbakhs (2005)<sup>39</sup>** has studied on the leadership behavior and mental health of secondary school principals and Findings of the study indicated that there was a strong positive and significant relationship between overall leadership that leads teachers and students, developing favorable attitudes towards organizational achievement and problem solving and creates, maintains and promotes an effective organizational climate. The results of this study indicated a leadership style that balance "consideration" and "initiating - structure" were positively correlated with higher levels of mental health and its components for secondary school principals.

**Alias (2005)<sup>40</sup>** studied on Leadership styles and learner's outcome in Adventist Secondary school principals. The researcher had decided that the purpose of this study is to show through the use of relevant and appropriate literature that the principals' leadership styles in Adventist secondary schools affects learner's outcome. He explored a new, servant leadership style in this study and concludes that the servant leader must first be a servant before he becomes a leader. In my opinion, this study there is presentation of educational leaders of Christian communities doing challenging deeds.

**Mr. Russell d'souza (2006)<sup>41</sup>** studied on leadership behavior of principals in high and low performing secondary schools of Goa in relation to certain relevant variables. The objectives of the study were 1. To identify high performing and low performing schools in terms of students performance. 2. To find out the leadership behavior patterns of principals of high performing and low performing schools. 3. To find out the pattern of organizational climate in high performing and low performing schools. 4. To study the relationship between leadership behavior and emotional intelligence of principals of high performing and low performing schools.

5. To study the association between the leadership behavior of principals and the school organizational climate of high performing and low performing schools. The population of the study are all the 358 secondary schools (73 government, 276 government aided schools and nine private schools) along with the principals could be constituted as the population for the present study during the academic year 2004-2005. Data collected using Questionnaires. Hypothesis framed and tested using the following statistical techniques. The Descriptive Statistics T-Test, Anova, Product Moment Method Of Correlation ,Chi-Square Test ,Contingency Coefficient And Tukey's Hsd (Honestly Significant Difference). The findings of the study give suggestion over training for principals of Goa.

**Jennifer (2007)<sup>42</sup>** has studied on the thesis entitled as; Leadership style and its relationship to individual differences in personality, Moral Orientation and Ethical Judgment. The goal of this study was to search for different ethical judgment of different groups of managerial professional participants and to see if these judgments vary according to their leadership style, personality and personal moral orientation. The participants were New Zealand and Australian managerial professionals from these countries education and business sectors. The central themes of this study were: (1) at the behavioral level - linking the most recent leadership theory to the notions of organizational virtues. (2) At the mental representation level: exploring the underlying mechanism of mental representation of leaders' moral orientation and possible consequences of differential covert encoding for; ethical decision processes and, leadership behavior.

**Webb (2007)<sup>43</sup>** examined the relationship between elementary school principals' leadership strategies and teachers' work motivation and job satisfaction levels in the Black Belt region of Alabama. Also the extent to which teachers' years of experience were related to their work motivation levels and satisfaction with their jobs was investigated. The participants included teachers from a stratified random sample of eight elementary schools containing grades three through six and the principals of those schools. Descriptive statistics, Pearson product moment correlation coefficient and qualitative thematic analysis were utilized. It was found that with all eight schools combined, strong, positive, statistically significant

relationships were found between teachers' perceptions of the school principals' leadership approaches and teachers' work motivation, teachers' job satisfaction levels, and teachers' work motivation and job satisfaction levels. Also, low student achievement, special education inclusion, and paperwork for teachers were common factors that were perceived to have negative impacts on teacher motivation and job satisfaction levels in the majority of the schools. Improvement of test scores and making adequate yearly progress were common themes that positively affected teacher motivation and job satisfaction levels throughout all eight schools. Last, the study concluded that for the overall sample there were no statistically significant relationships found between teachers' work motivation, job satisfaction levels, and work motivation and job satisfaction levels and their years of experience.

**Per H. Hansson Jon Aarum Andersen (2007)<sup>44</sup>** in their study on “The Swedish Principal: Leadership Style, Decision-Making Style, and Motivation Profile”, sent questionnaires to 300 randomly selected principals and vice principals in Swedish schools. Two hundred Swedish principals (male and female) responded to questionnaires concerning their leadership style, decision-making style and motivation profile. The questionnaire applied to analyze motivation profile was (AMPI) The Andersen Motivation Profile Indicator is a forced-choice instrument with 24 pair of questions with 8 pairs of items for each of the variables. It is explicitly developed to measure the motives according to McClelland's theory and definitions. The AMPI measures the relative strength of the three needs, Power, Achievement and Affiliation: that is, the motivation profile. The results show that 49% of the principals have a change centered leadership style, 38% were primarily intuitive when making decisions, and 44% were achievement motivated. No significant gender differences were found. The results indicate that many principals have fair prospects of leading their schools successfully in times of change.

**T. Mohamed Saleem (2008)<sup>45</sup>** had studied on “Leadership styles among the heads of primary schools in kerala”. The objective of the study are 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. The population selected for the study is the Headmaster/Headmistress, Teachers, and Parents in the Primary Schools of Kerala. 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. The 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.

**Reynolds (2009)**<sup>46</sup> explored the relationship between transformational leadership and teacher motivation in Southwestern Arizona high schools. Two instruments, Leithwood and Jantzi's (1998) The Leadership and Management of Schools in conjunction with Hackman and Oldham's (1975) Job Diagnostic Survey were used. The hypothesis of this study was "Teacher motivation increases as transformational leadership increases." Data was analyzed using Cronbach's (1951) alpha, bivariate correlations, and linear regression at both the 0.01 and 0.05 levels of significance. Based on the findings of this study, the research demonstrated a weak directionally negative correlation between teacher motivation and transformational leadership leading to the rejection of the hypothesis. Although the significance established was quite weak, it was determined that teacher motivation decreased as transformational leadership decreased supporting an overall statistically positive correlation between transformational leadership and teacher motivation.

**Rose Brooks (2009)**<sup>47</sup>, studied on "Motivation and leadership styles among medical personnel Located in washington dc metropolitan military

medical Centers". The purpose of this quantitative correlational study, using the motivation and leadership Survey (finzel, 2004; miller, 2005), was to test herzberg's theory on motivation by Correlating intrinsic motivators and preferred leadership styles to determine how they Might affect medical personnel's performance within walter reed army medical center And national naval medical center, located near washington, d.c. independent Variables included achievement, advancement, recognition, responsibility, and work. Dependent variables included great man, group, trait, contingency, transactional and Transformational leadership styles. Two hundred seventy-eight medical personnel Responded to a 33-question survey. Relevant data results showed medical personnel (a) wanted autonomy in their work area, (b) requested synergy with their leaders, and (c) Preferred transformational leadership for guidance.

**M.kumaradas (2009)<sup>48</sup>** Managerial Skills Of The Principals Of Colleges Of Education As Perceived by Teacher Educators in Kerala State, Doctor Of Philosophy In Education, Manonmaniam Sundaranar University. The major objectives of the study are 1. To find out the level of the Managerial skills and its dimensions of principals of colleges of education as perceived by teacher educators in Colleges of Education in Kerala 2.To find out the level of Organizational control maintained by principals of colleges of education as perceived by teacher educators in Colleges of Education in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extracurricular activities. Population includes the principals of colleges of education and teacher educators in the colleges of education in Kerala state. Survey method is adopted to collect the relevant data. Statistics used are Percentage analysis, Standard deviation , t-test, F-test, and Correlation. The investigator studied the managerial skills of the principals of colleges of education through the perception of teacher educators. The finding throws light into the importance of good skills in managing an institution.

**Sushil Kumar Dubey (2012)<sup>49</sup>** has studied on "A Comparative Study of Leadership Styles of Principals' of Secondary schools." The objectives of the study are 1. To measure the leadership of principals' of

secondary schools of Saurashtra region of Gujarat with respect to their different group of variables of this study.<sup>2</sup> To compare the difference between the leadership of principals of secondary schools with respect to their demographics viz., (1) Gender (2) Educational qualification (3) Social Category (4) Type of school Management (5) Working Experience (6) Residing Area. Sample of the study consists about 689 secondary school principals' of Amreli, Bhavnagar, Jamnagar, Junagadh, Porbander and Rajkot districts were the sample, out of the total principals' of Saurashtra region of Gujarat. Data has been collected from urban and rural areas of the Saurashtra region and the selected districts by the researcher using the selfconstructed and self standardized questionnaire tool. The suitable statistical techniques were applied for the calculation of data like as Mean (M), Standard Deviation (SD), t-test, F-test one way-ANOVA, Percentile etc., through the SPSS Computer Software Program. The data clearly imply that the style of the principal needs to be improved, the data indicates that ownership does moderate the difference between leadership styles.

**Heba AlFahad, Dr. Salem AlHajri and Dr. Abdulmuhsen Alqahtani (2013)**<sup>50</sup> studied on the Relationship between School Principals' Leadership Styles and Teachers' Achievement Motivation. This paper examines the relationship between school principals' leadership styles, whether transformational or transactional, on teachers' achievement motivation. A total of 320 heads of instructional departments were randomly selected from randomly selected schools. The results revealed that a transformational leadership style was prevalent among principals, and teachers' achievement motivation was positive. There was a positive correlation between the principals' transformational leadership style and the teachers' achievement motivation. Relevant recommendations are included.

## **2.2. SUMMARY OF REVIEW AND IMPLICATIONS FOR THE STUDY**

After review of the studies related with leadership style, Decision Making Style and Motivation, the following observation has been found for the correlation of results according to the different variables of this study which implied to frame Hypothesis.

- Male and female heads had no difference in leadership style (Iqbal, 2005).
- The leadership behavior of the heads was not related to sex (Singh, 1978).

- Sex and age did not influence administrative behavior (Mahant, 1979).
- No significant difference was found between male and female administrators' (Patel, 1983).
- Leader whether male or a female had similar personality traits (Sharma, 1986).
- Leadership behavior was not related to academic qualifications in terms of graduate and postgraduate degrees, except that postgraduate heads were significantly better than graduate heads on demand reconciliation (Singh, 1978).
- The qualification of the principal was not found to be determining factors in the organizational climate of the school (Baraiya, 1985).
- Professional qualifications of principals did not play any significant role in the professional development of teachers and in shaping the climate of the schools (Patel, 1983).
- The sex of the schools and also the qualification of the principal were not found to be determining factors in the organizational climate of the school (Baraiya, 1985).
- Age factor of leader's effects to leadership (Moravarker, 1964).
- Experiences did not influence administrative behavior (Mahant, 1979).
- The member of the management committee having varying qualifications did not influence the school climate (Baraiya, 1985).
- Type of college management, did not influence to the effectiveness of administrative behavior (Mahant, 1979).
- The leadership behavior of heads was not related to their age between twenty five and sixty two years (Singh, 1978).
- The administrative behavior of urban principles on interactive, progressive and achievement-oriented dimensions was rated higher than that of their rural counterparts (Kaushik, 1979).
- Mech (1993) found that as libraries' managers grow older, they may be inclined to logical thinking and less inclined to broad thinking, creativity, and concern for people.
- Mech (1993) found that no significant differences exist between men and women managers on any of the decision styles or orientations (Mech, 1993).
- Mech found that library directors with less administrative experience are more likely to have a people-oriented behavioral style than library directors

with more administrative experience (Mech, 1993). According to the results of Benson's study, years of nursing experience in the Veterans Administration was a significant factor that influences decision styles (Benson, 1986). Goodyear (1987) found that the individuals with less years of experience are directive.

- The findings of Mech's study indicate that the directors at private institutions are more likely to have significantly higher behavioral scores than directors at public institutions (Mech, 1993). Ali (1989) argues that decision styles differ significantly by some variables, one of which is type of organization.
- Benson (1986) found that ethnic background does not influence individual decision style and the individual's level of education does not influence decision style. While Yousef (1998), through a study conducted in the United Arab Emarit, found that level of education, as a variable, does influence the decision style. Goodyear (1987) found that individuals with fewest years of education scored highest in directive decision style.

According to the above mentioned previous studies, all the results of the present study are found somewhat similar. Study presents innumerable findings consequently. It is useful to future research. The researchers used interviews, questionnaires, observations and document analysis for the collection of data. Percentage, mean, S.D., t-test, ANOVA, ANCOVA, correlation analysis were used for data analysis. The findings of the studies in most cases revealed that there was no significant relationship between the Leadership behavior of principal and Demographics factors like age, gender, qualification, experience and type of college and the decision style adapted by a leader/manager influenced by a number demographic variables. There has been number of researches done on Motivation, especially on Achievement Motivation. There is very less number of studies done on Motivation profile of college principals. Thus the researcher came to conclusion that Motivation as an important factor which is to be included in the study of college principal in Kanyakumari District.

### **2.3. GAPS IN THE EXISTING LITERATURE**

The preceding brief analysis on Leadership, Decision Making and Motivation theories indicates that there may be some vital gap in even the

well-accepted modern theories of leadership, Decision making and motivation. One should start first with the most important question, ‘What motivates the leaders?’ before coming to motivation among lower level employees to the upper level. For this priority problem of the leader’s motivation and Decision making to be properly handled, the true nature of the ‘vital gap’ in the theories currently may be identified.

The literature review of the studies related to motivation led to the conclusion that there have been few studies related with motivation, but no such study was found to be relating motivation profile with Leadership and Decision Making. Likewise, there have been numerous studies which relate motivation, but no such study was found to be relating motivation with college principal. Similarly, there have been numerous studies which relate motivation with leadership behaviour and organization effectiveness, but no such study was found to be relating motivation with Demographics of college principals.

Though some studies quoted here discussed it theoretically, but no empirical study was found to establish the relationship between the three factors Viz., Leadership style, Decision Making style and Motivation profile of College Principal. No single study was found which related Leadership style, Decision Making style and Motivation profile of College Principal.

## **2.4. CONCLUSION**

The chapter reviewed the literature on Leadership Style, Decision Making style and Motivation Profile. Researchers in India and abroad have done maximum number of studies in assessing leadership styles of school principals than college principals. Also the literature show very less number of studies in the field of Decision making style and motivation profile of college principal. Considering the research gap the researcher has taken interest in analyzing all the three factors of leadership behaviors i.e., leadership style, Decision Making style and Motivation profile of college principal. The literature reveals the relationships between leadership behavior and demographics in most studies are insignificant and some shows significant. Overall, the literature revealed mixed findings of relationship between these variables. But major findings reveal that there is no significance relationship exists between principals’ leadership behavior

and demographics {Iqbal, (2005), Singh, (1978), Mahant, (1979), (Mech, (1993), Ali (1989) and Goodyear (1987)} Based on these literatures the researcher framed hypothesis for the study entitled "***The College Principals' in Kanyakumari District: Leadership Style, Decision Making Style and Motivation Profile – A study***".

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## **CHAPTER III**

### **LEADERSHIP, DECISION MAKING AND MOTIVATION – AN OVERVIEW**

#### **3.0. INTRODUCTION**

Chapter three presents theoretical overview of the three Leadership behavior i.e., Leadership style, Decision making style and Motivation profile. 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. The survey of related literature is a crucial aspect of planning of the study and the time spent 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 their own research design.

The chapter is organized under the following heads:

- Leadership and its theoretical background
- Decision making and its theoretical background
- Motivation and its theoretical background

#### **3.1. LEADERSHIP AND ITS THEORETICAL BACKGROUND**

In order to understand the theoretical background of leadership, it is important to understand to know about leadership and its characteristics. 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.

##### **3.1.1. LEADERSHIP & ITS CHARACTERISTICS**

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 throughout 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.

Any institution requires a leader to run the institution. Everything 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.

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.
2. It guides the educational program 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 throughout 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.

### **3.1.2. 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.

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 researchers have identified more specific types of leadership, this early study was very influential and established three major leadership styles. They are Autocratic, Democratic and Laissez-fair. A brief description about these styles is given below.

### **3.1.3.1. AUTOCRATIC LEADERSHIP**

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. Autocratic 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. Autocratic leaders taking decisions independently without consulting the rest of the group. It is found that decision-making was less creative under Autocratic leadership. According to Lewin it would be more difficult for an Autocratic to make changes in his style. Abuse of this style is usually viewed as controlling, bossy, and dictatorial. Autocratic 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.

### **3.1.3.2. DEMOCRATIC LEADERSHIP**

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 having a sense of belonging. In Lewin's study, children in this group were less productive than the members of the Autocratic 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.

### **3.1.3.3. LAISSEZ-FAIR LEADERSHIP**

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 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.

## **3.2. DECISION MAKING AND ITS THEORETICAL BACKGROUND**

Leaders carry out decision-making using distinctly different processes. For example, some managers apply intuitive processes with subjective data and heuristics. Others use a goal-directed process using logic and objective information. Still others are flexible in the approach, using both logic and intuition. The managers' decision styles have been used to explain these differences in preferences (Nutt, 1990.)

### **3.2.1. A BRIEF HISTORICAL BACKGROUND OF DECISION STYLE MODELS**

The decision styles of managers have been discussed for an extended period of time. Taylor, in 1947, proposed a single best style, in contrast to the flexible managerial styles proposed by Tannenbaum and Schmidt in 1958. Many of the early works were focused on leadership

styles rather than decision styles. Simon and others in 1960 focused more on decision-making and types of decisions.

Development of a pure style model, which examined human information processing and problem-solving, was accomplished by Schroder, Driver and Streufert in 1967. That accomplishment is a cognitive style originally developed from Harvey, Hunt, and Schroder's work of 1961. A research study conducted by Driver utilized a model of decision styles that was based on his earlier work on human information processing and cognitive psychology (Rowe & Boulgarides 1983).

Regarding measuring style, the Myers-Briggs Type Indicator is one of the early approaches. It has been used to determine personality types that were defined by Swiss psychiatrist Carl Jung. Jung's approach assumed that people have different ways of perceiving things and that they use different sorts of judgment in arriving at conclusions concerning what has been perceived. Jung defines two ways of perceiving and two ways of judgment as follows perceiving either by sensing things directly or intuition based on unconscious associations, and judging either logical impersonal process or via the use of feeling or subjective values (Martin, 1997).

### **3.2.2. DECISION MAKING STYLE**

According to the literature of decision-making, decision-making processes differ from one situation to another and from one person to another. Managers carry out decision-making using different processes (Nutt, 1990). For example, some managers are results-oriented and impersonal, relying on facts and figures to make decisions. Other managers are sensitive and responsive to the needs and feelings of others and make decisions cognizant of their impact on people. Still others are planners who rely on careful analysis before making decisions, while others are creative, innovative, and take risks, depending more on intuition than on fact (Mech, 1993). "The great decisions of human life, as a rule, have far more to do with instincts and other mysterious unconscious factors than with conscious will and well-meaning reasonableness. The shoe that fits one person pinches another" (Jung in Johnson, 1979, p.3).

Talent, skills, the right experience, being energetic and being in the right place at the right time are some factors that contribute to being a

successful manager. Rowe and Mason (1987) argue that while each of these factors can contribute to success, a hidden factor plays a role in success. Because it is hidden, we may tend to ignore it, even though it is such an important part of how humans think and act that it forms a fundamental base that accounts for everything that a person does. That factor is the person's style of thinking, which contributes along with right mix of the other factors to achieving success, and which the authors call the decision style (Rowe & Mason, 1987).

Always decisions involve choices. Managers make choices differently because of differences in their ability to perceive and process information. Some managers have impeccable integrity, whereas others do not. Some individuals can think quickly, and others are slow in thinking, or methodical and thorough. Some are creative thinkers. Some prefer doing things rather than thinking about them. Decision style may be used to identify these different types of decision makers. Identifying these differences and knowing about an individual's decision style help us to know how the individual thinks about situations, processes information, and makes decisions. Once we know the decision style we will be able to predict outcomes in terms of decision behavior (Rowe & Boulgarides, 1992).

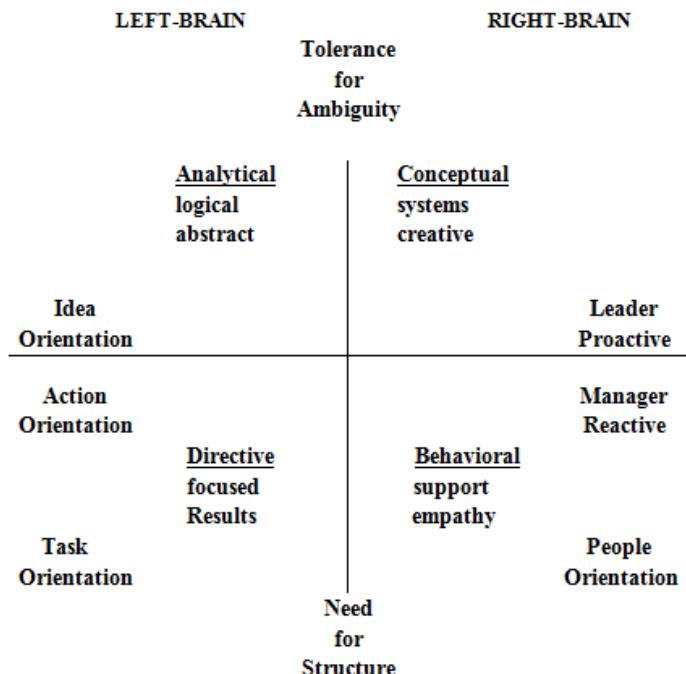
According to Rowe and Mason (1987), decision style is primarily a cognitive process that combines the mental activities of perception, information processing or cognition, making a judgment, and coming to closure of the problem.

Mech (1993) states that because library directors are not all alike, an understanding of directors' decision styles and the influence of cognitive preferences on decisions may improve our understanding of library managers and management.

Figure 3.2 shows the decision style model. The vertical axis addresses cognitive complexity and the horizontal axis represents environmental concerns or value. The less cognitively complex individual tends to perceive the environment in terms of few or rigid rules of information processing and has a high need for structure. The individual possessing a high degree of cognitive complexity is able to integrate diverse cues and has a greater tolerance for ambiguity.

The horizontal dimension of the model represents the environment in which a person finds himself or herself and his or her response to it. A more focused person generally prefers a technical or task-oriented environment. On the other hand, an individual with more divergent interests will tend to prefer the more social or people-oriented environment.

**Figure 3.2.**  
**Decision Style Model (Rowe & Mason 1987)**



According to the model, brain dominance refers to an individual's tendency to think and act according to the characteristics of one side of the brain rather than the other. The technically oriented individual is left-brain dominant-- that is, a logical or analytical person. The right half of the model corresponds with those individuals who reason inductively and who think in broad or spatial terms and are gregarious and right brain dominant (Mech 1993).

The decision style captures three varying factors, as concepts, as follows:

1. The way the individual thinks about the problems;
2. The way the individual communicates with others; and
3. How the individual's expectations of others materially affect his or her performance (Rowe & Mason, 1987).

The four decision styles were determined to be directive, analytical, conceptual, and behavioral. Rowe and Mason (1987) state that these four styles are the cornerstones of the language of style. They argue that a language of style must provide concepts that can be used to describe one's mental predispositions to process information and to visualize and think about situations. It should also be able to describe problems facing managers, which they call decision situations, and the environment or context in which the decision is made. Each of these styles has its own characteristics such as level of tolerance for ambiguity, level of communication, level of technical concerns, and so on. These styles and characteristics are described as follows:

### **3.2.3.1. DIRECTIVE**

Has a low tolerance for ambiguity and low cognitive complexity. He or she focuses on technical decisions. This style is often autocratic and has a high need for power. Because of the little information and few alternatives, speed and satisfactory solutions are typical of these individuals. In general they prefer structure and specific information, which is given verbally. They are focused and aggressive and their orientation is internal to the organization and is short-range, with tight controls. Although they are efficient, they need security and status. They have the drive required to achieve results, but they also want to dominate others.

### **3.2.3.2. ANALYTIC**

Has a much greater tolerance of ambiguity than the directive style individual. And also has a more cognitively complex personality that leads to the desire for more information and consideration of many alternatives. The analytical individual focuses on technical decisions and the need for control; therefore there is an autocratic bent. This style is typified by the ability to cope with new situations. As a result, this style enjoys problem-solving and strives for the maximum that can be achieved in a given situation. Position and ego are important characteristics. These individuals reach top posts in an organization or start their own. They are not rapid in their decision-making. They also enjoy variety and prefer written reports. They enjoy challenges and examine every detail in a situation.

### **3.2.3.3.CONCEPTUAL**

Have both high cognitive complexity and a people orientation. It tends to use data from more than one resource and considers several alternatives. There is a trust in relationships between and shared goals with subordinates. Individuals within this style tend to be idealists who may emphasize ethics and values. They are in general creative and can readily understand complex relationships. Their focus is long-range with high organizational commitments. They are achievement-oriented and value praise, recognition, and independence. They prefer loose control to power and will frequently use participation. Typically, they are thinkers rather than doers.

### **3.2.3.4. BEHAVIORAL**

Although low on the cognitive complexity scale, these managers have a deep concern for the organization and development of people. They tend to be supportive and are concerned with subordinates' well-being. They provide counseling, are receptive to suggestions, communicate easily, and show warmth. They are empathic, persuasive, willing to compromise, and to accept lose control. With low data input, they tend toward short-range focus and use meetings for communicating. They avoid conflict, seek acceptance, and are very people-oriented, but sometimes insecure (Rowe, Boulgarides, & McGrath, 1984).

## **3.3. MOTIVATION AND ITS THEORETICAL BACKGROUND**

Most motivation theorists believed that motivation is critical in the mastery of learned responses. The controversy lies in “whether motivation is a primary or secondary influence on behavior” (Huitt, 2001, p.1). Motivation is what moves us from boredom to interest. It is what energizes us and directs our activity. Motivation is sometimes likened to the engine and steering-wheel of an automobile. Energy and direction are at the centre of the concept of motivation. Needs, interests, values, attitudes, aspirations and incentives influence our energy and the direction of our behavior.

### **3.3.1. MOTIVATION**

Motivation is defined as “an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction”. In addition, it is “an internal state or condition that activates behavior and gives it direction; desire or want that energizes and directs goal- oriented behavior; influence of needs and desires on the intensity and direction of behavior”

### **3.3.2. MOTIVATION THEORY**

One of David McClelland’s most well known theories is that human motivation is dominated by three needs. McClelland's theory, sometimes referred to as the three need theory or as the learned needs theory, categorizes the needs as follows;

- The need for power (N-Pow)
- The need for affiliation (N-Affil) and
- The need for achievement (N-Ach)

The importance of each of these needs will vary from one person to another. If you can determine the importance of each of these needs to an individual, it will help you decide how to influence that individual.

McClelland asserted that a person’s needs are influenced by their cultural background and life experiences. He also asserted that the majority of these needs can be classified as the needs for affiliation, achievement or power. A person’s motivation and effectiveness can be increased through an environment, which provides them with their ideal mix of each of the three needs (N-Ach, N-Pow and/or N-Affil).

**Figure. 3.6 David McClelland Motivational Needs**



### **3.3.2.1. NEED FOR POWER**

Basically people for high need for power are inclined towards influence and control. They like to be at the centre and are good orators. They are demanding in nature, forceful in manners and ambitious in life. They can be motivated to perform if they are given key positions or power positions.

### **3.3.2.2. NEED FOR AFFILIATION**

In the second category are the people who are social in nature. They try to affiliate themselves with individuals and groups. They are driven by love and faith. They like to build a friendly environment around themselves. Social recognition and affiliation with others provides them motivation.

### **3.3.2.3. NEED FOR ACHIEVEMENT**

People in the third area are driven by the challenge of success. A person with this type of need will set goals that are challenging but realistic. The goals have to be challenging so that the person can feel a sense of achievement. However the goals also have to be realistic as the

person believes that when a goal is unrealistic, its achievement is dependent on chance rather than personal skill or contribution. This type of person prefers to work alone or with other high achievers. They do not need praise or recognition, achievement of the task is their reward. A person with a “need for achievement” (N-Ach) needs regular job-related feedback so that they can review their progress and achievement. Feedback includes advancement in the person’s position in the organization. Salary scale will also be viewed as measure of progress. The amount of salary is not about increasing wealth for a person with a high need for achievement. Instead this type of person is focusing on how their level of salary symbolizes their progress and achievement.

McClelland believed that people with a strong need for achievement (N-Ach), make the best leaders for a variety of reasons including setting goals, reviewing progress and continuously looking at how things can be done better. However they may “expect too much” from their team as they believe that others have the same “need for achievement” which is often not the case.

McClelland observed that with the advancement in hierarchy, the need for achievement increased rather than Power and Affiliation. He also observed that people who were at the top, later ceased to be motivated by these drives.

### **3.4. CONCLUSION**

In the present study the investigator considered Lewin’s basic style theory to identify the existing leadership styles, Alan Rowe and Richard O. Mason in 1987’s Decision Style Inventory to identify existing Decision Making style and David McClelland’s three need theory to identify Motivation Profile of the college principals in Kanyakumari District. Most of the college principals in Kanyakumari District are having the highest qualification of M.ed and M.Phil in Education, Nursing and Polytechnic colleges and Ph.d. in Arts & Science and Engineering colleges. Here this section of principal won’t have the basic theoretical background regarding the new theories of leadership, Decision Making and Motivation. 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 in 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 college principals in Kanyakumari District. Considering the above mentioned conditions of the college principals, the researcher strongly believe that it is better to consider Lewin's basic leadership style theory, Alan Rowe and Richard O. Mason in 1987's Decision Style Inventory and David McClelland's three need theory to evaluate the *Leadership style, Decision Making style and Motivation profile of the college principals in Kanyakumari District.*

## **CHAPTER IV**

### **DEMOGRAPHIC PROFILE OF THE COLLEGE PRINCIPALS - AN ANALYSIS**

#### **4.0. INTRODUCTION**

The present chapter is devoted to frequency and percentage analysis of the respondents' demographic profile. The data collected through the questionnaire. The first part of the questionnaire were designed to obtain descriptive data of the College Principals in Kanyakumari district such as Age, Teaching Experience, Administrative experience, Type of College and Gender. It has been systematically analyzed and illustrated with interpretation in this chapter.

This chapter is divided into two sections.

- The first section presents the response rate.
- The second presents a frequency and percentage analysis of the respondents' demographic profile.

#### **4.1. RESPONSE RATE**

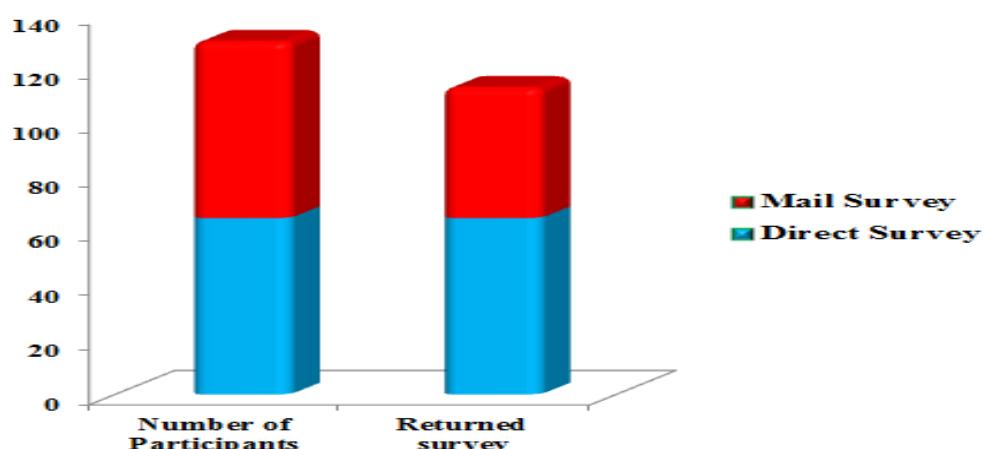
The population for the purpose of the study is the college principals in kanyakumari District. The researcher had taken 130 colleges in kanyakumari District considering two major criteria. 130 colleges include five types of colleges viz., Arts & Sciences (n=24), Engineering Colleges (n=31), Polytechnic Colleges (n=21), Nursing College (n=20) and Education Colleges (n=34) as the target group for the purpose of this study. As the researcher had taken whole population of the target group as a population for the purpose of this study, it is a census survey. The researcher collected data through a questionnaire and used two ways to get data from the respondents. One method is Drop-off and the other is mail survey. The researcher visited 50% (n=65) of the colleges which is in town limit and met principal to hand over the questionnaire in the first visit. After 10-15 days as per the completion and convenient of the principal, the researcher visited again the colleges to collect the questionnaires. And the remaining 50% (n=65) for the mail survey in two phases.

**Phase 1:** The researcher sent 50% (n=65) of the questionnaire through post to the college address along with the covering letter from the supervisor and self addressed stamped reply envelop stipulating the time period for returning the questionnaire. The researcher received 73.8% (n=48) filled questionnaire through post. Table.4. 1 shows the response rate at first phase in detail.

**Table 4.1**  
**Response rate at first Phase**

DATA COLLECTION PROCEDURE	NUMBER OF PARTICIPANTS	RETURNED SURVEY	PERCENTAGE
DROP OFF	65	65	100%
MAIL SURVEY	65	48	73.8%
TOTAL	130	113	86.9%

**Figure 4.1**  
**Response rate at first Round**



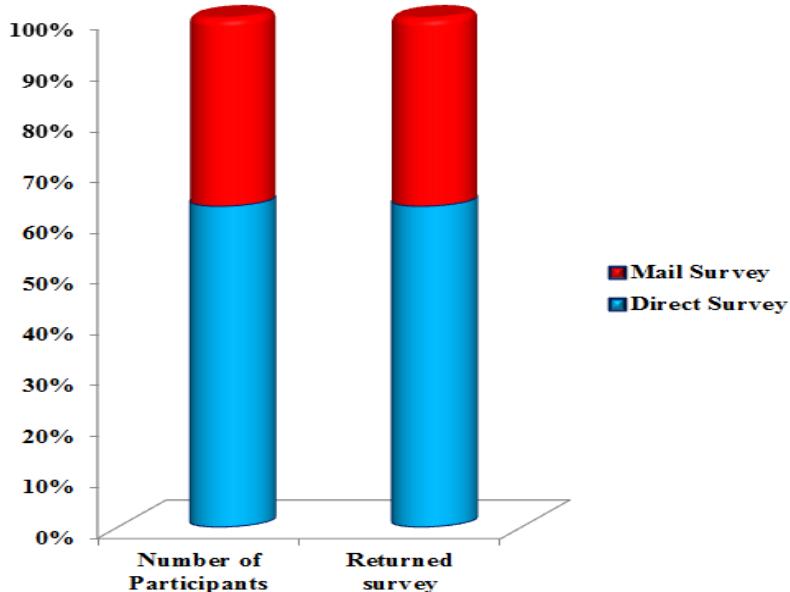
**Phase 2:** Considering the importance of the respondent for the study, the researcher visited the colleges from which the researcher failed to receive back the questionnaire. The researcher met those principal and on request, she collected the filled questionnaire from those respondents. So, the percentage of Drop-off had been changed from 50% (n=65) to 63% (n=82). Table 4.2 shows the Revised Response rate in detail.

The percentage of Drop-off was only 50% earlier , but as the researcher collected the unreturned questionnaire by visiting and meeting the college principal , those unreturned questionnaire (n=17) had been included in Drop-off, thus the response rate for Drop-off had been increased to 85 and the Mail survey response rate has been decreased to 48. The researcher could collect the entire questionnaire filled from the respondent (n=130, 100%).

**Table 4.2**  
**Revised Response rate**

<b>DATA COLLECTION PROCEDURE</b>	<b>NUMBER OF PARTICIPANTS</b>	<b>RETURNED SURVEY</b>	<b>PERCENTAGE</b>
<b>DROP-OFF</b>	82	82	100%
<b>MAIL SURVEY</b>	48	48	100%
<b>TOTAL</b>	<b>130</b>	<b>130</b>	<b>100%</b>

**Figure 4.2**  
**Revised Response rate**



## **4.2. FREQUENCY AND PERCENTAGE ANALYSIS OF THE DEMOGRAPHIC DATA**

In this section a percentage analysis was applied to analyze the respondents' demographic information such as Age, Teaching experience, Administrative experience Type of College and Gender, of the principal and principals' Leadership Behavior.

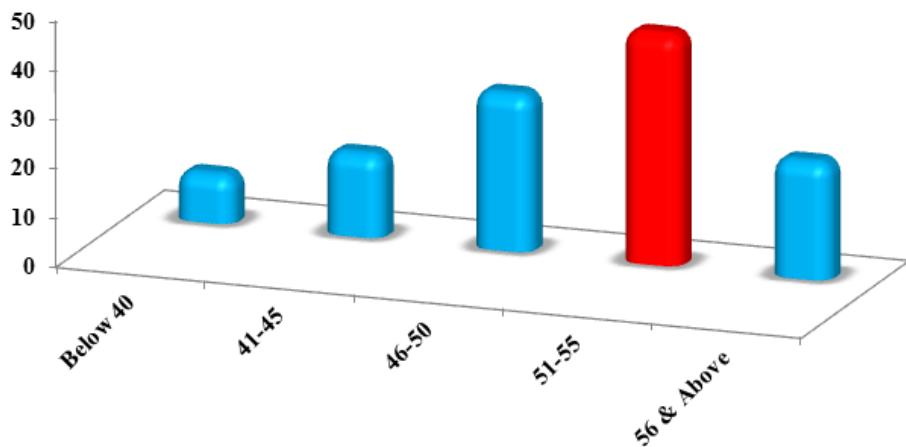
### **4.2.1. RESPONDENTS' AGE**

It was found that the minimum age of the respondents was 38, the maximum age was 60, and the mean was 51.04. In order to present this result in more detail, the participants were divided into five age groups viz., Below 40, Between 41-45, Between 46-50, Between 51-55, and 56 & Above. Table 4.3 shows age group wise frequency and percentage of the respondent, in that most respondents were in the age range of 51-55, followed by the age range of 46-50. More detail about the result is shown in the table below.

**Table.4.3**  
**Age group of the respondent**

AGE GROUP	FREQUENCY	PERCENT
<b>BELOW 40</b>	10	7.7
<b>41-45</b>	17	13.1
<b>46-50</b>	32	24.6
<b>51-55</b>	47	36.2
<b>56 &amp; ABOVE</b>	24	18.5
<b>TOTAL</b>	<b>130</b>	<b>100.0</b>

**Figure. 4.3 Age group of the respondent.**



#### 4.2.2. RESPONDENTS' TEACHING EXPERIENCE

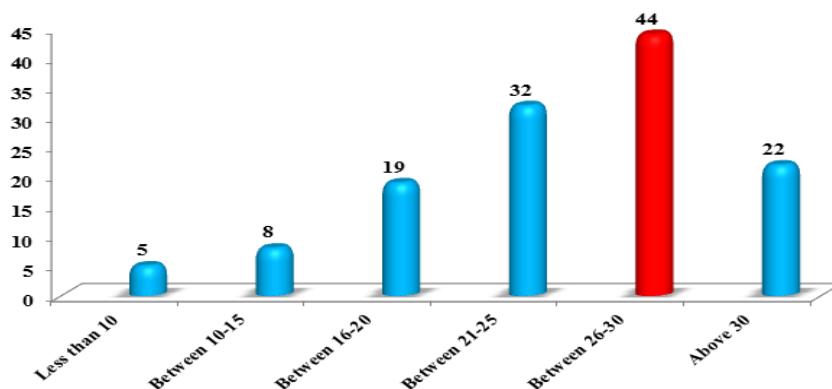
Table 4.4. Shows the Teaching experience of the respondent. It show that 33.8% of the respondents were having teaching experience between 26-

30 years followed by 24.6 % of respondent who has teaching experience between 21-25 years. More details had been shown in the table below.

**Table 4.4**  
**Teaching Experience of the respondent.**

TEACHING EXPERIENCE GROUP	FREQUENCY	PERCENT
LESS THAN 10	5	3.8
BETWEEN 10-15	8	6.2
BETWEEN 16-20	19	14.6
BETWEEN 21-25	32	24.6
BETWEEN 26-30	44	33.8
ABOVE 30	22	16.9
<b>TOTAL</b>	<b>130</b>	<b>100.0</b>

**Figure 4.4.**  
**Teaching Experience of the respondent.**



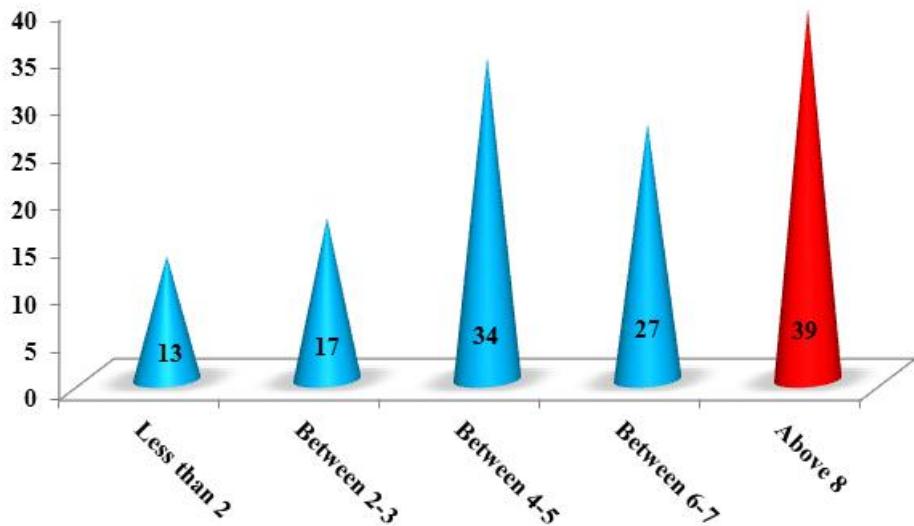
#### **4.2.3. RESPONDENTS' ADMINISTRATIVE EXPERIENCE**

Table 4.5. Shows the Administrative experience of the respondent. It shows that 30.0% of the respondents have above 8 years of administrative experience followed by 26.2 % of the respondent who has administrative experience between 4-5 years. More details had been shown in Table.4.7. and Fig.4.7

**Table.4.5**  
**Administrative Experience of the respondent.**

<b>ADMINISTRATIVE EXPERIENCE GROUP</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
<b>LESS THAN 2</b>	13	10.0
<b>BETWEEN 2-3</b>	17	13.1
<b>BETWEEN 4-5</b>	34	26.2
<b>BETWEEN 6-7</b>	27	20.8
<b>ABOVE 8</b>	39	30.0
<b>Total</b>	<b>130</b>	<b>100.0</b>

**Figure .4.5**  
**Administrative Experience of the respondent**



#### 4.2.4. RESPONDENTS' TYPE OF COLLEGE

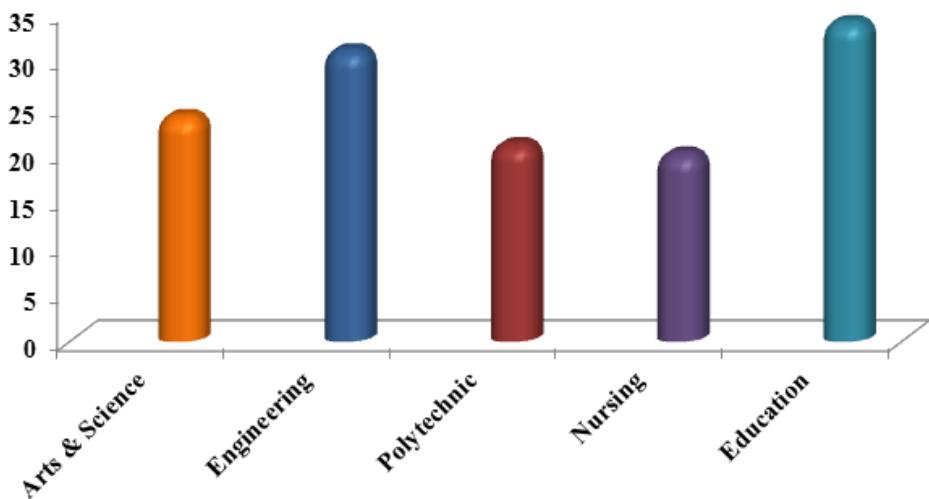
Table 4.6 represents the type of college of the respondent. It shows most respondents were from education n=34 (26.2%) followed by engineering colleges n= 31(23.8%). More details had been shown in Table.4.6.

**Table 4.6**  
**Type of College of the respondent**

TYPE OF COLLEGE	FREQUENCY	PERCENT
ARTS & SCIENCE	24	18.5
ENGINEERING	31	23.8
POLYTECHNIC	21	16.2

<b>NURSING</b>	20	15.4
<b>EDUCATION</b>	34	26.2
<b>TOTAL</b>	<b>130</b>	<b>100.0</b>

**Figure .4.6**  
**Type of College of the respondent**



#### 4.2.5. RESPONDENTS' GENDER

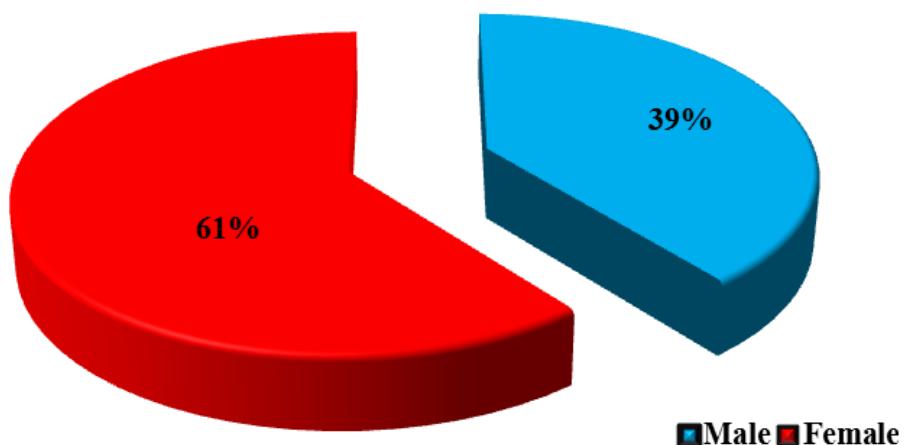
Frequency and percentage of Gender of the respondents is given in the table below. The examination of the data showed that out of one thirty valid responses, 51 Principals were male and 79 Principals were female, as shown in figure 4.7.

**Table 4.7**  
**Gender of the respondent**

GENDER	FREQUENCY	PERCENT
MALE	51	39.2
FEMALE	79	60.8
TOTAL	130	100.0

There was found to be a difference in the frequencies of male to female among the College Principals in Kanyakumari District. The majority 61.0% of the Principals were female, compared with 39.0% male Principals.

**Figure 4.7**  
**Percentage Distribution by Gender**



### **4.3. CONCLUSION**

The collected demographic information of the Principal through questionnaire was analysed using frequency and percentage analysis. The demographic variables are the five important independent variables viz., Age, Teaching experience, Administrative experience, Type of college and Gender which is to be compared with the dependent variable viz., Leadership style, Decision Making style and Motivation profile.

## **CHAPTER V**

### **LEADERSHIP BEHAVIOR OF THE COLLEGE PRINCIPALS – AN ANALYSIS**

#### **5.0. INTRODUCTION**

The primary purpose of this study is to explore the Leadership behavior viz., Leadership style, Decision making style and Motivation Profile of college principals in Kanyakumari District . To explore this purpose the following question is posed:

- What are the Leadership styles, Decision Making Styles and Motivation profiles of College Principals in Kanyakumari District?

To answer this question data collection instrument tested its validity and collected data were analysed using SPSS, applied frequency and percentage analysis and Descriptive Statistics of Respondents' Leadership Behavior and interpreted.

This chapter is divided into three sections.

- The first section is the reliability test of the instrument used to analyze leadership behavior of College principals.
- The second section presents a frequency and percentage analysis of the respondents' Leadership behavior and
- The third section presents a Descriptive Statistics of Respondents' Leadership Behavior.

#### **5.1. RELIABILITY AND VALIDITY TEST OF THE INSTRUMENTS**

This study employed a survey questionnaire. There are some advantages in survey-based research using Questionnaire. Busha and Harter (1980) list a number of advantages for Questionnaire surveys. They are;

- Provides an opportunity for respondents to give frank answers.
- Can be constructed so the quantitative data are relatively easy to collect and analyze.
- Can be designed to gather background information about respondents, as well as original hard-to-obtain data.
- Facilitates the collection of a huge amount of data in a short period of time.
- Through the preparation of a formal instrument, researchers are encouraged to define clearly the research problem, the implications of the problem, and the nature of the needed research data.
- Allows the collection, in exploratory studies, of insightful information about a relatively unexplored problem area or subject.

The researcher believes that these advantages helped the study in a number of ways such as the following:

- ✓ Since there is no face-to-face contact with the participants, the chance of gaining accurate and frank answers is better.
- ✓ In the first part of the questionnaire (demographic questions), the researcher found himself free to choose the easiest way to formulate questions, to be answered and to be measured.
- ✓ The questionnaire of this study will allow the researcher to collect the desired data.
- ✓ During the designing of the first part of the questionnaire, the researcher decided to add needed variables (gender and age), which are important and need to be explored as variables affecting the Leadership Behavior.

The study, as mentioned above, employed a survey questionnaire.

To analyze leadership behavior viz., Leadership style, Decision making style and Motivation Profile of college principals in Kanyakumari District , the following questionnaire used.

- Leadership Style Questionnaire (Lewin, Lippit and White (1939), aims to testing the preference towards Principals' Leadership style by Autocratic, Democratic or Laizzes-faire.

- The Decision Style Inventory (DSI), developed by A. J. Rowe and R. O Mason, aims at testing the preferences towards Principals' Decision Making Style by Directive, Analytical, Conceptual and Behavioral.
- Motivation Profile Questionnaire, developed by Junker. K (2001) based on David McClelland's theory of Needs. It states that human behavior is affected by three needs Power, Affiliation and Achievement. The questions aim at testing the preferences towards Principals' Motivational needs.

### **5.1.1. LEADERSHIP STYLE QUESTIONNAIRE (LSQ)**

To analyze the Leadership style, the researcher used an adopted tool based on the Lewin, Lippit and White (1939) concept on Leadership which was published in Sage Publication ,inc 2014. The questionnaire undergone reliability and validity test after modification on some items as per the suggestions provided by the supervisor. The Leadership Style Questionnaire(LSQ) (see appendix.V) contains a total of 18 descriptive statements. The sum responses on items 1, 4, 7, 10, 13, and 16 represents Autocratic Leadership style, The sum responses on items 2, 5, 8, 11, 14, and 17 represents Democratic Leadership style and The sum responses on items 3, 6, 9, 12, 15, and 18 represents Laissez-faire Leadership style. The score on each style gives the level of intensity on each style. The degree to which each of the four styles is used by each individual can be determined from the score on each style. There are five levels of intensity for each category. If the score is between 26–30, then in the very high range. If the score is between 21–25, then in the high range. If the score is between 16–20, then in the moderate range. If the score is between 11–15, then in the low range. And if the score is between 6–10, then in the very low range. (see Table.5.1.)

**Table 5.1**  
**Level of Intensity for Leadership Style**

LEADERSHIP STYLE	Very Low Range	Low Range	Moderate Range	High Range	Very High Range
LEVEL OF INTENSITY	Between 26–30	Between 21–25	Between 16–20	Between 11–15	Between 6–10

If the respondent has scored 27 for the items 1, 4, 7, 10, 13, and 16 then he is in very high range of Autocratic Leadership style. Higher the score, higher the range of intensity. And lower the score lower the range of intensity.

#### **5.1.1.1. RELIABILITY AND VALIDITY OF LSQ**

To check the internal consistency of the Questionnaire, the researcher run Reliability test for the 18 items of the Leadership questionnaire using SPSS. According to Nunnally (1978), the minimum acceptable reliabilities should be at .70 (Cronbach's alpha). In this study the Leadership questionnaire had an overall reliability of .969 (Cronbach's Alpha Based on Standardized Items) as shown in Table 5.2 Reliabilities of all the 18 items met the acceptable standard level above .70, thus the Leadership style questionnaire was valid and reliable.

**Table .5.2**  
**Reliability Statistics of LSQ**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.968	.969	18

### **5.1.2. THE DECISION STYLE INVENTORY (DSI)**

The Decision Style Inventory (DSI), developed by A. J. Rowe and R. O Mason, aims at testing the preferences when approaching a Decision situation. The Decision Style Inventory, (see Appendix VI) consists of twenty questions, each with four responses, which concern typical situations facing Principals. The inventory is taken by grading the answers of questions 1 to 20. Grading is done by ranking each answer by 4, 3, 2 or 1. A ranking of 4 indicates the response that you most prefer, 3 indicates a response that you consider often, 2 indicates a response that you consider on occasion, and 1 indicates the response that you least prefer.

To score the Decision Style the following steps should be performed:

1. Total the points in each of the four columns I, II, III, and IV.
2. Total the sum of these four numbers. The sum of the four columns should be 300 points.
3. Place the scores in the appropriate box for I, II, III, or IV in Figure 4.1

**Figure 5.1**  
**Individual Scoring Matrix for DSI**

<b>Directive I</b>	<b>Conceptual III</b>
<b>Analytical II</b>	<b>Behavioral IV</b>

(Rowe & Boulgarides 1992)

The degree to which each of the four styles is used by each individual can be determined from the score on the Decision style inventory. Table 5.3 shows the level of intensity for each individual's style based on the scores attained on the Decision style inventory. There are four levels of intensity for each category. These levels are as follows:

Last preferred: This shows that the individual will rarely use the style, but when required could do so. For instance, under stress, a highly analytical person shifts to a directive style.

Back-up: This level of intensity shows that individual will use the style occasionally and reflects the typical score on the Decision style inventory.

Dominant: This level indicates that the individual will frequently use this style in preference to the other styles. However, an individual may have more than one dominant style and thus can readily shift from one to another.

Very dominant: This is the highest level of intensity and describes a compulsive use of a given style. The intensity becomes the focus of the individual and will override other styles that have less intensity. Occasionally, individuals have more than one very dominant style (Rowe & Boulgarides 1992).

**Table 5.3**  
**Decision Style Intensity Levels**

STYLE	LEAST PREFERRED	BACK-UP	DOMINANT	VERY DOMINANT
DIRECTIVE	Below 68	68 to 82	83 to 90	Over 90
ANALYTICAL	Below 83	83 to 97	98 to 104	Over 104
CONCEPTUAL	Below 73	73 to 87	88 to 94	Over 94
BEHAVIORAL	Below 48	48 to 62	63 to 70	Over 70

Decision Style Intensity Levels (Rowe & Boulgarides 1992)

#### **5.1.2.1. RELIABILITY AND VALIDITY OF THE DSI**

Testing for the validity and reliability of the DSI (Decision Style Inventory) has a long history, which began in 1977 with Rowe and others examining Leadership characteristics of military officers. The study included 59 officers who demonstrated Decision styles in the military (Goodyear, 1987).

Rowe and Mason (1987) point out that a number of statistical tests were used to determine the validity and reliability of the Decision Style Inventory:

1. Split-half reliability testing using nine groups from different organizations.
2. Test/retest reliability using different groups.
3. Item analysis of the instrument.
4. Correlation with other test instruments, notably the Myers-Briggs Type Indicator.
5. Face validity based on personal interviews and observations in longitudinal studies in organizations.
6. Comparisons of performance in various occupations with style patterns.

The results have proven highly significant. For example, a strong positive correlation was found with the Myers-Briggs, as well as with other test instruments, such as the Wilkens Imbedded Figures Test, The Kolb Learning Style Inventory, and the Hermann Brain Dominance Instrument. In addition, according to Rowe and Mason (1987), upon the administration of this inventory to more than 10,000 individuals in different professions, including presidents of companies, board chairs, corporate planners, architects, chiefs of police, army generals, nurses, teachers, and so on, the inventory was determined to have “over a 90% face validity and 70% test-retest reliability (Rowe & Mason, 1987).” Also, ninety percent of the people who took the inventory agreed with its findings. These statistical measures indicate that the DSI is a valid test instrument. Regarding the relationship between the styles and instrument questions, the score of each style is the total of the responses to the twenty individual items in each column. Rowe and Mason determined that in order to examine how individual items contributed to the determination of the style, each of the items was correlated with the total style score. The correlation coefficients indicate the extent to which a particular item contributed to the total score (Rowe & Mason, 1987).

One of the methods used to estimate reliability was the intercorrelation between split halves of each style. For this analysis, the items were split into two halves of ten items each, with the odd-numbered items in one half and the even-numbered items in the other half. Total scores were then calculated for each half of the style, one from each of the two sets of ten items. Each style was then correlated for test length using the Spearman-Brown formula. This analysis provided an indication of the

internal consistency of each of the styles. The correlation coefficients ranged from .5 to .7 for the split-half test (Rowe & Mason, 1987).

### **5.1.3. MOTIVATION PROFILE QUESTIONNAIRE (MPQ)**

To analyze the Motivation profile, the researcher used the tool developed by Junker. K (2001) based on David McClelland's theory of Needs. It states that human behavior is affected by three needs Power, Affiliation and Achievement. The questions aim at testing the preferences towards Principals' Motivational needs. The Motivation Profile Questionnaire (MPQ) contains set of 11 questions, with 3 items in each set which represents the three Motivation profile in jumbled order. The participant should choose the statement in each set that best describes him. The Count on each Motivation profile will be compared with the level of intensity. If the respondent has scored above 9 for Achievement Motivation, then the level of intensity for the said Motivation is very dominant. Lower the count, lower the preference. The level of intensity of Motivation profile is as follows:

**Table.5.4**

#### **Level of Intensity for Motivation profile**

COUNT	LEVEL OF INTENSITY
Score 2 & Below	Least preferred
Score in between 3-5	Back-up
Score in between 6-8	Dominant
Score Above 9	Very dominant

#### **5.1.3.1. RELIABILITY AND VALIDITY OF THE MPQ**

To check the internal consistency of the Motivation Profile Questionnaire (MPQ) (see appendix.VII) the researcher run Reliability test for the 11 items of the MPQ using SPSS (Software Package for

Statistical Analysis). According to Nunnally (1978), the minimum acceptable reliabilities should be at .70 (Cronbach's alpha). In this study the Motivation Profile Questionnaire had an overall reliability of .856 (Cronbach's Alpha Based on Standardized Items) as shown in Table 5.5. Reliabilities of all the 11 items met the acceptable standard level above .70, thus the Motivation Profile questionnaire was valid and reliable.

**Table 5.5 Reliability Statistics of MPQ**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.845	.856	11

Vineyard.s 1989, Beyond banquets, plaques and pins: creative ways to recognize volunteers, has used Motivation Profile Questionnaire based of David McClelland's theory of Needs model. Mark Mains, Kelly Moss, Tommy Harrison & Kathy Junker (2001) used this questionnaire for the study "Motivating the volunteers of administrative Academy" gives a validation over the questionnaire. Thus the MPQ is Reliable and valid for the present study.

## **5.2.FREQUENCY AND PERCENTAGE ANALYSIS OF LEADERSHIP BEHAVIOR**

To know the intensity level of Leadership behavior viz., Leadership style, Decision Making Style and Motivation profile of the college principal in Kanyakumari District , the frequency and Percentage of the response towards the instrument had been analyzed using SPSS and interpreted as under.

### **5.2.1. RESPONDENTS' LEADERSHIP STYLE**

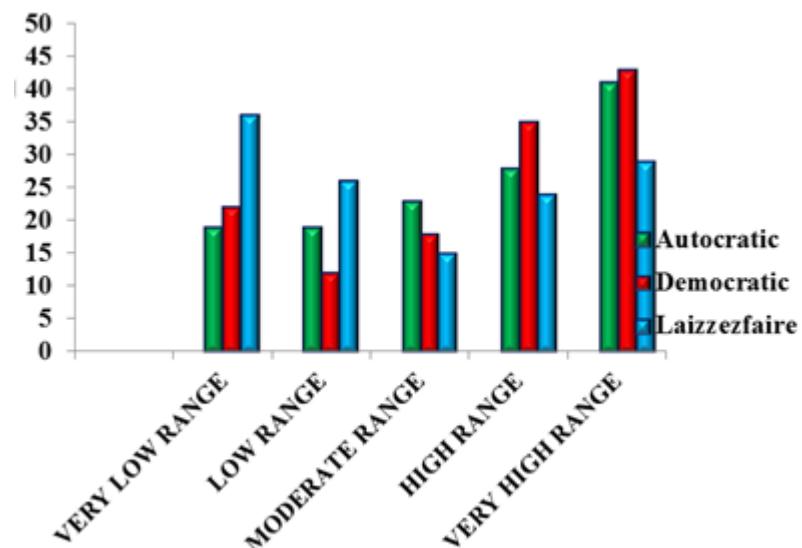
Frequency and percentage of the respondents Leadership style is shown in Table 5.6 and Fig. 5.2. It shows that the majority of the respondents 33.1% (n= 43) scored very high range level of intensity for the Democratic leadership style followed by 31.5% (n= 41) in Autocratic leadership style. It also shows that 26.9% (n= 35) scored high range level of intensity for the democratic leadership style followed by Autocratic

Leadership style. That means the majority of respondents scored within high range and very high range for the Democratic leadership style.

**Table 5.6**  
**Leadership Style of the respondent (Frequency and Percentage)**

LEADERSHIP STYLE	VERY LOW RANGE	LOW RANGE	MODERATE RANGE	HIGH RANGE	VERY HIGH RANGE	TOTAL
<b>AUTOCRATIC</b>	n 19 (14.6%)	n 19 (14.6%)	n 23 (17.7%)	n 28 (21.5%)	n 41 (31.5%)	130 (100%)
<b>DEMOCRATIC</b>	n 22 (16.9%)	n 12 (9.2%)	n 18 (13.8%)	n 35 (26.9%)	n 43 (33.1%)	130 (100%)
<b>LAISSEZ- FAIRE</b>	n 36 (27.7%)	n 26 (20.0%)	n 15 (11.5%)	n 24 (18.5%)	n 29 (22.3%)	130 (100%)

**Figure 5.2. Leadership Style of the respondent.**



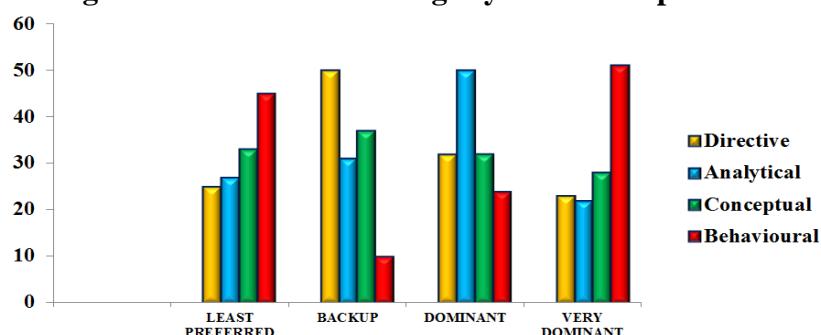
### 5.2.2. RESPONDENTS' DECISION MAKING STYLE

Frequency and percentage of the respondents Decision Making style is shown in Table 5.7 and Figure 5.3. It shows that the majority of the respondents 39.2% (n= 51) scored very dominant level of intensity for the Behavioral decision style followed by 38.5 % (n=50) scored dominant level of intensity towards Analytical decision style. Table 5.7 shows the results in details.

**Table 5.7**  
**Decision Making Style of the respondent. (Frequency and Percentage)**

DECISION MAKING STYLE	LEAST PREFERRED	BACKUP	DOMINANT	VERY DOMINANT	TOTAL
<b>DIRECTIVE</b>	n 25 (19.2%)	n 50 (38.5%)	n 32 (24.6%)	n 23 (17.7%)	130 (100%)
<b>ANALYTICAL</b>	n 27 (20.8%)	n 31 (23.8%)	n 50 (38.5%)	n 22 (16.9%)	130 (100%)
<b>CONCEPTUAL</b>	n 33 (25.4%)	n 37 (28.5%)	n 32 (24.6%)	n 28 (21.5%)	130 (100%)
<b>BEHAVIOURAL</b>	n 45 (34.6%)	n 10 (7.7%)	n 24 (18.5%)	n 51 (39.2%)	130 (100%)

**Figure. 5.3. Decision Making Style of the respondent.**



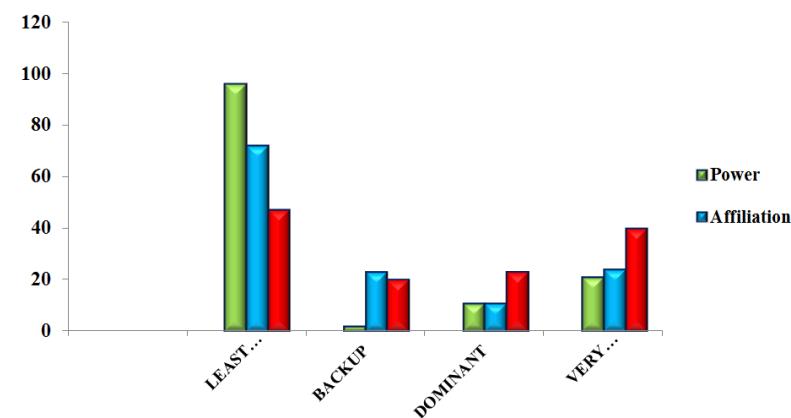
### 5.2.3. RESPONDENTS' MOTIVATION PROFILE

Frequency and percentage of the respondents Motivation style is shown in Table.5.8 and Figure 5.4. It shows that the majority of the respondents 30.8% (n= 40) scored very dominant level of intensity for the Achievement motivation followed by 18.5% (n=24) for the Affiliation motivation.

**Table.5.8**  
**Motivation Profile of the respondent (Frequency and Percentage)**

MOTIVATION PROFILE	LEAST PREFERRED	BACKUP	DOMINANT	VERY DOMINANT	TOTAL
<b>POWER</b>	n 96 (73.8%)	n 2 (1.5%)	n 11 (8.5%)	n 21 (16.2%)	130 (100%)
<b>AFFILIATION</b>	n 72 (55.4%)	n 23 (17.7%)	n 11 (8.5%)	n 24 (18.5%)	130 (100%)
<b>ACHIEVEMENT</b>	n 47 (36.2%)	n 20 (15.4%)	n 23 (17.7%)	n 40 (30.8%)	130 (100%)

**Figure. 5.4. Motivation Profile of the respondent**



### **5.3.DESCRIPTIVE STATISTICS OF RESPONDENTS' LEADERSHIP BEHAVIOR**

A descriptive statistics (Mean and standard Deviation) was applied to analyze and describe in detail the respondents' Leadership Behavior i.e., Leadership style, Decision making style and Motivation profile using SPSS. The Values of Means and Standard Deviations are given in Table 5.9 to Table 5.11 in detail.

#### **5.3.1.MEAN AND STANDARD DEVIATION OF THE LEADERSHIP STYLES**

The values of means of Leadership Style range from 2.88 to 3.50 with standard deviations ranging from 1.43 to 1.54. More detailed in Table 5.9

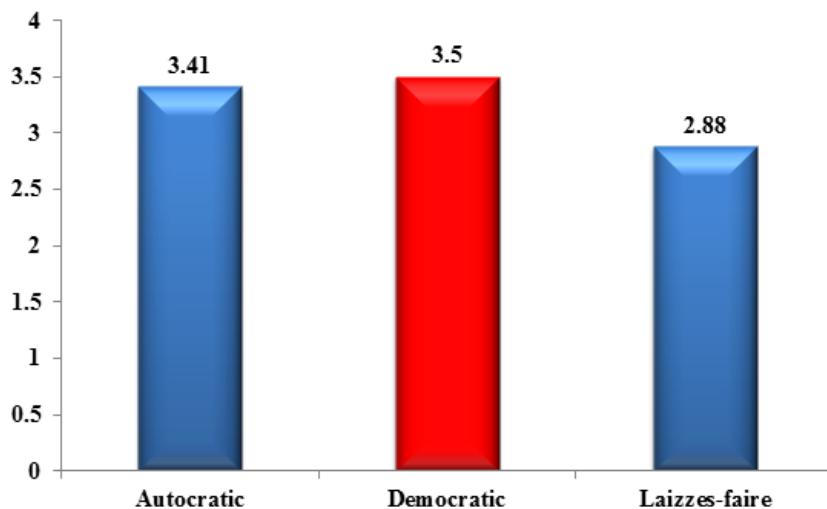
**Table 5.9  
Mean and Standard Deviation of the Leadership Styles Scale**

SCALE	N	MEAN	STANDARD DEVIATION
<b>AUTOCRATIC</b>	130	3.41	1.434
<b>DEMOCRATIC</b>	130	3.50	1.459
<b>LAIZZES-FAIRE</b>	130	2.88	1.545

The result of the study reveals that the score of the Autocratic leadership is 3.41. The range of this style is between 1 to 5. And 3 is the midpoint , 5 is the highest possible score. The Standard Deviation is 1.434. The score of Democratic leadership leadership is 3.50. The range of this style is also between 1 to 5. And 3 is the midpoint , 5 is the highest possible score. The Standard Deviation is 1.459. The score of Laizzes-

faire leadership is 2.88. The range of this style is also between 1 to 5. And 3 is the midpoint, 5 is the highest possible score. The Standard Deviation is 1.434. Thus the result proves that the Democratic styles are predominant among the principal of Kanyakumari District. Figure 5.5 show it in detail.

**Figure 5.5 Mean Score of Leadership Style**



### **5.3.2. MEAN AND STANDARD DEVIATION OF THE DECISION MAKING STYLE**

The values of means of Decision Making Style range from 2.41 to 2.62 with standard deviations ranging from .994 to 1.313. More detailed in Table 5.10.

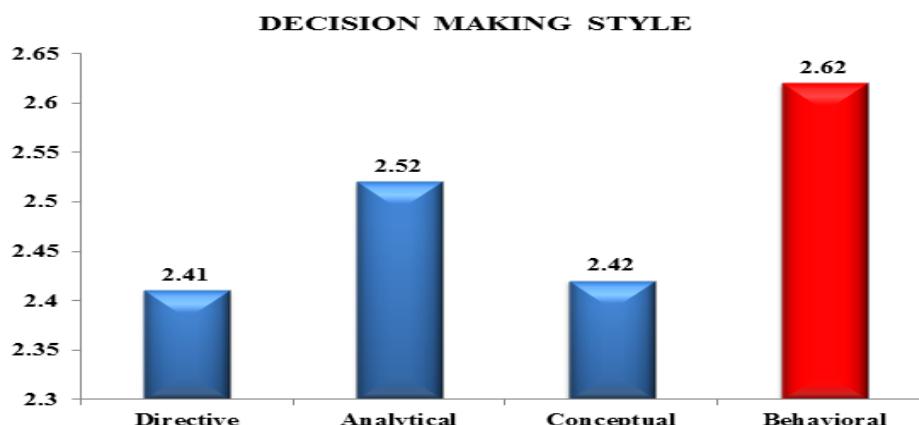
**Table 5.10**  
**Mean and Standard Deviation of the Decision Making Style**

SCALE	N	MEAN	STANDARD DEVIATION
<b>DIRECTIVE</b>	130	2.41	.994

<b>ANALYTICAL</b>	130	2.52	1.006
<b>CONCEPTUAL</b>	130	2.42	1.092
<b>BEHAVIORAL</b>	130	2.62	1.313

The result of the study reveals that the score of the Directive Decision style is 2.41. The range of this style is between 1 to 4. And 2 is the midpoint , 4 is the highest possible score. The Standard Deviation is 0.994. The score of the Analytical Decision style is 2.52. The range of this style is between 1 to 4. And 2 is the midpoint , 4 is the highest possible score. The Standard Deviation is 1.006. The score of the Conceptual Decision style is 2.42. The range of this style is also between 1 to 4. And 2 is the midpoint , 4 is the highest possible score. The Standard Deviation is 1.092. The score of the Behavioural Decision style is 2.62. The range of this style is between 1 to 4. And 2 is the midpoint , 4 is the highest possible score. The Standard Deviation is 1.313. Thus from the mean score the result proves that the predominant decision style among the college principals in Kanyakumari district is Behavioural decision style. Figure 5.6 show it in detail.

**Figure .5.6.**  
**Mean Score of Decision Making Style**



### **5.3.3. MEAN AND STANDARD DEVIATION OF THE MOTIVATION PROFILE**

The values of means of Motivation Profile range from 1.67 to 2.43 with standard deviations ranging from 1.171 to 1.263. More detailed in Table.5.11.

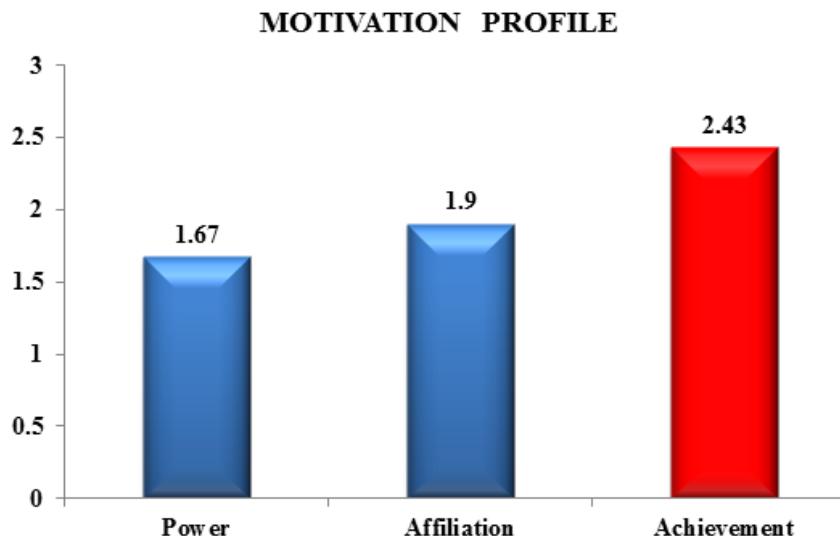
**Table.5.11**  
**Mean and Standard Deviation of the Motivation Profile**

<b>SCALE</b>	<b>N</b>	<b>MEAN</b>	<b>STANDARD DEVIATION</b>
<b>POWER</b>	130	1.67	1.171
<b>AFFILIATION</b>	130	1.90	1.174
<b>ACHIEVEMENT</b>	130	2.43	1.263

The result of the study reveals that the score of the Power motivation is 1.67. The range of this style is between 1 to 4. And 2 is the midpoint , 4 is the highest possible score. The Standard Deviation is 1.171. The score of the Affiliation motivation is 1.90. The range of this style is between 1 to 4. And 2 is the midpoint, 4 is the highest possible score. The Standard Deviation is 1.174. The score of the Achievement motivation is 2.43. The range of this style is between 1 to 4. And 2 is the midpoint , 4 is the highest possible score. The Standard Deviation is 1.263.

Thus from the mean score the result proves that the predominant Motivation profile among the college principals in Kanyakumari district is Achievement Motivation. Figure 5.7 shows it in detail.

**Figure 5.7 Mean Score of Motivation Profile**



#### **5.4. CONCLUSION**

The mean and standard deviation of the respondents and also the frequency and percentage analysis reveals the same result. The result reveals that the predominant leadership behavior of the college principal in Kanyakumari District are democratic leadership, Behavioral Decision making and Achievement Motivation which is the answer for the first research question of this study.

## CHAPTER VI

### RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOUR AND DEMOGRAPHIC PROFILE OF THE COLLEGE PRINCIPALS – AN ANALYSIS

#### 6.0. INTRODUCTION

The secondary purpose of this study is to explore the relationship between the Principals' Leadership Behavior viz., Leadership styles, Decision Making Styles and Motivation profiles and the demographic variables viz., Age, Teaching experience, Administrative experience, Type of College and Gender.

To explore this purpose the following question is posed:

- ✚ Is there a relationship between the Leadership styles, Decision Making Styles and Motivation profiles of College Principals in Kanyakumari District and their Age; Teaching experience; Administrative experience; Type of College; and Gender ?

To answer this research question 15 null Hypotheses were formulated. The hypothesis framed by the researcher was based on the literature reviewed and the findings of (Benson, 1986), Goodyear (1987), Mech's (1993), (Iqbal, 2005), and (Baraiya, 1985).

The data collected through the questionnaire had been systematically presented and analyzed keeping in mind the objectives and hypotheses of the study. The hypotheses were tested using appropriate statistics as and where required.

Following Tools used to test Hypothesis:

- **Pearson Correlation** test to test the significant relationship existed between Leadership Style, Decision Making Style and Motivation Profile and Respondents' age, teaching experience and Administrative

Experience. And applied **Chi-Square cross tabulation** and Cluster Bar chart to confirm the result.

- **Descriptive analysis and ANOVA** test to test the significant relationship existed between Leadership Style, Decision Making Style and Motivation Profile and Respondents' Type of college.
- **T-Test** is to test the significant relationship existed between Gender and Leadership Style, Decision Making Style and Motivation Profile of the Respondent.

For testing the significance of the results obtained, the 0.01 and 0.05 levels of significance were applied.

## **6.1. HYPOTHESES TESTING AND INTERPRETATION**

The null hypotheses were tested using SPSS. (Software package for Statistical Analysis). Applied Pearson Product Moment Correlation (PPMC) between the variables of interest in this study , More specifically, correlation was to determine and report the relationships between the Leadership style, Decision Making Style and Motivation profile and Principals' Age, Teaching Experience and Administrative Experience. To confirm the result, applied Chi-Square cross tabulation and Cluster Bar chart and interpreted. Descriptive analysis in ANOVA was applied to test the significant differences between the Leadership style, Decision Making Style and Motivation profile and Type of College. The t-test for quality of means was employed to test the significant differences between the Male Principal and Female Principal. Null hypothesis was rejected if the corresponding test resulted in a 'p' value less than 0.05 and 0.01, it was accepted if 'p' value is greater than 0.05 and 0.01. i.e., at 1% and 5% significance level for Pearson Correlation test. And 5% significance level for Chi-Square and ANOVA. The fifteen null hypothesis test and results are as follows.

## **H1. There is no relationship between the Leadership styles of college principals in Kanyakumari District and their age.**

To test this hypothesis a Pearson product moment correlation (PPMC) between the respondents' age and the leadership style was applied.

As per analysis, leadership styles of the college principals shows statistically no significant relationship with their age at 0.05 significance level. For Autocratic Leadership ( $r=-0.017$ ,  $p=.848$ ) , for Democratic Leadership ( $r=-0.023$ ,  $p=.796$ ), and for Laizzes-faire Leadership ( $r=-0.060$ ,  $p=.499$ ) As 'p' value is greater than 0.05 level of significance, there is no relationship between the leadership style and Age of the principal. And since all the three leadership styles with the age group do not show a statistically significant relationship, **the null hypothesis is accepted.**

The correlation test result between the Leadership style of College Principal and their Age is shown in Table.6.1

**Table 6.1**

### **Correlation of Leadership style of College Principal and their Age**

	<b>Age</b>
<b>Autocratic</b>	
Pearson Correlation	-.017
Sig. (2-tailed)	.848
N	130
<b>Democratic</b>	
Pearson Correlation	.023
Sig. (2-tailed)	.796
N	130
<b>Laissez-Faire</b>	
Pearson Correlation	-.060
Sig. (2-tailed)	.499
N	130

---

\*. Correlation is significant at the 0.01 level (2-tailed).

In order to confirm the above result Chi-Square test conducted at 5% level of significance for the predominant leadership style and the Age of the principal. Null hypothesis will be rejected if the corresponding chi-square test resulted in a ‘p’ value less than 0.05 and will be accepted if ‘p’ value is greater than 0.05. The chi-Square test result (Table.6.2) shows with the p value (0.126) which is greater than 0.05 significance level.  $\chi^2(16, N = 130) = 22.56, p = .126$ , Thus the null hypothesis is accepted. We therefore conclude that there is no statistically significance relationship between the Democratic leadership and Age of the respondent. Increase or decrease in Age of the respondent does not make any difference in Democratic leadership. A cluster bar chart shows it in detail. (Figure.6.1)

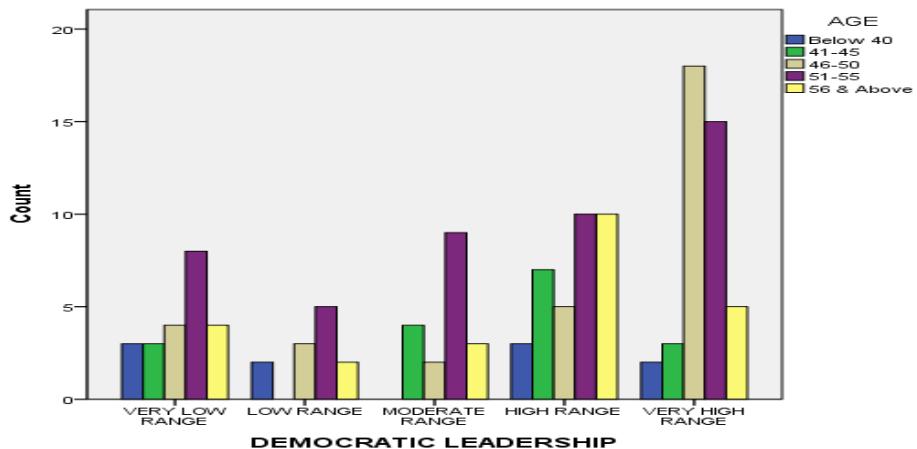
**Table.6.2**  
**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.562	16	.126
Likelihood Ratio	24.533	16	.079
Linear-by-Linear Association	.067	1	.795
No of Valid Cases	130		

**Table. 6.3**  
Democratic Leadership \* Principals Age Crosstabulation

DEMO1	PRINCIPALS AGE					Total
	Below 40	41-45	46-50	51-55	56 & Above	
Very low range	3	3	4	8	4	22
	2	0	3	5	2	12
	0	4	2	9	3	18
	3	7	5	10	10	35
	2	3	18	15	5	43
Total	10	17	32	47	24	130

**Figure 6.1**  
**Cluster Bar chart for Democratic leadership and Age of the respondent**



**H2. There is no relationship between the Decision making styles of college principals in Kanyakumari District and their age.**

In order to test this hypothesis a Pearson product moment correlation (PPMC) between the respondents' age and the Decision Style was applied.

As per the analysis, p value of all the four decision style is greater than 0.05 , it shows statistically no significant relationship with the age of the respondent at 0.05 significance level, for Directive Decision style( $r=.002$ ,  $p=.979$ ), it means insignificant relationship with positive correlation, for Analytical decision style ( $r=-.112$ ,  $p=.204$ ), it means insignificant relationship with negative correlation, for Conceptual decision style ( $r=-.052$ ,  $p=.559$ ), it means significant relationship with positive correlation, and for Behavioral Decision style ( $r=.050$ ,  $p=.571$ ) shows statistically no significant relationship with the age with positive correlation. Since all the decision styles with the age group do not show a statistically significant relationship, **the null hypothesis is accepted.**

The correlation test result between the Decision Making style of College Principal and their Age is shown in Table.6.4

**Table 6.4**  
**Correlation of Decision Making Style of College Principal and their  
Age**

---

	Age
<b>Directive</b>	
Pearson Correlation	.002
Sig. (2-tailed)	.979
N	130
<b>Analytical</b>	
Pearson Correlation	.112
Sig. (2-tailed)	.204
N	130
<b>Conceptual</b>	
Pearson Correlation	.052
Sig. (2-tailed)	.559
N	130
<b>Behavioral</b>	
Pearson Correlation	.050
Sig. (2-tailed)	.571
N	130

---

\*. Correlation is significant at the 0.01 level (2-tailed).

**Table 6.5**  
**Behavioural decision style\*principals age crosstabulation**

	Principals age					Total
	Below 40	41-45	46-50	51-55	56 & Above	
<b>Least preferred</b>	5	7	8	16	9	45
<b>Backup</b>	1	2	1	6	0	10
<b>Dominant</b>	0	4	7	7	6	24
<b>Very dominant</b>	4	4	16	18	9	51
<b>Total</b>	10	17	32	47	24	130

The cross tabulation above shows that the principals between the age group 51-55 are very dominant towards this style.

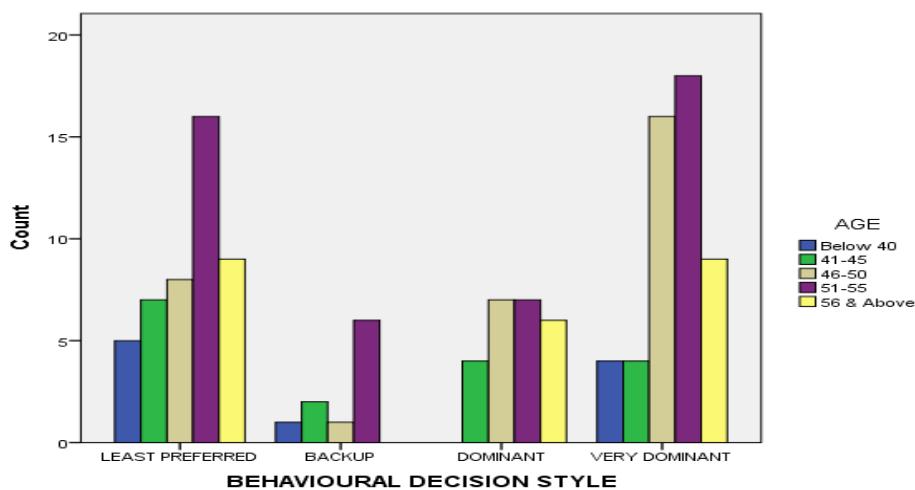
**Table**  
**6.6. Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
<b>Pearson Chi-Square</b>	11.744	12	.466
<b>Likelihood Ratio</b>	15.405	12	.220
<b>Linear-by-Linear Association</b>	.324	1	.569
<b>N of Valid Cases</b>	130		

To confirm the result Chi-Square test conducted at 5% level of significance for the predominant decision style with the Age. The result proved with the 'p' value greater than 0.05 ,  $X^2(12, N = 130) = 11.7$ , p =.466, therefore it can be concluded that there is no statistically significant relationship between Behavioural Decision style and age of the respondent at 0.05 significance level. Thus **the null hypothesis is accepted.**

**Figure.6.2**

**Cluster Bar chart for Behavioural decision style and Age of the respondent**



As the null hypothesis is accepted, it can be concluded that Increase or decrease in Age of the respondent does not make any difference in Behavioral Decision making style of the principal. A cluster bar chart above shows it in detail. (See Figure.6.2)

**H3. There is no relationship between the Motivation Profile of college principals in Kanyakumari District and their age.**

In order to test this hypothesis a Pearson Product Moment Correlation (PPMC) between the respondents' age and the Motivation Profile was applied.

**Table 6.7**  
**Correlation of Motivation profile of College Principal and their Age**

---

	Age
<b>Power</b>	
Pearson Correlation	.164
Sig. (2-tailed)	.062
N	130
<b>Affiliation</b>	
Pearson Correlation	.056
Sig. (2-tailed)	.529
N	130
<b>Achievement</b>	
Pearson Correlation	.100
Sig. (2-tailed)	.256
N	130

\*. Correlation is significant at the 0.05 level (2-tailed).

As per the analysis, Motivation profile of the college principals and Age shows statistically insignificant relationship at 0.05 significance level, For power motivation ( $r=-.164$ ,  $p=.062$ ) statistically insignificant with negative correlation, for Affiliation motivation ( $r=.056$ ,  $p=.529$ ) statistically insignificant with positive correlation and for Achievement motivation ( $r=.100$ ,  $p=.256$ ) statistically insignificant with positive correlation. Since all the three Motivation profile with the age group does not shows a statistically significant relationship, **the null hypothesis is accepted.**

**Table 6.8**  
Achievement Motivation \* Principals Age Crosstabulation

	PRINCIPALS AGE					<b>Total</b>
	<b>Below 40</b>	<b>41-45</b>	<b>46-50</b>	<b>51-55</b>	<b>56 &amp; Above</b>	
<b>Least Preferred</b>	2	8	14	16	7	47
<b>Back up</b>	3	2	4	6	5	20
<b>Dominant</b>	4	5	3	7	4	23
<b>Very Dominant</b>	1	2	11	18	8	40
<b>Total</b>	10	17	32	47	24	130

The cross tabulation between the predominant motivation profile and the Age group shows that the highest number 40 and 47 principals scored very Dominant level and least preferred level of intensity for this motivation. To confirm furthermore the rejection of null hypothesis by the correlation result, Chi-Square test conducted at 5% level of significance for the predominant Motivation profile that is Behavioural Decision style with the Age of the principal. The result proved with the 'p' value greater than 0.05 ( $p=.264$ ),  $\chi^2(12, N = 130) = 14.608$ ,  $p = .264$  (See Table 6.9) and it can be concluded that there is no statistically significant relationship between Achievement Motivation and age of the respondent at 0.05 significance level. Thus **the null hypothesis is accepted.**

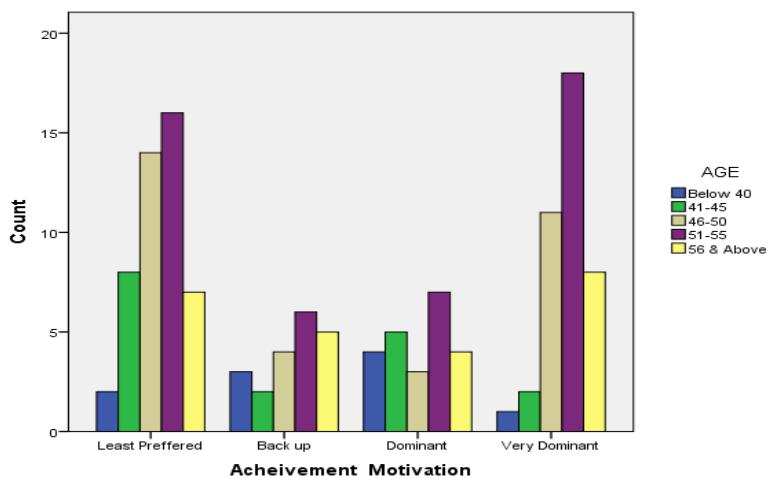
The cluster chart also reveals that there is no significance relationship existed between the Achievement Motivation and Age of the principal. The principals' in the age group 51-55 has scored least preferred and very dominant level of intensity for this style.

**Table 6.9**  
**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
<b>Pearson Chi-Square</b>	14.608	12	.264
<b>Likelihood Ratio</b>	14.737	12	.256
<b>Linear-by-Linear Association</b>	1.301	1	.254
<b>N of Valid Cases</b>	130		

**Figure.6.3**

**Cluster Bar chart for Achievement Motivation and Age of the respondent**



It confirms that, Age has no effect over Achievement Motivation.

**H4. There is no relationship between the Leadership styles of college principals in Kanyakumari District and their Teaching experience.**

In order to test this hypothesis a Pearson product moment correlation (PPMC) between the respondents' Teaching Experience and the Leadership styles was applied.

**Table 6.10**

**Correlation of Leadership style of College Principal and their  
Teaching Experience**

	Teaching experience
<b>Autocratic</b>	
Pearson Correlation	.290 **
Sig. (2-tailed)	.001
N	130
<b>Democratic</b>	
Pearson Correlation	.217 *
Sig. (2-tailed)	.013
N	130
<b>Laissez-Faire</b>	
Pearson Correlation	.331 **
Sig. (2-tailed)	.000
N	130

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The result shows statistically significance relationship between the Leadership styles of college principals in Kanyakumari District and their Teaching experience in all the three styles at 0.01 and 0.05 level significance. Autocratic leadership ( $r=.290$ ,  $p=.001$ ), Democratic leadership ( $r=.217$ ,  $p=.013$ ) and Laizzes-faire Leadership ( $r=.331$ ,  $p=.000$ ) shows positive correlation with statistically significant relationship. Thus **the null hypothesis is not accepted.**

The following cross tabulation shows the relationship between the predominant leadership style (Democratic) and Teaching experience of the principal.(See Table 6.11) Higher the teaching experience, very high range in Democratic leadership and Lower the teaching experience very low range of intensity for the Democratic leadership style.

**Table 6.11**  
**Democratic leadership \* Teaching experience crosstabulation**

	Teaching experience						<b>Total</b>
	<b>Less than 10</b>	<b>Between 10-15</b>	<b>Between 16-20</b>	<b>Between 21-25</b>	<b>Between 26-30</b>	<b>Above 30</b>	
Very low range	1	2	3	7	7	2	22
Low range	2	0	1	1	6	2	12
Moderate range	2	4	2	3	3	4	18
High range	0	0	8	18	9	0	35
Very high range	0	2	5	3	19	14	43
Total	5	8	19	32	44	22	130

To confirm the non acceptance of Null hypothesis, Chi-square test Conducted. And the result revealed that there is a significance difference existed between the Democratic leadership styles and teaching experience of the principal at 5% significance level.

The probability of the chi-square test statistic (chi-square=59.586) was p=0.000, less than the alpha level of significance of 0.05. The research hypothesis that differences in Democratic Leadership are related to differences in 'age' is supported by this analysis.  $\chi^2(20, N = 130) = 59.586$ , p =.000 (See Table 6.12).

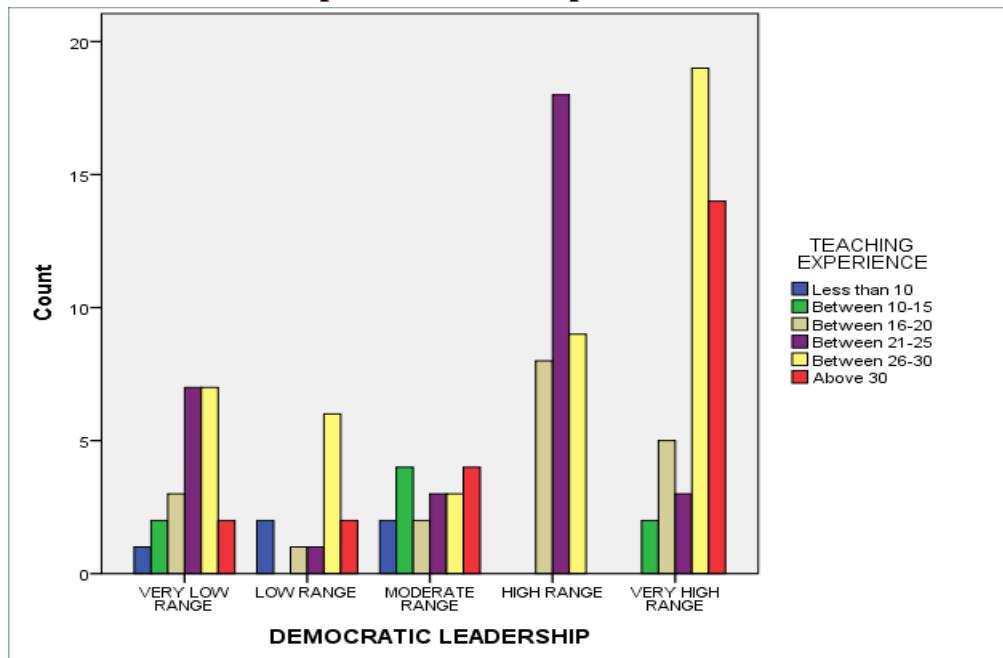
**Table 6.12**

#### Chi-Square Tests

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	59.586	20	.000
Likelihood Ratio	64.142	20	.000
Linear-by-Linear Association	6.086	1	.014
N of Valid Cases	130		

**Figure.6.4**

**Cluster Bar chart for Democratic leadership style and Teaching experience of the respondent**



The cluster bar chart illustrates the relationship between the Democratic leadership style and Teaching experience of the principal in detail. It shows that the principals with teaching experience less than 10-15 years scored very low range of intensity for this style, whereas principals with more than 26-30 years of experience scored very high range of intensity for this style.

**H5. There is no relationship between the Decision making styles of college principals in Kanyakumari District and their Teaching experience.**

In order to test this hypothesis a Pearson product moment correlation (PPMC) between the respondents' Teaching experience and the Decision making styles was applied.

Based on the analysis, Decision Making Style has no statistically significant relationship with the teaching experience of the respondent at 0.05 significance level). for Directive Decision style( $r=0.051$ ,  $p=0.563$ ), it means insignificant relationship with positive correlation, for Analytical decision style ( $r=0.074$ ,  $p=0.404$ ), it means insignificant relationship with positive correlation, for Conceptual decision style ( $r=0.148$ ,  $p=0.092$ ), it means insignificant relationship with positive correlation, and for Behavioral Decision style ( $r=.042$ ,  $p=.632$ ) shows statistically no significant relationship with positive correlation. Since all the decision styles with the age group do not show a statistically significant relationship, **the null hypothesis is accepted.**

The correlation test result between the Decision Making style of College Principal and their Teaching experience is shown in Table.6.13

**Table 6.13**  
**Correlation of Decision Making Style of College Principal and their Teaching experience**

	Teaching experience
<b>Directive</b>	
Pearson Correlation	.051
Sig. (2-tailed)	.563
N	130
<b>Analytical</b>	
Pearson Correlation	.074
Sig. (2-tailed)	.404
N	130
<b>Conceptual</b>	
Pearson Correlation	.148
Sig. (2-tailed)	.092
N	130

## Behavioral

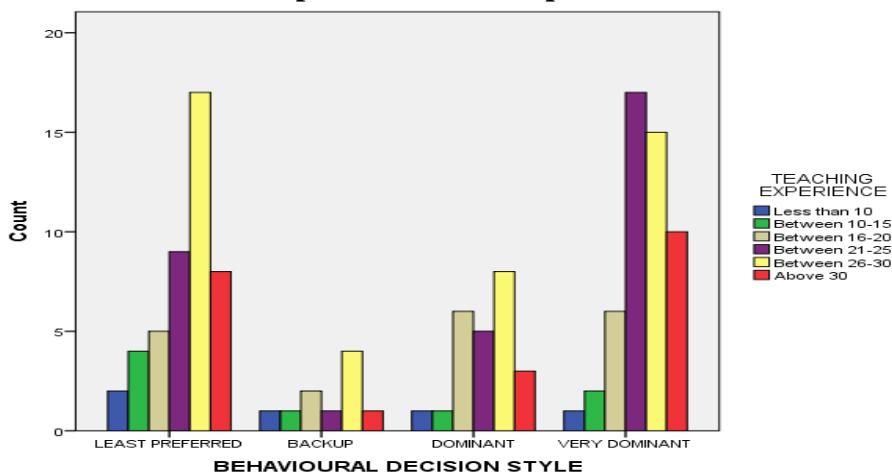
Pearson Correlation	.042
Sig. (2-tailed)	.632
N	130

Correlation is significant at the 0.01 level (2-tailed).

The result reveals that increase or decrease in teaching experience has no relationship with the Decision making style of the principal. The chi-square result proves it at 5% significance level. All the 'p' value is less than 0.05 level of significance. The cluster bar chart below illustrates the insignificant relationship between the predominant decision style and the teaching experience of college principals in Kanyakumari District.

**Figure.6.5**

**Cluster Bar chart for Behavioural Decision style and Teaching experience of the respondent**



Bar chart shows that, the principal who have more than 26 years of experience has scored for both Very Dominant and Least preferred level of intensity for this style.

## H6. There is no relationship between the Motivation Profile of college principals in Kanyakumari District and their Teaching experience.

In order to test this hypothesis a Pearson product moment correlation (PPMC) between the respondents' Teaching experience and the Motivation Profile was applied.

As per the analysis, Motivation profile of the college principals shows statistically insignificant relationship with their teaching experience at 5% significance level, the ‘p’ value in all the three Motivations are greater than 0.05. (See Table 6.14). ‘p’ value of Power Motivation is .627,  $r = -0.043$ , it means statistically no significance with negative Correlation , ‘p’ value of Affiliation Motivation is .679,  $r = -0.037$  , it means statistically no significance with negative Correlation and ‘p’ value of Achievement Motivation is .074,  $r = .403$  , it means statistically no significance with positive Correlation . Since all the Motivation profile with the teaching experience does not shows a statistically significant relationship, **the hypothesis is accepted.**

**Table 6.14**

**Correlation of Motivation profile of College Principal and their  
Teaching experience**

---

	Teaching experience
<b>Power</b>	
Pearson Correlation	-.043
Sig. (2-tailed)	.627
N	130
<b>Affiliation</b>	
Pearson Correlation	- .037
Sig. (2-tailed)	.679
N	130
<b>Achievement</b>	
Pearson Correlation	.074
Sig. (2-tailed)	.403
N	130

Correlation is significant at the 0.01 level (2-tailed).

The cross tabulation shows the insignificant relationship of Achievement Motivation and teaching experience of the principal. (Table 6.15)

**Table 6.15**  
**Achievement motivation \* Teaching experience crosstabulation**

	Teaching experience						Total
	Less than 10	Between 10-15	Between 16-20	Between 21-25	Between 26-30	Above 30	
<b>Least Preferred</b>	3	2	8	19	11	4	47
<b>Back up</b>	0	0	1	4	10	5	20
<b>Dominant</b>	0	2	3	4	9	5	23
<b>Very Dominant</b>	2	4	7	5	14	8	40
<b>Total</b>	5	8	19	32	44	22	130

Furthermore to prove the result chi-square test applied and found the ‘p’ value of the predominant Motivation profiles as greater than 0.05. (Table 6.16). As Null hypothesis will be rejected if the corresponding chi-square test resulted in a ‘p’ value less than 0.05 and will be accepted if ‘p’ value is greater than 0.05. The null hypothesis here is accepted here with the ‘p’ value greater than .05.  $\chi^2(15, N = 130) = 21.361, p = .126$ .

**Table 6.16**

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
<b>Pearson Chi-Square</b>	21.361	15	.126
<b>Likelihood Ratio</b>	24.465	15	.058
<b>Linear-by-Linear Association</b>	.706	1	.401
<b>N of Valid Cases</b>	130		

**H7. There is no relationship between the Leadership styles of college principals in Kanyakumari District and their Administrative experience.**

In order to test this hypothesis a Pearson product moment correlation (PPMC) between the respondents' Administrative experience and the Leadership styles was applied.

**Table 6.17**

**Correlation of Leadership style of College Principal and their Administrative experience**

		<b>Administrative experience</b>
<b>Autocratic</b>		
Pearson Correlation		.258**
Sig. (2-tailed)		.003
N		130
<b>Democratic</b>		
Pearson Correlation		.194*
Sig. (2-tailed)		.027
N		130
<b>Laissez-Faire</b>		
Pearson Correlation		.304**
Sig. (2-tailed)		.000
N		130

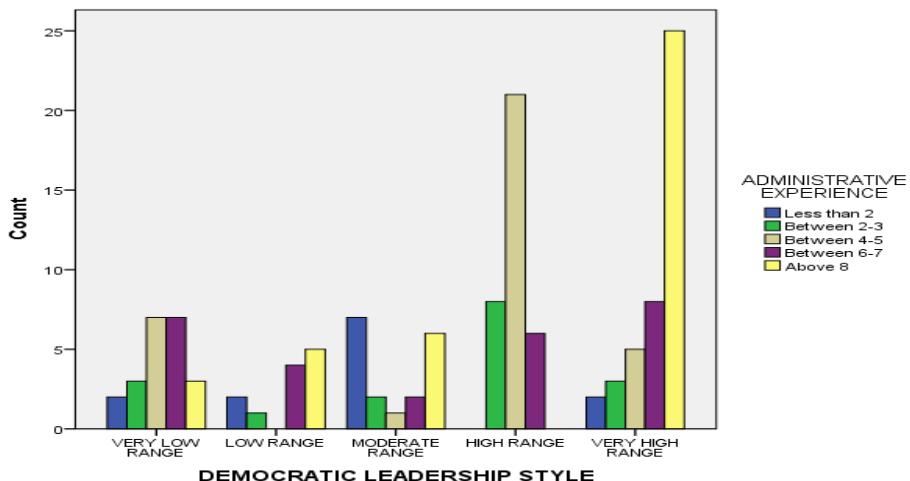
\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The result shows statistically significance relationship between the Leadership styles of college principals in Kanyakumari District and their Administrative experience in all the three styles at 0.01 and 0.05 significance level. Autocratic leadership shows ( $r=.258$ ,  $p=.003$ ), Democratic leadership shows ( $r=.194$ ,  $p=.027$ ) and Laizzes-faire Leadership shows ( $r=.304$ ,  $p=.000$ ) with positive correlation with statistically significant relationship. Thus **the hypothesis is not accepted**.

**Figure.6.6**

**Cluster Bar chart for Democratic leadership style and Administrative experience of the respondent**



The test result was confirmed with the chi-square result, which proved that the 'p' value less than .05 significance level for the respondents' Administrative experience and the predominant Leadership style (Democratic). The cluster bar chart (Figure.6.6) below shows that there is significance difference between the Leadership styles of college principals in Kanyakumari District and their Administrative experience. Chart shows that increase in Administrative experience of the principal ranges high and very high level of intensity for Democratic Leadership and vice versa.

**H8. There is a relationship between the Decision making styles of college principals in Kanyakumari District and their Administrative experience.**

In order to test this hypothesis a Pearson product moment correlation (PPMC) was applied.

**Table 6.18 .Correlation of Decision Style of College Principal and their Administrative experience**

		<b>Administrative experience</b>
<b>Directive</b>		
Pearson Correlation		.052
Sig. (2-tailed)		.558
N		130
<b>Analytical</b>		
Pearson Correlation		.030
Sig. (2-tailed)		.738
N		130
<b>Conceptual</b>		
Pearson Correlation		.131
Sig. (2-tailed)		.137
N		130
<b>Behavioral</b>		
Pearson Correlation		.047
Sig. (2-tailed)		.598
N		130

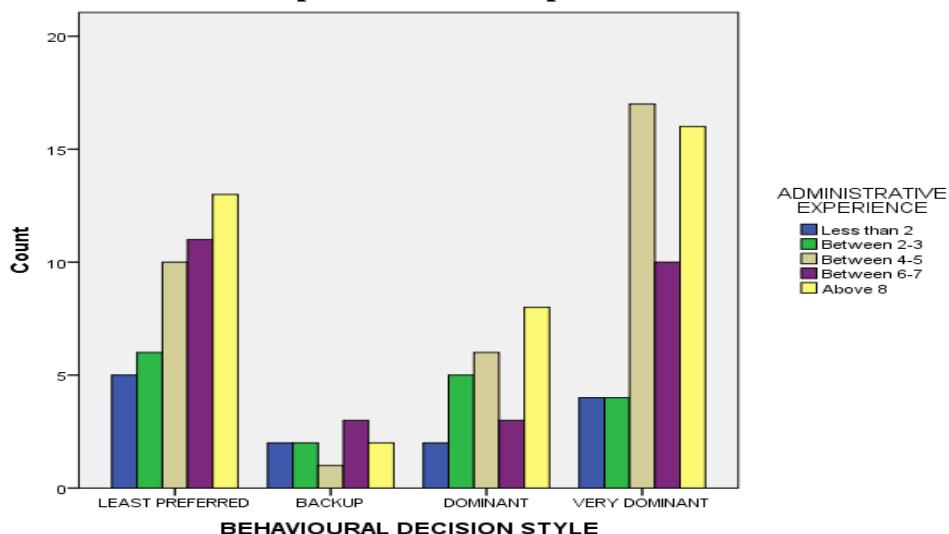
\*. Correlation is significant at the 0.05 level (2-tailed).

The result shows statistically no significance relationship between the Decision Making styles of college principals in Kanyakumari District and their Administrative experience in all the four styles at 0.05 significance level. The correlation is positive for all the other Decision style except Conceptual Decision style, where the Conceptual Decision style has a negative correlation ( $r = -.131$ ). ‘p’ value of all the four style is greater than .05 , for Directive Decision style( $p= .558$ ), for Analytical Decision style ( $p=.738$ ), for Conceptual Decision style ( $p=.137$ ) and for Behavioural Decision style ( $p=.598$ ). Thus **the hypothesis is accepted.**

**Table 6.19****Chi-Square Tests**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
<b>Pearson Chi-Square</b>	<b>8.181</b>	<b>12</b>	<b>.771</b>
<b>Likelihood Ratio</b>	<b>8.286</b>	<b>12</b>	<b>.762</b>
<b>Linear-by-Linear Association</b>	<b>.280</b>	<b>1</b>	<b>.597</b>
<b>N of Valid Cases</b>	<b>130</b>		

The cluster bar chart prepared with the chi-square test to confirm the above result for the predominant decision style and administrative experience at 5% significance level.  $\chi^2(12, N = 130) = 8.181$ ,  $p = .771$ . The result proved that there is no statistically significance relationship between the Behavioral Decision style and Administrative experience of the respondent ( $p=.771$ ) Table.6.19 shows the chi-square result in detail.

**Figure.6.7.**
**Cluster Bar Chart for Behavioural Decision style and Administrative experience of the respondent**


**H9. There is no relationship between the Motivation Profile of college principals in Kanyakumari District and their Administrative experience.**

In order to test this hypothesis a Pearson product moment correlation (PPMC) between the respondents' Administrative experience and the Motivation Profile was applied.

As per the analysis, Motivation profile of the college principals shows statistically insignificant relationship with their Administrative experience at 5% significance level, the 'p' value in all the three Motivations are greater than 0.05. (See Table 6.20). 'p' value of Power Motivation is .629,  $r = -0.043$ , it means statistically no significance with negative Correlation , 'p' value of Affiliation Motivation is .874,  $r = -0.014$ , it means statistically no significance with negative Correlation and 'p' value of Achievement Motivation is .551,  $r = .053$ , it means statistically no significance with positive Correlation . Since all the Motivation profile with the teaching experience does not shows a statistically significant relationship, **the hypothesis is accepted.**

**Table 6.20. Correlation of Motivation profile of College Principal and their Administrative experience**

	<b>Administrative experience</b>
<b>Power</b>	
Pearson Correlation	.043
Sig. (2-tailed)	.629
N	130
<b>Affiliation</b>	
Pearson Correlation	.014
Sig. (2-tailed)	.874
N	130

## Achievement

Pearson Correlation	.053
Sig. (2-tailed)	.551
N	130

---

Correlation is significant at the 0.01 level (2-tailed).

The cross tabulation between Administrative experience of the college principal and predominant Motivation profile is conducted using Chi-Square test in SPSS. The cross tabulation and chi-Square value revealed the insignificant relationship between the two variables.

**Table 6.21**

### Achievement Motivation \* Administrative Experience Crosstabulation

	ADMINISTRATIVE EXPERIENCE					Total
	< than 2	ween 2-3	ween 4-5	ween 6-7	bove 8	
Most Preferred	5	6	20	7	9	47
Up	0	1	5	5	9	20
Inant	2	4	2	7	8	23
Dominant	6	6	7	8	13	40
Total	13	17	34	27	39	130

The probability of the chi-square test statistic (chi-square=18.772) was p=0.095, greater than the alpha level of significance of 0.05. Thus no significance difference.  $X^2(12, N = 130) = 18.772, p = .094$ .

**Table 6.22****Chi-Square Tests**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
<b>Pearson Chi-Square</b>	18.772	12	.094
<b>Likelihood Ratio</b>	21.240	12	.047
<b>Linear-by-Linear Association</b>	.359	1	.549
<b>N of Valid Cases</b>	130		

**H10. There is no relationship between the Leadership styles of college principals in Kanyakumari District and Type of college.**

To test this hypothesis, a descriptive analysis was applied. It was found that the respondents who is in Arts & Science college scored in (Moderate range) level of intensity on Autocratic leadership style and the respondents in Engineering, Polytechnic and Nursing college also scored in (Moderate range) level of intensity on Autocratic leadership style and only the respondents who is in Education College scored in (High range) level of intensity of this style; the same way for Laizzes-faire Leadership style only Arts & Science college scored in (Low range) level of intensity and all the respondents in Engineering, Polytechnic and Nursing college also scored in (Moderate range) level of intensity for the same style . It shows there is no significance difference between the Leadership styles and Type of College. Therefore the null hypothesis is accepted. Table 6.23 shows the results in more detail.

**Table 6.23**

**Leadership Style (Means and standard deviations) among the Respondents' Type of college**

LEADERSHIP STYLE	ARTS & SCIENCE (N=24)	ENGINEERING (N=31)	POLYTECHNIC (N=21)	NURSING (N=20)	EDUCATION (N=34)
AUTOCRATIC	17 (5.830) Moderate range	20 (6.730) Moderate range	18 (7.589) Moderate range	20 (7.546) Moderate range	22 (7.284) High range
DEMOCRATIC	19 (6.231) Moderate range	21 (6.908) High range	18 (7.695) Moderate range	20 (8.001) Moderate range	22 (7.296) High range
LAIZZEZ-FAIRE	14 (6.536) Low range	17 (6.167) Moderate range	16 (7.060) Moderate range	18 (8.211) Moderate range	20 (8.588) Moderate range

To confirm the above result, one way ANOVA test applied to test the significance of difference between Leadership Styles and Type of college. The result of ANOVA shows no significant differences between all the Leadership styles and Type of College. For Autocratic leadership style  $F(4,125)=2.068$ ,  $p=.089$ , for Democratic Leadership style  $F(4,125)=1.438$ ,  $p=0.225$ , and for Laizzes-faire leadership style  $F(4,125)=2.989$ ,  $p=0.21$ , all that shows type of college not significantly differed at all the Leadership Style at  $p < .05$ . significance level. Thus **the null hypothesis is accepted**. Table 6.24. Shows in detail.

**Table 6.24**  
**One way ANOVA between Leadership Style and Type of College**

		Sum of Squares	df	Mean Square	F	Sig.
<b>AUTOCRATIC</b>	Between Groups	405.390	4	101.347	2.068	.089
	Within Groups	6124.679	125	48.997		
	Total	6530.069	129			
<b>DEMOCRATIC</b>	Between Groups	298.206	4	74.551	1.438	.225
	Within Groups	6481.363	125	51.851		
	Total	6779.569	129			
<b>LAIZZEZ-FAIRE</b>	Between Groups	653.708	4	163.427	2.989	.021
	Within Groups	6835.400	125	54.683		
	Total	7489.108	129			

**H11. There is no relationship between the Decision making styles of college principals in Kanyakumari District and Type of college.**

To test this hypothesis, a descriptive analysis was applied. It was found that the respondents who is in Engineering college scored in (Dominant) level of intensity on Directive Decision style and the respondents in Education college scored in (back-up) level of intensity on directive decision style and the respondents who is in Arts & Science College scored in (least-preferred) level of intensity of this style; this shows difference in relation to Decision style of the respondent on Type of college. As there is difference, this hypothesis is rejected by the analysis. Table 6.25 shows the results in more detail.

**Table 6.25.**  
**Decision making styles (Means and standard deviations) Among the**  
**Respondents' Type of college**

<b>DECISION MAKING STYLE</b>	<b>Arts &amp; Science (n=24)</b>	<b>Engineering (n=31)</b>	<b>Polytechnic (n=21)</b>	<b>Nursing (n=20)</b>	<b>Education (n=34)</b>
<b>DIRECTIVE</b>	57 (13.300) Least preferred	85 (6.212) Dominant	99 (9.221) Very Dominant	79 (14.661) Back-up	69 (.896) Back-up
<b>ANALYTICAL</b>	102 (11.700) Dominant	103 (1.275) Dominant	78 (16.935) Least preferred	79 (12.162) Least preferred	96 (11.765) Back-up
<b>CONCEPTUAL</b>	100 (9.800) Very Dominant	46 (21.128) Least preferred	66 (18.516) Least preferred	89 (7.057) Dominant	82 (8.435) Back-up
<b>BEHAVIOURAL</b>	48 (13.712) Least preferred	72 (6.781) Very Dominant	71 (5.675) Very Dominant	63 (12.822) Dominant	41 (7.269) Least preferred

To confirm the above result, one way ANOVA test applied to test the significance of difference between Decision Making Styles and Type of college. The result of ANOVA shows significant differences between all the four decision style and Type of College. For Directive Decision style  $F(4,125)=110.342$ ,  $p=.000$ , for Analytical Decision style  $F(4,125)=32.747$ ,  $p=.000$  for Conceptual Decision style  $F(4,125)=64.446$ ,  $p=.000$  and for Behavioral Decision style  $F(4,125)=71.583$ ,  $p=.000$ , all that shows type of college differed significantly at all the Decision Style at  $p < .01$  significance level. (See. Table 6.26) Thus the **null hypothesis is not accepted** (rejected).

**Table 6.26**  
**One way ANOVA between Decision Style and Type of College**

		Sum of Squares	df	Mean Square	F	Sig.
<b>DIRECTIVE</b>	Between Groups	24604.501	4	6151.125	110.342	.000
	Within Groups	6968.276	125	55.746		
	Total	31572.777	129			
<b>ANALYTICAL</b>	Between Groups	13793.306	4	3448.327	32.747	.000
	Within Groups	13162.663	125	105.301		
	Total	26955.969	129			
<b>CONCEPTUAL</b>	Between Groups	48552.898	4	12138.224	64.446	.000
	Within Groups	23543.225	125	188.346		
	Total	72096.123	129			
<b>BEHAVIOURAL</b>	Between Groups	21151.421	4	5287.855	71.583	.000
	Within Groups	9233.779	125	73.870		
	Total	30385.200	129			

**H12. There is no relationship between the Motivation profiles of college principals in Kanyakumari District and Type of college.**

To test this hypothesis, a descriptive analysis was applied. It was found that the respondents who is in Engineering, Nursing and Education college scored in (back-up) level of intensity on Achievement Motivation and the respondents who is in Polytechnic College scored in (least-preferred) level of intensity and Arts & science scored in (Dominant) level of intensity of this style ; same way the respondents who is in Arts & Science and Engineering college scored in (least-preferred) level of intensity on Affiliation Motivation and the respondents who is in Polytechnic and Education College scored in (back-up) level of intensity and Nursing college scored in (Dominant) level of intensity of this style ; this shows difference in relation to Motivation profile of the respondent on Type of college. Therefore the hypothesis is rejected by the analysis. Table 6.27 shows the results in more detail.

**Table 6.27**  
**Motivation profile (Means and standard deviations) Among the Respondents' Type of college**

MOTIVATION PROFILE	ARTS & SCIENCE (N=24)	ENGINEERING (N=31)	POLYTECHNIC (N=21)	NURSING (N=20)	EDUCATION (N=34)
<b>POWER</b>	4 (3.956) Back-up	4 (3.961) Back-up	3 (2.473) Back-up	2 (.510) Least preferred	2 (.589) Least preferred
<b>AFFILIATION</b>	1 (.986) Least preferred	1 (.567) Least preferred	5 (3.383) Back-up	7 (2.359) Dominant	4 (2.785) Back-up
<b>ACHIEVEMENT</b>	6 (3.956) Dominant	5 (3.961) Back-up	2 (.995) Least preferred	3 (1.922) Back-up	5 (2.711) Back-up

To confirm the above result, one way ANOVA test applied to test the significance of difference between Motivation profile and Type of college. The result of ANOVA shows significant differences between the Motivation profiles and Type of College. For Power Motivation  $F(4,125)=5.597$ ,  $p=.000$ , for Affiliation Motivation  $F(4,125)=32.411$ ,  $p=.000$ , and for Achievement Motivation  $F(4,125)=8.151$ ,  $p=.000$ , all that shows type of college differed significantly at all the Motivation profile at  $p < .01$  significance level. Thus the **null hypothesis is not accepted** (rejected). Table 6.28. Shows in detail.

**Table 6.28**  
**One way ANOVA between Decision Style and Type of College**

		Sum of Squares	df	Mean Square	F	Sig.
<b>POWER</b>	Between Groups	173.606	4	43.401	5.597	.000
	Within Groups	969.387	125	7.755		
	Total	1142.992	129			
<b>AFFILIATION</b>	Between Groups	612.523	4	153.131	32.411	.000
	Within Groups	590.585	125	4.725		
	Total	1203.108	129			
<b>ACHIEVEMENT</b>	Between Groups	303.440	4	75.860	8.151	.000
	Within Groups	1163.337	125	9.307		
	Total	1466.777	129			

**H13. There is no relationship between the Leadership styles of college principals in Kanyakumari District and their Gender.**

To identify the mean difference of leadership styles of principals, mean and standard deviation were calculated. On the basis of calculated variability of the data, the mean and standard deviation reflects to the leadership style of college principals.

From the Table 6.29, it is seen that there were total number of male sample (N) is 51 and female samples (N) is 79 in this study. The means of the respective variables for the two groups are; Autocratic (Male=2.31, Female=4.10), Democratic (Male=2.31, Female=4.27), Laizzes Faire (Male=1.88, Female=3.52). The mean score is low for the male and high for female. The difference between the means of two groups under the study reflects that the mean score for the principals belonging to the female group was higher than the mean score for the principals' belonging to male group. The standard deviation of leadership style scores of male principals is higher and female principal is low in all the three variables. It means the standard deviation of male principals is greater than female principals. The difference between two categories of standard deviation is reflects that the low variability in leadership scores of male and female principals.

The t-test results in Table 6.30. shows, For the variable Autocratic Leadership Levene's Test for Equality of Variances significance level is below 0.05 and the F value is large ( $F=17.688$ ,  $p=.000$ ). This indicates that the variances are heterogeneous, therefore ‘equal variances not assumed’ result was considered. The t-test of Equality of means score in the ‘equal variances not assumed’ row is ( $p=.000$ ) which is less than 0.05 significance level, therefore there is a statistically significant difference between the means of the two group. For the variable Democratic Leadership Levene's Test for Equality of Variances significance level is below 0.05 and the F value is large ( $F=38.220$ ,  $p=.000$ ). This indicates that the variances are heterogeneous, therefore ‘equal variances not assumed’ rows result was considered. The t-test of Equality of means score in the ‘equal variances not assumed’ row is ( $p=.000$ ) which is less than 0.05 significance level; therefore there is a statistically significant difference between the means of the two group.

**Table. 6.29**  
**Group statistics between Leadership style and Gender**

		Score	
<b>AUTOCRATIC</b>	<b>Male</b>	Mean	2.33
		Std. Deviation	1.479
		N	51
	<b>Female</b>	Mean	4.10
		Std. Deviation	.871
		N	79
<b>DEMOCRATIC</b>	<b>Male</b>	Mean	2.31
		Std. Deviation	1.516
		N	51
	<b>Female</b>	Mean	4.27
		Std. Deviation	.729
		N	79
<b>LAIZZES-FAIRE</b>	<b>Male</b>	Mean	1.88
		Std. Deviation	1.505
		N	51
	<b>Female</b>	Mean	3.52
		Std. Deviation	1.197
		N	79

**Table. 6.30.**  
**Independent Sample T-Test for Gender and Leadership style of respondent**

VARIABLES		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AUTOCRATIC	Equal variances assumed	17.688	.000	-8.578	128	.000	-1.768	.206	-2.176	-1.360
	Equal variances not assumed			-7.717			-1.768	.229	-2.225	-1.311
DEMOCRATIC	Equal variances assumed	38.220	.000	-9.831	128	.000	-1.952	.199	-2.345	-1.559
	Equal variances not assumed			-8.576			-1.952	.228	-2.407	-1.498
LAIZZES-FAIRE	Equal variances assumed	.877	.351	-6.872	128	.000	-1.637	.238	-2.108	-1.165
	Equal variances not assumed			-6.543			-1.637	.250	-2.134	-1.140

For the variable Laizzes-faire Leadership Levene's Test for Equality of Variances significance level is above 0.05 and the F value is large. ( F=.877, p=.351). This indicates that the variances are homogeneous, therefore 'equal variances assumed' rows result was considered. The t-test of Equality of means score in the 'equal variances assumed' row is (p=.000) which is less than 0.05 significance level,

therefore there is a statistically significant difference between the means of the two group viz ., male and female principal.

As per the result, in all the three Leadership style there is a statistically significant difference between the means of the two group viz., male and female principal. **Therefore the null hypothesis is not accepted.**

#### **H14. There is no relationship between the Decision making styles of college principals in Kanyakumari District and their Gender.**

The Independent sample t-test was employed to test the significant differences between the male and female principal. Out of one thirty valid responses, 51 Principals (39.0%) were male and 79 Principals (61.0%) were female.

The means of the respective variables for the two groups Male and Female are; Directive (Male=2.31, Female=2.47), Analytical (Male=2.39, Female=2.59), Conceptual (Male=2.39, Female=2.44), Behavioral (Male=2.65, Female=2.61) (See Table 6.31)

The t-test result in Table 6.32 shows, For all the four Decision style variables, Levene's Test for Equality of Variances significance level is above 0.05 and the F value is large. For Directive (  $F=.755$ ,  $p=.387$ ), for Analytical (  $F=.044$ ,  $p=.835$ ), for Conceptual (  $F=.672$ ,  $p=.414$ ), and for Behavioral (  $F=.723$ ,  $p=.397$ ). This indicates that the variances are homogeneous, therefore 'equal variances assumed' result was considered.

**Table. 6.31.**  
**Group statistics between Decision making style and Gender**

Variables		N	Mean	Std. Deviation	Std. Error Mean
<b>DIRECTIVE</b>	Male	51	2.31	.969	.136
	Female	79	2.47	1.011	.114
<b>ANALYTICAL</b>	Male	51	2.39	.981	.137
	Female	79	2.59	1.019	.115
<b>CONCEPTUAL</b>	Male	51	2.39	1.060	.148
	Female	79	2.44	1.118	.126
<b>BEHAVIOR</b>	Male	51	2.65	1.293	.181
	Female	79	2.61	1.334	.150

The t-test of Equality of means score in the 'equal variances assumed' row is more than 0.05 significance level for all the four Decision style. For Directive ( $p=.388$ ), for Analytical ( $p=.263$ ), for Conceptual ( $p=.796$ ), for Behavioral ( $p=.868$ ), therefore there is no statistically significant difference between the means of the two group viz., male and female principal. **Thus the null hypothesis is accepted.** Table 6.32 shows the Independent Sample T-Test for Gender and Decision making style of respondent.

**Table. 6.32.**  
**Independent Sample T-Test for Gender and Decision making style of respondent**

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
DIRECTIVE	Equal variances assumed	.755	.387	-.865	128	.388	-.155	.179	-.508	.199
	Equal variances not assumed			-.873	110.057	.384	-.155	.177	-.506	.196
ANALYTICAL	Equal variances assumed	.044	.835	-1.124	128	.263	-.203	.180	-.560	.154
	Equal variances not assumed			-1.133	109.764	.260	-.203	.179	-.557	.152
CONCEPTUAL	Equal variances assumed	.672	.414	-.259	128	.796	-.051	.197	-.440	.339
	Equal variances not assumed			-.262	110.944	.794	-.051	.195	-.436	.335
BEHAVIOR	Equal variances assumed	.723	.397	.167	128	.868	.039	.237	-.429	.508
	Equal variances not assumed			.168	109.239	.867	.039	.235	-.427	.506

**H15. There is no relationship between the Motivation Profile of college principals in Kanyakumari District and their Gender.**

The Independent sample t-test was employed to test the significant differences between the male and female principal.

**Table 6.33.**  
**Group statistics between Motivation profile and Gender**

Variables		N	Mean	Std. Deviation	Std. Error Mean
<b>POWER</b>	<b>Male</b>	51	2.24	1.491	.209
	<b>Female</b>	79	1.30	.704	.079
<b>AFFILIATION</b>	<b>Male</b>	51	2.41	1.512	.212
	<b>Female</b>	79	1.57	.728	.082
<b>ACHIEVEMENT</b>	<b>Male</b>	51	1.35	.976	.137
	<b>Female</b>	79	3.13	.882	.099

From the output, the means of the respective variables for the two groups Male and Female are; Power (Male=2.24, Female=1.30), Affiliation (Male=2.41, Female=1.57), Achievement (Male=1.35, Female=3.13) (See Table 6.33)

The t-test results in Table 6.34. shows, For the variable Power Motivation Levene's Test for Equality of Variances significance level is below 0.05 and the F value is large (  $F=162.625$ ,  $p=.000$ ). This indicates that the variances are heterogeneous, therefore ‘equal variances not assumed’ result was considered. The t-test of Equality of means score in the ‘equal variances not assumed’ row is ( $p=.000$ ) which is less than 0.05 significance level; therefore there is a statistically significant difference between the means of the two group viz., male and female principal.

**Table. 6.34.**  
**Independent Sample T-Test for Gender and Motivation Profile of respondent**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
POWER	Equal variances assumed	162.62	.000	4.792	128	.000	.931	.194	.547	1.316
	Equal variances not assumed	5		4.171	64.587	.000	.931	.223	.485	1.378
AFFILIATION	Equal variances assumed	334.14	.000	4.251	128	.000	.842	.198	.450	1.234
	Equal variances not assumed	3		3.709	65.155	.000	.842	.227	.389	1.296
ACHIEVEMENT	Equal variances assumed	1.501	.223	-10.731	128	.000	-1.774	.165	-2.101	-1.447
	Equal variances not assumed			-10.499	99.003	.000	-1.774	.169	-2.109	-1.438

For the variable Affiliation Motivation Levene's Test for Equality of Variances significance level is below 0.05 and the F value is large ( F=334.143, p=.000). This indicates that the variances are heterogeneous, therefore 'equal variances not assumed' rows result was considered. The t-test of Equality of means score in the 'equal variances not assumed' row is (p=.000) which is less than 0.05 significance level, therefore there is a statistically significant difference between the means of the two group viz ., male and female principal. For the variable Achievement Motivation Levene's Test for Equality of Variances significance level is above 0.05 and the F value is large.( F=1.501, p=.223). This indicates that the variances are homogeneous, therefore 'equal variances assumed' rows

result was considered. The t-test of Equality of means score in the ‘equal variances assumed’ row is ( $p=.000$ ) which is less than 0.05 significance level, therefore there is a statistically significant difference between the means of the two group viz., male and female principal.

As per the result, there is a statistically significant difference between the means of the two group viz., male and female principal in their motivation profile score. **Therefore the null hypothesis is not accepted.**

## 6.2. CONCLUSION

Hypothesis based on the objective of the study had been tested using Pearson correlation, Independent t-test, Chi-Square and ANOVA in SPSS (Software Package for Statistical Analysis) and interpreted. The test result reveals that there is no significance relationship between the leadership behaviors of college principal with their demographic variable in most cases.

## **CHAPTER- VII**

### **FINDINGS, CONCLUSION AND SUGGESTIONS**

#### **7.0. INTRODUCTION**

This chapter is divided into four main sections. The first section presents general findings. The second section presents the findings of the variety of the respondents' demographic information. The third section is designed to present and discuss the findings of the responders' Leadership behavior viz., Leadership style, Decision Making Style and Motivation Profile, which is the answer for the first research question of this study. The fourth section is designed to present and discuss the findings of the hypotheses tests, which is to discuss the relationship between the Leadership behavior and demographic profile of the college principals in Kanyakumari District.

#### **7.1. GENERAL FINDINGS AND DISCUSSION**

During the work of this dissertation the researcher found some issues that were important and should be mentioned.

##### **7.1.1. LEADERSHIP BEHAVIOR STUDY MODEL**

During the data collection, the researcher informed the respondents about the possibility of sending them the result of their leadership behavior viz., leadership style, Decision making Style and Motivation Profile, after getting back the completed surveys from the respondents. For those who interested in receiving the result, the respondents were asked to write their name along with the email-id in the questionnaire, so the researcher could recognize which survey belonged to whom.

Twenty three respondents were interested in reviewing the results, so the results were sent to them via e-mail in addition to a description of the leadership behavior. The respondents were asked to send their feedback about the results. These respondents were given four choices to determine to what extent they agreed with the results. These choices were as follows: strongly agree, agree, disagree, or strongly disagree. Nineteen

of these respondents gave their feedback about the results. Eighteen of them were “strongly agree” and one was “agree.”

It is indicated, from these results, that the leadership behavior accessing Model was an effective model for exploring the leadership behavior of College Principals in Kanyakumari District; therefore, it is accurate here to say that it was found that the Model selected for the study was an appropriate model for the exploration of Leadership Style, Decision Making Style and Motivation Profile of College Principals’ In Kanyakumari District.

#### **7.1.2. DROP-OFF AS A DATA COLLECTION PROCEDURE.**

Drop-off as a data collection method was used to collect the data from the reachable participants. It was found that this method is still the most effective mode of the data collection. In this study the researcher was able to collect 100%, out of the 65 surveys that were delivered in person. Some respondents, such as the College Principals completed the survey on the same day and the researcher was able to collect them remarkably quickly within two hours. The researcher could collect entire questionnaire 100% (n=130) for the purpose of this study is another remarkable.

### **7.2. FINDINGS AND DISCUSSION OF RESPONDENTS' DEMOGRAPHIC PROFILE**

To compare the demographic profile of the Principal with the leadership behavior, the researcher has taken five important independent variables viz., Age, Teaching experience, Administrative experience, Type of College and Gender. The findings of the Respondents' Demographic profile had been detailed as below.

#### **7.2.1. AGE**

Most of the Principals were in the age range of 51-55, n=47 (36.2%), followed by the age range of 46-50 (24.6%) n= 32, then followed by the range of 56 & above (n=24) 18.5%, then followed by the range of 41-45 (n=17) 13.1%. Finally 10 Principals (7.7%) were in the age

group of Below 40. The result shows that 103 Principals out of 130 were above 46 years of age. Only 27 Principals were in the age group 41-45 and below 40.

### **7.2.2. TEACHING EXPERIENCE**

Based on the data collected, the result found to be high range of Teaching Experience for the majority of Principals. The findings revels the fact that n=44(33.8%) Principals were in the range of between 26-30 years of Teaching experience, followed by n=32 (24.6%) Principals in the range of 21-25 years, n= 22(16.9%) in the range of above 30 years, 19 Principals (14.6%) in the range of 16-20 years, 8 Principals (6.2%) in the range of 10-15 years and only Five Principals (3.8 %) had less than 10 years of Teaching experience. On reviewing these results, it was concluded that 117 Principals had more than 15 years of teaching experience.

### **7.2.3. ADMINISTRATIVE EXPERIENCE**

The finding gives the researcher an indication of a high range of administrative experience for the majority of the Principals. The findings support this fact. It was found that the mean of administrative years of experience was 16.61 and the majority of the Principals had more than 8 years of administrative experience. To clarify that, n=39 (30.0%) Principals were in the range of above 8 years of administrative experience, followed by n=34 (26.2%) Principals in the range of 4-5 years, n= 27(20.8%) in the range of 6-7 years, 17 Principals (13.1%) in the range of 2-3 years. And only Thirteen Principals (10.0%) had less than 2 years of administrative experience. On reviewing these results, it was concluded that 100 Principals had more than 4 years of administrative experience. Since the Principal in most of the cases be in the position as Head of the department for years, these were not unexpected results.

### **7.2.4. TYPE OF COLLEGE**

The type of College the Principals belongs to is from the following five types of Colleges in Kanyakumari District viz., Arts & Science,

Education, Engineering, Nursing and Polytechnic. Most number of the Principals were from education n=34 (26.2%) followed by engineering Colleges n= 31(23.8%) followed by Arts & Science Colleges n= 24(18.5%) followed by Polytechnic Colleges n= 21(16.2%). Finally 20 Principals (15.4%) were from Nursing Colleges.

#### **7.2.5. GENDER**

Based on the data collected, there was found to be a difference in the frequencies of male to female among the College Principals in Kanyakumari District. The majority (61.0%) n=79 of the Principals were female, compared with (39.0%) n= 51 male Principals. This result may give us an indication that females position as Principal than male.

### **7.3. FINDINGS AND DISCUSSION OF RESPONDERS' LEADERSHIP BEHAVIOR**

The Findings and Discussion gives answer to the first question of this research study. The question was: What are the Leadership Style, Decision making style and Motivation profile of the College Principals in Kanyakumari District?

The College Principals leadership style, Decision making Style and motivation profile was discussed based on the scores reported by the respondents for each one of the factors according to the level of intensity.

#### **7.3.1. LEADERSHIP STYLE**

The predominant Leadership style of the College Principals in Kanyakumari Districts as perceived by the Principal was discussed based on the scores reported by them for each one of the three leadership styles (Autocratic, Democratic and Laizzes-faire) is as follows.

##### **7.3.1.1. AUTOCRATIC LEADERSHIP**

The biggest number, 41 respondents had scored in the Very high range level of intensity for Autocratic Leadership style. Whereas only 19 respondents has scored the low range of intensity for this style. It shows

that most of the Principals adopt Autocratic leadership style next to Democratic leadership style.

#### **7.3.1.2. DEMOCRATIC LEADERSHIP**

The majority of College Principals, n=43 (33.1%) has scored in the Very high range of intensity for Democratic Leadership style. Comparatively higher than the score of all the other styles. 35 Principals have scored high range of intensity for this style. And only 22 respondents have scored the low range of intensity for this style. It reveals that most of the College Principals in Kanyakumari District lead their college in Democratic way.

#### **7.3.1.3. LAIZZES-FAIRE LEADERSHIP**

In this particular leadership style, It was found that 36 respondents, has scored in the Very low range of intensity. And only 29 Principals have scored high range of intensity for this style. It shows the Laizzes-faire Leadership is the leadership which is low preferred among the College Principals in Kanyakumari District. The mean score also proves that the Democratic styles are predominant among the Principal of Kanyakumari District.

### **7.3.2. DECISION MAKING STYLE**

The predominant Decision making style of the College Principals in Kanyakumari Districts as perceived by the Principal was discussed based on the scores reported by them for each one of the four Decision styles (Directive, Analytical, Conceptual and Behavioral) is as follows.

#### **7.3.2.1. DIRECTIVE**

Very biggest number, n=50 (38.5%) of College Principals in Kanyakumari District have scored in the back-up level of intensity for this style. According to Rowe & Boulgarides (1992), these types of Principals use this particular decision style occasionally. Only 23 (17.7%) College Principals have scored very dominant level of intensity for this style and use this compulsively. 25 respondents, in this study, reported that they use

this style rarely. And 32 respondents will frequently use this style in preference to the other styles.

#### **7.3.2.2. ANALYTICAL**

27 of College Principals in Kanyakumari District rarely use this decision style, while 31 Principals use it occasionally. It was also found that 50 respondents use this decision style often and 22 respondents use it compulsively. According to Rowe, Boulgarides, & McGrath (1984), the managers who scored in the dominant and very dominant levels of intensity in this style have a much greater tolerance of ambiguity than the directive style individual. They also have a more cognitively complex personality that leads to the desire for more information and consideration of many alternatives. These managers focus on technical decisions and the need for control; therefore there is an autocratic bent.

#### **7.3.2.3. CONCEPTUAL**

33 of College Principals in Kanyakumari District scored in the least-preferred level of intensity, while 37 use this style occasionally. 32 Principals reported that they use this style often and 28 compulsively. These managers, according to Rowe, Boulgarides, & McGrath (1984), have both high cognitive complexity and a people orientation. They tend to use data from more than one resource and consider several alternatives. Individuals within this style tend to be idealists who may emphasize ethics and values. They are in general creative and can readily understand complex relationships. Their focus is long-range, with high organizational commitments. They are achievement-oriented and value praise, recognition and independence. They prefer lose control to power and they frequently use participation. Typically, they are thinkers rather than doers.

#### **7.3.2.4. BEHAVIORAL**

The majority of College Principals in Kanyakumari District, n= 51 (39.2%), used the behavioral decision style compulsively, scoring in very dominant levels of intensity for this style. This finding supports Mech's (1993) findings. Mech (1993) found that the behavioral decision style was

the predominant decision mode among the library directors under his study. The Principals who use this style compulsively and frequently, according to Rowe, Boulgarides, & McGrath (1984) have a deep concern for the organization and development of people. They tend to be supportive and are concerned with subordinates' well-being. They provide counseling, are receptive to suggestions, communicate easily, and show warmth. They are empathic and persuasive and are willing to compromise and to accept lose control. With low data input, they tend toward short-range focus and use meetings for communicating. They avoid conflict, seek acceptance, and are very people-oriented, but sometimes insecure. 45 respondents considered this decision style as the least preferred decision style and 10 respondents use this particular decision style occasionally, which is as a back-up decision style, while 24 Principals use it frequently. The mean score also proves that the predominant decision style among the College Principals in Kanyakumari District was the Behavioural decision style.

### **7.3.3. MOTIVATION PROFILE**

The predominant Motivation profile of the College Principals in Kanyakumari Districts as perceived by the Principal was discussed based on the scores reported by them for each one of the three Motivation profile (Power, Affiliation and Achievement Motivation) is as follows.

#### **7.3.3.1. POWER MOTIVATION**

96 College Principals in Kanyakumari District rarely use this Motivation profile that is least preferred, while only 2 Principals use it occasionally. It was also found that 11 respondents use this decision style frequently and 21 respondents scored very dominant level of intensity for this profile and use it compulsively.

#### **7.3.3.2. AFFILIATION MOTIVATION**

In this particular Motivation profile, most Principal n=72 (55.4%) of College Principals in Kanyakumari District scored in the least-preferred level of intensity, while 23 use this motivation occasionally. 11 Principals

reported that they use this profile often and 24 Principals use this motivation compulsively.

#### **7.3.3.3. ACHIEVEMENT MOTIVATION**

The majority of College Principals in Kanyakumari District, n= 40 (30.8%), used the Achievement Motivation compulsively, scoring in very dominant levels of intensity for this motivation. 47 respondents considered this Motivation as the least preferred and 20 respondents use this particular Motivation occasionally, which is as a back-up Motivation Profile, while 23 Principals use it frequently. McClelland believed that people with a strong need for achievement, make the best leaders for a variety of reasons including setting goals, reviewing progress and continuously looking at how things can be done better.

The mean score result also proves that the predominant Motivation profile among the College Principals in Kanyakumari District is the Achievement Motivation.

### **7.5. SUMMARY OF THE FINDINGS**

This study found that:

1. The majority of College Principals in Kanyakumari District were female. This result may give us an indication that females tend to work in Colleges more than males.
2. Most of the Principals in the Colleges were above 50 years of Age.
3. The majority of the College Principals in Kanyakumari District had a high range of years of administrative experience.
4. Most of the College Principals in Kanyakumari District had more than 25 years of Teaching Experience.
5. The predominant Leadership style of the College Principals in Kanyakumari District was Democratic Leadership style.
6. The predominant Decision Making style of the College Principals in Kanyakumari District was Behavioral Decision style.
7. The predominant Motivation profile of the College Principals in Kanyakumari District was Achievement Motivation Profile.

8. There was no significant relationship between the Principals' age and any of the Factors of Leadership behavior viz., Leadership style, Decision Making style and Motivation Profile of the College Principals in Kanyakumari District.
9. Teaching Experience of the College Principal had a statistically significant relationship with their leadership style. Higher the teacher experience, more likely to be Democratic in Leadership. Lower the experience more Autocratic to be. Whereas, Decision Making style and Motivation profile of the College Principal has no significant relationship with their Teaching experience.
10. There is significant relationship existed between the leadership style of College Principal and their Administrative experience. Principals with more administrative experience are more likely to be Democratic than the Principals with the less administrative experience. And there was no statistically significant relationship between the Principals' administrative experience and their Decision Making style and Motivation Profile.
11. There was no statistically significant relationship between the type of College of the Principals' and their leadership style and there is statistically significant relationship existed in between Decision Making style and Motivation Profile of the College Principal and Type of College. The Principals in Engineering and Polytechnic Colleges are very dominant towards Behavioral decision style whereas, the Arts & Science College Principals are very dominant towards Conceptual decision style. The Principals in Arts & Science Colleges are very dominant towards Achievement motivation whereas, the Principals in Nursing Colleges are dominant towards Affiliation Motivation.
12. As there is a statistically significant relationship existed between Gender and Leadership style and Gender and Motivation, Gender plays a role in the adoption of Leadership style and Motivation profile of the College Principals in Kanyakumari District. Whereas for Decision making gender does not play a role in the adoption of a particular style.

## **7.6. CONCLUSION**

From the study it is clear that the College Principals in Kanyakumari District are not alike in the adoption of their Leadership behavior. Each Principal has his or her own style. Some of them have

more than one dominant style; some have more than one back-up style, while others use some of the styles rarely. Sternberg (2001), states that according to Webster's Dictionary (1967), "A style is a distinctive or characteristic manner, or method of acting or performing." It means that the Principals use different methods for leading, Motivating and make decisions. In addition each style has its strength and weaknesses, so knowing more about each leadership style, Decision making style and Motivation profile, will lead the College Principal to be more able to use the strengths of other modes and to balance against the weaknesses of their own approaches and therefore enhance their ultimate effectiveness.

All the results of this study will be useful to the researchers for comparing the variables in leadership studies. The abstract of this study will be a legend to the related literature of leadership studies.

## **7.7. SUGGESTIONS FROM THE FINDINGS**

Based on the findings and conclusion of the study the following implications were pointed out and provided suggestions accordingly, which are as follows:

- The researcher suggests that college principals must be aware of different leadership behavior, so that they switch in to the particular style in order to overcome the situation. Mech (1993) stated that when the managers are aware of their decision styles and orientation, they are more able to balance between the strength and weaknesses of their own and others' decision modes. While there are preferred styles and a predominant orientation among Principals, some may not be the most effective in all situations or environments; therefore it is suggested that Principals to find ways to take advantage of the benefits provided by the other styles.
- As exist in the higher education, the newly appointed Principal 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.
- The study reveals that less than 50 percent of the college principals are in very high range of intensity for democratic Leadership Styles,

Behavioural Decision style and Achievement Motivation. That shows that the remaining 50% or more than 50% of principals are having a very low level of intensity for these Leadership Behaviours. Thus it is suggested that effective leadership training should be given to the college principals in Kanyakumari District focusing on managerial Leadership, Decision Making and Motivation aspects.

- From the study, it is evident that there is no significant relationship between the Principals' age and any of the Factors of Leadership behavior viz., Leadership style, Decision Making style and Motivation Profile of the College Principals in Kanyakumari District, thus the researcher suggests that younger teacher can also be given a priority to become the college principal. A study conducted at the University of Bremen in Germany examined the relationship between leadership and age; found that younger leaders were more likely to use the transformational or transactional styles of leadership, both of which can be effective at motivating employees. Older leaders were more likely to use the ineffective passive-avoidant style. The study suggested that younger leaders were motivated by career ambition and that many older leaders were not. The general notion/opinion/feeling of people that a principal older in age is a good principal/effective principal stands nullified. It was thus concluded that, leadership behavior is not age dependent. Thus it is suggested that young and energetic cum ambitious teachers may be given an opportunities be a college principal.
- Teaching Experience and Administrative experience of the College Principal had a statistically significant relationship with their leadership style. Higher the teaching and Administrative experience, more likely to be Democratic in Leadership. Lower the experience more Autocratic to be. Whereas, finding reveals Decision Making style and Motivation profile of the College Principal has no significant relationship with their Teaching and Administrative experience. Thus from the finding of the past and present study the researcher suggest that, teachers with minimum teaching experience may be given an opportunity to lead an educational institution in taking good decision and Motivate the students for academic achievement which creates a good and favorable climate. Leadership

behaviors of the college principal in not depend upon his/her teaching or administrative experience.

- In case of leadership there is no difference with the type of College, whereas Decision Making and Motivation show statistically significant relationship with the type of College and there is statistically significant relationship existed in between Decision Making style and Motivation Profile of the College Principal. The Principals in Engineering and Polytechnic Colleges are very dominant towards Behavioural decision style whereas, the Art & Science College Principals are very dominant towards Conceptual decision style. The Principals in Arts & Science Colleges are very dominant towards Achievement motivation whereas, the Principals in Nursing Colleges are dominant towards Affiliation Motivation. It is because of the difference in the private and aided and also it is because of the difference in the management. Thus the researcher suggests that the rights, duties, power and responsibilities of any type of college principal should be the same in order to create favorable climate for students and teachers.
- As there is a statistically significant relationship existed between Gender and Leadership style and Motivation, Gender played a role in the adoption of Leadership style and Motivation profile of the College Principals in Kanyakumari District. Thus, it was inferred that leadership and Motivation emerges from within the person based on gender. Whereas gender does not play a role in the adoption of a particular Decision making style. Thus we conclude that decision making emerges from within the person irrespective of gender and it is wholly depend on the type of College. Male or female principal had to abide by the rules and regulations of the management whether private or public in order to take decision. Thus it is recommended to the college principal to be aware of different decision style, in order to switch into the needed style according to the situation.

## **7.8. FUTURE RESEARCH AREA**

The present study is only an attempt to explore the Leadership Styles, Decision Making style and motivation profile of the College Principal in Kanyakumari District as perceived by themselves. The findings of the study had thrown light into the different aspects of the Leadership behavior of the College Principal in Kanyakumari District. Therefore there is wide scope for further studies to follow. Some such highly necessary studies are given below.

- The same study can be conducted on the school Principals of Kanyakumari District.
- A comparative study can be conducted on leadership and decision making styles of the school Principals in Kanyakumari District.
- Leadership style of only Arts and Science College Principals with the large population from all over Tamilnadu can be selected and conducted.
- Teacher's perception towards Principals' leadership behavior can be conducted.
- Leadership style, Decision Making Style of College Principals in Kanyakumari District can be conducted using a different scale.
- Decision Making Style of only Arts and Science College Principals with the large population from all over Tamilnadu can be selected and conducted.
- Academic motivation of College Principals college principals in Tamilnadu can be conducted.
- Leadership style, Decision Making Style and Motivation profile of College Principals with the large population from all over Tamilnadu can be selected and conducted using different scale.

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