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## RESEARCH ARTICLE

### A STUDY ON LEADERSHIP BEHAVIOR OF SCHOOL PRINCIPALS AT RANCHI AND LOHARDAGA DISTRICT

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#### ABSTRACT

It is thought that the leadership style of the headmaster or headmistress, or the principal, has a significant impact on the reputation or defamation of academic institutions. a competent academic leader is also supposed to organize things. Builds positive relationships with higher authorities and fosters love between staff and students. Teachers, students, and non-teaching staff members all benefit from this. These attributes also enable the principal to make a positive impact on the communities. This study titled - a study on leadership behavior of school principals at Ranchi and Lohardaga district. Objectives of the study 1.to study the leadership behaviour of female and male principals. 2. To study the leadership behavior of school principals belonging to rural and urban areas. Hypothesis of the study 1. There is no significance difference between leadership behaviour of female and male principals. 2. There is significant difference between leadership behaviour of school principals belonging to rural and urban areas. Research method this study has conducted by descriptive survey method. Tools used- the Gorton leadership behaviour scale sampling techniques the sample for the study consists of 80 principals of schools of Ranchi and Lohardaga district with principals belonging to both genders. Findings of the study 1. There exists significant difference in the mean scores of leadership behaviour of female and male principals. 2. There is significant difference between leadership behaviour of school principals belonging to rural and urban areas.

## INTRODUCTION

People have learned a wide range of things in practically every field in this era of information explosion. The current era is sometimes referred to as "the age of science and technology," or more precisely, "the age of computers," since they are utilized in every aspect of modern life. Computer use has given routine tasks a boost and energy. Human heels have been equipped with wheels by the computers. Individuals don't want to squander any time at all. With the use of computers, they work while they eat, sleep, and even travel. These days, people run instead of walk. Everyone is competing with one another to get ahead. Academic institutions, business, trade, industries, scientific breakthroughs, agricultural developments, etc. are all examples of this. People from all walks of life are eager to succeed and create something original to gain attention. We discover something new every day—a change from the last one. Produce that was once produced in factories and industries in a month is now obtained in a day or two. Thousands of workers used to labor in industries, but machines have since replaced them. There have been enormous developments in the agricultural sector. There was a severe food crisis in our nation at the time of independence, and there were only 36 crore people living there. The amount of produce produced in agriculture has greatly risen thanks to new ideas

and technologies. We do not now have a food crisis, even though our population is growing at a rate of around 90 crore. Additionally, India is not falling behind in the sphere of technology. It is currently regarded as one of the technologically advanced nations. We observe a number of upward-trending trends in the sphere of education. All of the scientific and math subjects that were previously taught in intermediate or graduation classes are now taught in secondary or senior secondary schools. There is an urgent need for dynamic individuals who can adapt to the changing conditions and help their people fit into this metamorphic atmosphere and surroundings in such a time when things are changing so quickly, both qualitatively and quantitatively. In order to adapt to the current situation, new leadership must emerge with fresh perspectives. It is thought that the leadership style of the headmaster or headmistress, or the principal, has a significant impact on the reputation or defamation of academic institutions. A competent academic leader is also supposed to organize things. builds positive relationships with higher authorities and fosters love between staff and students. Teachers, students, and non-teaching staff members all benefit from this. These attributes also enable the principal to make a positive impact on the communities.

## LEADERSHIP

The idea of "leadership" has been studied by numerous scholars from a variety of perspectives. While some employees used it as an executive, managerial, or administrative activity, others used it in a very limited sense. It has an important place in any kind of group. The organization may be a company, sector of the economy, school, etc. The group should influence the leader, and the leader should affect the group. This is how leadership should work. It can be used successfully or unsuccessfully by both individuals and organizations. Everyone believes that the only people who can successfully manage even a small part of an organization are those who have been formally acknowledged as leaders. One way to describe leadership is in terms of personal attributes. Many others still view it as an interaction process or an element of an organization where an individual's scope of action is determined by their decision-making in carrying out tasks and assuming responsibilities in a cooperative manner. Once more, the word "leadership" is utilized in an assessment context. Leadership can be defined as the process of motivating and encouraging others to work assiduously toward goals or as the capacity of a leader to persuade a group of people to attain shared objectives. Thus, it is the crucial elements that assist a person or group in determining their common objectives, after which they serve to inspire and facilitate the attainment of those objectives. Therefore, influencing or supporting others, voluntary effort, and the accomplishment of shared objectives are the three key components that make up the concept of leadership. However, the differences between leaders are undoubtedly noticeable whether one meets them, speaks with them, or learns about their lives. There are no clear kinds and few common characteristics. Successful leaders in education or business, like great military leaders or historical figures, are often quite individualistic, even nonconformist in their beliefs, preferences, and lifestyles. Throughout history, leadership has been considered a crucial factor that determines whether an organization succeeds or fails.

According to behavioral scientist and leadership researcher Robert Blake (1996), a company is more susceptible to failure the more control and command-based its leadership is. Therefore, it is obvious that an organization's leader should cultivate its members rather than command them. As an organization becomes more complex, a leader must support rather than dictate, reorienting his focus from controlling to empowering, from chastizing to inspiring, and from driving to people. Therefore, the leader must have the self-assurance to delegate authority to others in the organization. Because of this, different authors and researchers have given the term "leadership" different meanings and interpretations. In his "Dictionary of Education," Good (1945) defined leadership as the capacity and willingness to motivate, lead, control, or oversee others; it also refers to the function of interpreting the goals and interests of a group, which the group acknowledges and accepts as its spokesperson. According to Stogdill (1950), leadership can be defined as the activity of directing an organized group's actions in order to attain its goals. He also came to the conclusion that there are about as many definitions of leadership as there are people who have tried to describe it. According to Franklin (1951), leadership is the process by which a person guides, directs, affects, or regulates the sentiments, ideas, or actions of other people.

Leadership, according to Tead (1953), is the process of persuading others to work together toward objectives that they ultimately find appealing. According to Halpin (1956), leadership is a complicated social phenomena that cannot be adequately addressed in isolation from other contextual elements. He asserts that there are two key behavioral components to leadership: structure and thoughtfulness. The leader's actions in defining the relationship between himself or herself and the group members, as well as in attempting to create clear organizational patterns, communication channels, and procedural processes, are referred to as initiating structure. Conversely, consideration describes the conduct that demonstrates the warmth, camaraderie, mutual trust, and respect that exist between the leader and his employees. Halpin does not systematically conceptualize the situational conditions that may influence the relationship between leader behavior and effectiveness, despite acknowledging that these two behaviors are the result of both individual and situational factors and that an effective leader may need to adopt different behavior patterns in different situations. According to Tannenbaum, Wechsler, and Massarik (1959), leadership is the interpersonal influence used in a situation and guided by the communication system to achieve particular objectives. According to Terry (1960), leadership is the act of persuading others to voluntarily work toward group goals. In his study of leadership behavior, Toghill (1963) identified twelve behavioral dimensions that project the principals' leadership: representation, demand reconciliation, persuasiveness, tolerance of uncertainty, initiating structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration, and superior orientation. Hodge and Johnson (1970) assert that management is related to the formal work of decision and command and that leadership is essentially the capacity to shape and mold the attitudes and behaviors of others in both formal and informal contexts. This distinction makes it clear that leadership is a process of motivating and guiding others to mobilize and focus their efforts toward specific goals and to achieve these goals through them, even while it confuses the fact that leadership is a component of managerial roles.

Fiedler (1977) defined leadership as a human relationship in which one individual guides, plans, and oversees others as they carry out a shared activity. The alignment of the leader's motivation with the favorable circumstances is essential for effective leadership. According to his contingency theory of leadership, in moderately favorable circumstances, relationship-motivated leaders will outperform task-motivated leaders. The opposite is true in extremely favorable or unfavorable circumstances: in these cases, a task-motivated leader is anticipated to be more successful than a relationship-motivated leader. The following factors determine how favorable a situation is for the leader: (a) the leader's character, i.e., member relationships—the friendlier and warmer, the more favorable (b) the structure of the duties that the subordinates complete; the more organized, the better; and (c) the leader's positional power; the more positional power, the better. Leadership, according to Bhatnagar (1978), is a service function. It focuses on goal-setting and attempts to accomplish both educational objectives and group goals. It makes an effort to guarantee that teachers' and students' psychological needs are met. Through positive and healthy relationships between employees and leaders, leadership exercises reciprocal influences.

Leadership is a multifaceted concept that has been studied from various perspectives by numerous scholars. It is often defined as the process of influencing or motivating others to work diligently toward common goals.

#### Key elements of leadership include:

- **Influence:** The leader's ability to affect the behavior and attitudes of others.
- **Support:** Providing assistance and encouragement to others.
- **Voluntary Effort:** Encouraging others to willingly work towards shared objectives.

The importance of leadership cannot be overstated, as it plays a crucial role in the success or failure of any organization. Effective leadership can lead to the achievement of organizational goals, the development of positive relationships, and the creation of a supportive and productive work environment. Leaders are responsible for setting clear goals, motivating their teams, and fostering a culture of collaboration and innovation.

**Role of Principal as a School Leader:** A principal is the head of a school and is considered the focal point of all its operations. The principal's role encompasses several key responsibilities:

- **Setting Goals:** Establishing clear educational objectives and working towards their achievement.
- **Fostering Relationships:** Building positive relationships with teachers, students, non-teaching staff, the governing body, the community, and external authorities.
- **Meeting Needs:** Ensuring that the sociopsychological needs of teachers, students, and other staff members are met.
- **Maintaining Discipline:** Upholding the tone and discipline of the school while being fair and consistent in dealing with students and staff.
- **Innovative Care:** Demonstrating care and concern for the well-being and progress of each student and staff member.

A successful principal is one who balances the need for discipline with empathy, maintains positive relationships, and effectively manages the school's resources and programs. The principal's attributes, such as dedication, understanding of human relations, and commitment to the institution's interests, significantly contribute to the school's success and efficacy.

#### PRINCIPAL AS A SCHOOL LEADER

A school's principal is the institution's head and is regarded as the focal point of all of its operations. He is regarded as the executive officer of an administrative unit and the chief administrative leader of a school system. As a leader, the principal sets goals and works to accomplish the common objectives of education. He works to make sure that teachers, pupils, and other staff members' sociopsychological needs are met. By maintaining positive and healthy relationships with the instructors, non-teaching personnel, and himself, he exerts reciprocal influence. A principal must not care only for the nice ties of academic programmes and procedures, the tone and discipline of the school, he must also be inventive in his care for each student as well as for each member of the staff with the load of imaginary grievances. Internally, a principal has to

maintain continuing, meaningful and vital relationship with the governing body or management, with his staff and students of the school. He must keep up relationships with the Board Council, the government, the community, and those on the outside. However, he must operate under the supervision of the managing committee or governing body, which is made up of men who are eager to exert power but rarely willing to take on real responsibility. He ought to play a few particular and useful responsibilities in the operation of his institution. To acquire personnel, supplies, and facilities for the programs, the principal should collaborate with the school's superintendent. He need to assist the community in identifying its unique educational requirements and the degree to which the school is fulfilling them. A principal shouldn't be overly strict, but they also shouldn't be overly forgiving. Every student and employee at his school must be treated equally by him in terms of behavior and treatment. One could argue that the principal's attributes—such as his sense of dedication, his understanding of human relations, his connection with the institution's interests, and his commitment to its care—are largely responsible for a school's success and efficacy. A principal cannot establish a successful and productive educational institution unless he makes every effort to foster these abilities and principles.

#### REVIEW OF LITERATURE

A study by Ming-Tung (1990) examined the connections between the leadership philosophies of principals and the atmosphere of senior industrial high schools in Taiwan, the Republic of China. The study's objectives were to: (i) investigate how teachers perceived the leadership style and school climate of their principal; (ii) compare the school climates of teachers who also held administrative positions with those of teachers who did not; and (iii) investigate the relationships between school climate and the demographic characteristics of a subset of teachers, including gender, age, years of teaching experience, years at the current school, and educational level. The study's primary conclusions were as follows: (i) the atmosphere of senior industrial high schools was associated with the leadership style of the administrators and the demographic information of the teachers. (ii) Principals with high task and relationship behavior scores demonstrated strong leadership and communication abilities. (iii) Principals with poor task and relationship behavior scores lacked strong leadership and communication abilities. Conway (1990) conducted research to find out how secondary assistant principals' job satisfaction and their opinion of their principal's leadership style relate to one other. Two main theories were put to the test. A substantial correlation between the leader behavior characteristics was predicted by the first hypothesis. Taking into account and starting the structure, as well as the aspects related to work, supervision, and job satisfaction. After adjusting for the effects of demographic variables such as age, sex, race, educational attainment, and length of service, the second hypothesis predicted a significant relationship between the leader behavior variables, consideration, and initiating structure, and the job satisfaction variables, supervision, and work. Multiple Regression Analysis and Pearson Product-Moment Correlation were used to examine these hypotheses. The study's conclusions and findings were as follows: (i) The findings indicated a strong correlation between work and consideration, consideration and supervision, and starting structure and supervision. (ii) Starting structure and work did not significantly correlate. (iii) Multiple

regression analysis of the data showed that the demographic factors of age, sex, race, educational attainment, and length of service had no discernible impact on the association between the work satisfaction and leader behavior variables. (iv) The secondary assistant principal's job satisfaction was impacted by the principal's leadership style. Lastly, the study recommended that principals should be aware of their leadership behavior, as it was a significant determinant of assistant principals' job satisfaction.

Jefferson (1991) looked explored how the organizational climate in a few middle schools related to the leadership style of the administrators. Leadership behavior and organizational climate were found to be significantly correlated using the Pearson Product Moment Correlation. Nine (9) middle schools, along with nine (9) principals and 134 teachers, made up the study's sample. Teachers' opinions of the middle school principals' leadership style and the organizational climate of their schools were shown to be significantly correlated, according to the data analysis. Paikray (1992) conducted a study on 'Socio-psychological correlates of leadership behavior of principals and heads of departments in various colleges of Utkal University'. The investigator used the following tools: (i) Leadership Behavior Description Questionnaire by R. M. Stogdill, (ii) The Sixteen by R. B. Cattell and H. M. (ii) Teacher Adjustment Inventory by S. K. Mangal, and (iv) Background Information Form developed by the investigator himself. The main findings of the study were: (i) Out of 16 Personality Factors, there are six factors, viz., intelligence, emotional stability, conscience, apprehensibility and control came out to be significant and positive. (ii) The correlation between age and leadership behaviour as a whole of principals found significant and positive relationship as perceived by their lecturers. (iii) There existed positive significant relationship between leadership behaviour as a whole and teaching experience of the principal. (iv) The study revealed positive significant relationship between administrative experience and leadership behaviour as a whole. (v) There existed no significant relationship between sex and leadership behaviour of principals. (vi) The correlation between caste and leadership behaviour of principals as a whole as perceived by their college lecturers revealed significant and positive relationship. Sankaranarayanan (1994) studied leadership behaviour of the heads of the higher secondary schools in Tiruchirapalli district. The objectives of the study were: (i) to study the value based leadership behaviour styles of the heads of schools in Tiruchirapalli educational district, (ii) to compare the leadership styles of headmasters and headmistresses, and rural and urban heads of the schools. By random sampling procedure, 118 teachers and various categories of different ages and of both sex were selected as respondents for the study. The teachers were selected from 8 schools in Tiruchirapalli educational district. The detailed study on the leadership behaviour styles indicated that the heads of the secondary schools in Tiruchy educational district followed value based democratic style of leadership behaviour.

#### RATIONALE OF THE STUDY

This study investigates the leadership behavior of school principals in the Ranchi and Lohardaga districts. The rationale behind this study stems from the critical role that leadership plays in shaping the educational environment and influencing the overall performance of academic institutions. School principals, as the key leaders in educational settings, are

responsible for creating a positive atmosphere that fosters learning, collaboration, and growth among teachers, students, and non-teaching staff. By understanding the differences in leadership behavior based on gender and geographic location, this study aims to provide valuable insights that can help enhance the effectiveness of school leadership and contribute to the development of better educational policies and practices

#### STATEMENT OF THE PROBLEM

“A study on leadership behavior of school principals at ranchi and lohardaga district”.

#### OBJECTIVES OF THE STUDY

- To study the leadership behaviour of female and male principals.
- To study the leadership behaviour of school principals belonging to rural and urban areas.

#### HYPOTHESIS OF THE STUDY

- There is no significance difference between leadership behaviour of female and male principals.
- There is significant difference between leadership behaviour of school principals belonging to rural and urban areas.

#### RESEARCH METHOD

This study has conducted by descriptive survey method.

#### TOOLS USED

The Gorton Leadership Behavior Scale

#### SAMPLING TECHNIQUES

The sample for the study consists of 80 principals of schools of Ranchi and Lohardaga District with principals belonging to both gender.

**DILIMITATION OF THE STUDY:** This study is limited to schools Principals and headmasters/headmistress only.

- Sample of study was limited to Ranchi and Lohardaga district only.
- Only school principals were referred for this study

#### DATA INTERPRETATION

##### Hypothesis - 1

**Null hypothesis:** There is no significance difference between leadership behaviour of female and male principals.

**Table 1. Difference in principals due to sex**

Groups	N	Mean	SD	"t" Value	Sig
Male	52	35.15	8.75	6.00	S
Female	28	26.50	7.07		

This table indicates that there is a significant difference in the mean scores of leadership behavior between male and female principals. The "t" value of 6.00 suggests that the observed

difference is statistically significant. This supports the hypothesis that there exists a significant difference in leadership behavior based on sex

### Hypothesis – 2

Null hypothesis: There is significant difference between leadership behaviour of school principals belonging to rural and urban areas.

**Table 1 .Difference in principals due to areas.**

Groups	N	Mean	SD	"t" Value	Sig
urban	47	35.15	8.75	8.20	S
rural	33	24.56	6.54		

This table highlights a significant difference in the mean scores of leadership behavior between principals in urban and rural areas. The "t" value of 8.20 indicates that the observed difference is statistically significant, supporting the hypothesis that there exists a significant difference in leadership behavior based on geographic location.

### FINDINGS OF THE STUDY

- There exists significant difference in the mean scores of leadership behaviour of female and male principals.
- There is significant difference between leadership behaviour of school principals belonging to rural and urban areas.

The secondary school Generally speaking, the principals in this study are able to handle uncertainty and delay, effectively use persuasion, argue, and display strong convictions. They also frequently speak and act as the representatives of their organizations, resolve conflicting demands, and bring order to the system. They set clear expectations for their followers, give them room to take initiative, make decisions, and take action, and actively practice leadership rather than delegating it to others. They also put pressure on their followers to produce results and take into account their comfort, well-being, status, and contributions. They are able to make correct predictions and demonstrate foresight. They sustain a close-knit group, settle disputes amongst members, and have friendly relationships with superiors. On the average, Principals of the secondary schools included in the study occasionally have the 'Leadership as a Whole'.

### CONCLUSION

The study's findings indicate that there are significant differences in the leadership behavior of female and male school principals, as well as between principals in rural and urban areas. Female principals exhibited different leadership styles compared to their male counterparts, and principals in rural areas demonstrated distinct leadership behaviors compared to those in urban areas. These differences highlight the need for tailored leadership development programs that consider the unique challenges and strengths of principals based on their gender and location. By addressing these differences, educational institutions can create more supportive and effective leadership structures that benefit the entire school community.

### SUGGESTIONS FOR FURTHER RESEARCH

- Increase the Sample Size: To give a more thorough grasp of leadership behavior in various places, future research could

involve a larger sample size of principals from various geographic locations.

- Longitudinal Studies: To monitor how leadership behavior evolves over time and evaluate the long-term effects of various leadership philosophies on academic achievement and student outcomes, conduct longitudinal studies.
- Qualitative Analysis: Use qualitative techniques like focus groups and interviews to learn more about the individual experiences and viewpoints of school principals on their leadership styles.
- Impact of Training Programs: Examine how well professional development initiatives and leadership training programs enhance school principals' capacity for leadership.
- Comparative Studies: Examine the leadership styles of principals in various school kinds (public versus private, elementary versus secondary, etc.) to find any differences and similarities.
- Cultural Aspects: Examine how cultural norms and beliefs impact leadership behavior to better understand how school administrators' leadership styles vary by area.

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