

A STUDY ON LEADERSHIP STYLES PRACTICED BY PRINCIPAL'S AT SELF-FINANCE COLLEGES AND GOVERNMENT COLLEGES IN AND AROUND NORTH BANGALORE AND THEIR RELATIONSHIP IN DETERMINING THE JOB SATISFACTION OF TEACHERS WORKING WITH THEM

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ABSTRACT

Leaders are the pillars of support and success secret of an organization; they develop strategies and take initiative to grow. Academic leaders set achievable goals and path for the faculty members to achieve in order to develop the student community at large. Facilitators are considered to be of greater importance for any educational institution to achieve the goals and objectives set by the leaders: Principals as leaders play a pivotal role in molding and nurturing the facilitators' and the staff members in this path. This helps them to view and analyze their principal not only as an academic leader but as a coordinator who motivates and guide them in achieving their goals.

This study focuses on how principal leadership style will influence the college teaching staff in determining the job satisfaction that in turn contributes to the overall success of the colleges and even the student community. Correlation analysis is made to understand the significant relationship between the Principal leadership style and job satisfaction of teachers from teachers perspective both at self-finance colleges and at government colleges.

KEYWORDS: *Principal Leadership Style, Job Satisfaction, Influence, Academic Leaders*

Article History

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INTRODUCTION

“Higher Education growth is the engine of development in the new world economy” Prof. Castells Higher Education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different aspects of life. It is about knowing more and more about less and less. It is about knowing more and more about less and less. It develops the students' ability to question and seek the required information and make a rational judgement with their acquired knowledge.

The present research study examines the leadership styles practiced by Principal's at self-finance colleges and government colleges in determining the job satisfaction of teachers working with them in and around Bangalore north.

The study is made from teachers prospective and how they perceive their Principal as a leader, and there style of leadership in facilitating the job satisfaction of college teachers.

In the context of Indian Higher Education, it seems extremely important to discuss the nature and applicability of leadership, since there has been a lot of criticism on Educational Institutions in India and it is being increasingly felt that Leadership in Education is miserably failing in this country. Principals of Colleges and Heads of Departments have a poor understanding of goals of their organizational process through which these goals can be achieved and the kind of leadership style that may be most suited to the situation prevailing in the organization.

From time immemorial the problem of Leadership has been one of the major concerns of human society. The increased urge for greater skills and knowledge in order to meet the global requirement has adversely affected the higher education system. People at large expect quality education for the betterment of student life. In this path, the authority and responsibility of framing rules and regulations to the universities of higher education are entrusted to several regulatory bodies like University Grant Commission (MHRD 2014) which controls and enforces the laws from time to time. The role of educational leaders have become more rigorous and importance in this globalization era.

In the developing country like India, the leader at educational institution performs multiple tasks not only as a leader but also as a mentor, trainer, Advisor, councilor, administrator and so on.

The people working with them look forward to a supportive hand from the leaders, with particular reference to Principals at colleges where they motivate and nurture the teaching staff working with them. In this prospective the study focuses on how the Principals leadership style will determine the job satisfaction of teachers working with them in self-finance colleges and government colleges is being studied.

EDUCATIONAL LEADERSHIP

Educational leaders have an influential role in guiding, inspiring, motivating, affirming and also challenging the subordinates in fulfilling the task assigned to them. Leaders become a continues on motivator in the process of building the quality student community.

In this process of continuous learning and guiding, leaders and educators should work in a group in order to achieve the desired outcome.

The role of educational leaders with special reference to the Principal is a very crucial and challenging task, as it involves the growth of the institution along with the growth of subordinates and students. Choosing the right person to be a Principal. The Principal, as a leader, needs to work for the development of the student community and to the overall growth of the organization.

Leadership Style has gained much importance in the recent era of global competition with rapid changes taking place around the world. Even the educational institutions have also changed the way it was operating before. The revolution in information technology in every aspect of life has made life easier as well as crucial. The Leadership is no more a mere concept it is an applied phenomenon where at every point of life every individual portrays one or the other leadership skill; some of it is applied than a mere concept. In 1978 Burns defined Leadership as the actions of leaders who influence followers to pursue goals that express their value and motivation.

According to Keith Davis "Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals"

Self-finance colleges are those which does not get any kind of financial assistance from central or state government and purely works on own funds and control and regulation comes under the UGC provisions affiliated universities. The procedure of selection of students and the staff is basically based on quality and have own rules and regulation to nurture the student community at large. Self-finance colleges do not receive any aid or funds from the government nor from the educational ministries. They operate purely on private basis with a set of norms and regulations set by the universities under which they operate.

Whereas the government colleges are purely aided institutions' which work completely under the control and supervision of state government. Its management and control are purely based on the funds which are granted to them by the particular department, the main motive of a government institution is to cater to the poor students with quality education. The institutional heads and the staff members are appointed by the department which is under the control of centralized authorities.

Leaders at these types of institutions have a greater role to be played since their performance will have an impact on student and the staff members to continuously motivate and work with them for a better quality output. The style of leadership varies at both institutions as their goals and objectives vary but the teachers working with them are greatly influenced by the leadership styles.

ROLE OF LEADERSHIP IN JOB SATISFACTION

Leaders are doers, who drive the institution to success. In educational institution Principal as a leader has a greater role both in the development of the institution and even facilitating the teachers to achieve their individual goals and objectives. In this process, a teacher's job satisfaction needs greater consideration. Well satisfied teachers contribute maximum to the institution as well as to the student community. Teacher's job satisfaction is dependent on various factors meanwhile how a Principal being a leader can influence the teacher at their job? Which leadership style contributes more to teacher's job satisfaction, is what being analyzed from this research.

Before analyzing in detail a clear understanding of job satisfaction is required. Job satisfaction represents one of the most complex areas facing today's leaders when it comes to managing their subordinates.

Many research has been conducted in the field of job satisfaction over the world and many studies have demonstrated that motivation of worker and the level of motivation has an impact on productivity which in turn results in the performance of an organization on the other hand financial compensation has equal contribution to overall job satisfaction of employees but, leadership aspect of the manager/leaders of the team are given less importance as one of the key factors of job satisfaction.

Job satisfaction is the relationship between the worker and employer, it is an employee's feeling towards his job for which he is paid. Study of job satisfaction is a matter of a great deal to management it helps them to study the environment related to the job, it indicates the level of satisfaction or dissatisfaction of employees in relation to program and policies which in turn facilitates the management to take decisions with regards to organizational performance. It creates a sense of belongingness among the employees and motivates them to perform the task better and most importantly Job satisfaction facilitates the employees to have career enhancement, growth and increase the morale of employees.

Importance of Job Satisfaction in Higher Education

Teaching is a highly noble profession and teachers are always a boon to society. Education is a meaningful process of interaction of teachers and taught. More than the term teacher, they are being considered as facilitators who facilitate all the required inputs for the development of the student community. Since the teacher is a role model for the students the job satisfaction and performance of teachers eventually become very important in the field of education. Teachers need to be happy in order to help the students with great potentialities, a teacher being satisfied at their job is the very crucial point because they are the one who builds the youth of any nation, the teacher's willingness motivation and commitment to contribute to the society has a greater role.

Such thought-provoking and insightful encouragement can be provided by the Principal, who drives the higher educational institution, an educational institution is well recognized not only by the infrastructure ambience provided by the management instead the quality of pupil who graduates will become a brand ambassador of the institution. In order to develop and build the quality student team, teacher's role is as crucial as any other role. Teachers are the stepping ladder of success for students, and Principal being a leader their leadership style in holding and encouraging the teacher's community is remarkable.

REVIEW OF LITERATURE

The work of Stogdill (1974) has defined the various forms of leadership and gives a set of definitions of leadership in recent literature on management. He defines leadership in various ways, using terms such as group processes, or inducing compliance, or exercise of influence, or a form of persuasion, or a power relation, or an instrument of goal achievement, or an effect of interaction, or a differential role, or the initiation structure.

Plunkett (1996) says "leadership is the ability to get work done with and through others while winning their respect, confidence, loyalty and willing co-operation."

Bateman and Snell (1990) spelt out that leading is stimulating people to be high performers. It is directing, motivating, and communicating with people, and inspiring them towards achieving team and organizational goals. Leadership requires distinct behaviors and attitudes, and for many people, they debut with the job.

Jack Welch (2005) says, "Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others"

Lin Bothwell (1983), in *The Art of Leadership*, points out those two qualities set true leaders apart. One, they have a dream they are determined to carry out. Second, more than just dreamers, they are people of action. Accomplishments do not come from those who have the potential to carry them out. Result follows action-action that often inspires others to act.

Selznick (1957). Leadership is the process of influencing people and providing an environment for them to achieve team or organizational objectives. Effective leaders help groups of people define their goals and find ways to achieve them.

Andy Hargreaves and Dean Fink (2003) in the study on *Educational Leadership* bring out the seven Principles of Sustainable Leadership. Sustainable Leadership matters, spreads and lasts. It is a shared responsibility that cares for and avoids exerting negative damage to the surrounding educational and community environment. Sustainable Leadership has

an activist engagement with the forces that affect it and builds an educational environment of organizational diversity that promotes cross-fertilization of good ideas and successful practices in communities of shared learning and development.

Northouse's (2004) definition of Transformational Leadership as a process that brings about changes in individuals, an influence that causes followers to accomplish more than what is expected of them. In potentially stressful situations that evolve in the present era of change, the leader's self-perception is also affected by his genuine concern for and service to others.

Hicks & Hicks (2006), pointed out if one desires the quality of professional accomplishments to increase, to improve organizational fulfillment and be more successful, the leader must positively and creatively help improve the lives of employees and others within his arena of endeavor

RESEARCH METHODOLOGY

Statement of the Problem

"A study on Leadership Styles Practiced by Principal's at self-finance Colleges and government colleges in and around North Bangalore and their relationship in determining the Job Satisfaction of teachers working with them".

Objectives of the Study

- To understand the different leadership Styles practiced by College Principals at self-finance and government colleges from teachers perspective in and around North Bangalore.
- To study the relationship between Principal leadership style and teachers job satisfaction.
- To analyze from college teachers perspective whether their Principal leadership style has a positive or negative influence in determining the Job Satisfaction of teachers.

Hypothesis 1

There is no evidence of a difference in different types of leadership style adopted by college Principals at self-finance colleges and government colleges in and around north Bangalore.

Hypothesis 2

There is no significant relationship between leadership styles of college principals on Job satisfaction of teachers working with them.

Population of the Study

The research had a focus group of teachers working at self-finance and government degree colleges affiliated to North Bangalore University, Principal leadership style plays a significant role in molding and developing teachers job satisfaction wherein Principals and teachers together deliver value to the student community at large. This unique demand for understanding principal leadership style and teachers job satisfaction has guided in continuing with sample selection.

The population considered for this study is the teachers working in self-finance and government degree colleges within North Bangalore city.

Sample of the Study

There are nearly 300 private and government colleges in the city limits; for the research purpose I have chosen 5 colleges each from the entire population from self-finance and government colleges for sample, further a sample of 50 respondents was drawn from the major streams of degree college level.

The questionnaire contains 25 questions that are broadly clubbed into 4 dimensions as given below

List of Parameters

Table 1

Number	Parameters
1	Transformational leadership style
2	Transactional leadership style
3	Laissez Fair leadership style
4	Job satisfaction

Reliability Result: Cronbach's alpha

Reliability of Leadership Style and Job Satisfaction Questionnaire

Table 2

Cronbach's alpha test for leadership style	No of items
0.819	15
Cronbach's alpha test for job satisfaction	No of items
0.825	10

As Cronbach's alpha (0.819) and (0.825) is greater than 0.70, we can statistically conclude that there is consistency or inter-reliability in measuring various items of leadership style and job satisfaction questionnaire.

Limitations of the Study

- The study limits to the Principals and teachers working in self-finance and government degree colleges in and around North Bangalore City.
- Leadership Styles and its influence is analyzed as one of the determinants in determining the job satisfaction of teachers and the other variables are considered to be neutral.
- It's a basically a narrow concept which focuses on Principal and teacher's relationship but less concentration is given on management. Even management plays a significant role in building the college teacher's job satisfaction.

DATA Analysis and Interpretation

It deals with the analysis of the data collected, interpretation and discussion on the results. The Statistical software namely SPSS 23 version was used for the analysis of the data and Microsoft Word and Excel have been used to generate graphs, tables, etc.

Sampling Technique and Methodology

Purposive sampling method was adapted to select the number of colleges from self-finance and government institutions. Descriptive correlation and regression analysis have been carried out in the present study. Results on continuous measurements are presented on Mean, SD (Min-Max) and results on categorical measurements are presented in numbers. Significance is assessed at 5% level of significance. The following assumptions on data are made, Assumptions:

- Dependent variables are approximately distributed
- Samples drawn from the population are approximately random
- Cases of the samples are independent

Correlation analysis is performed to find the significance of independent variables for predicting the dependent variables.

Respondent Profile

This section begins with the profile of respondents under the study. The respondents selected for the study were drawn from varied backgrounds. The following tables and charts present the profile of the respondents.

Table 3: Frequency Distribution of Gender

Gender	Self finance colleges	Government colleges
Male	26	23
Female	24	27
Total	50	50

Table 3 depicts the gender representation of the respondents from Self Finance and government colleges in North Bangalore city. The total number of female respondents outnumbered male respondents at government colleges While 45% of males being subject of our study, in the case of females it is 55%. This gives a clear picture that our study is well balanced in terms of gender ratio. This could be an advantage to show that the study has a balancing effect and the outcome need not be biased.

Table 4: Frequency Distribution of Age

Age In Years	Self Finance Colleges	Government Colleges
23- 30 years	8	3
31-35 years	14	9
36-40 years	24	26
>40 years	4	12
Total	50	50

From the above Table 4, it is observed that in self-finance college and government college nearly 50% of the age group belong to the age group of 36-40 years as in comparison with the other age groups.

Table 5: Frequency Distribution for Work Experience

Work Experience In Years	Self Finance Colleges	Government Colleges
< 5	9	3
6-10	18	9
11-15	20	17
>15	3	21
Total	50	50

Table 5 represents the frequency distribution of a number of years of work experience under different categories. The number of years of work experience between 11-15 years is a bigger group at self-finance colleges whereas > 15 years constitute a bigger group at government colleges. As more experienced teachers work at government institutions. The experienced teachers would be able to make a proper analysis and give the unbiased information this makes our study more

authentic and frequency factor is widely distributed.

Table 6: Frequency Distribution by Qualification

Qualification	Self Finance Colleges	Government Colleges
Commerce	28	39
Arts	14	6
Science	8	5
Total	50	50

Table 6 Show the frequency distribution of qualification of teachers in terms of Arts, Commerce, and Science. While 55% belong to the stream of Commerce both at self-finance and government colleges as students opting for commerce stream is much higher in comparison to both the other streams.

Tools Adopted To Measure the Variables Involved in the Study

The Tool for the data collection was carefully chosen from already standardized manuals which were available and have been utilized by other researchers as well. The questionnaire was prepared to suit the existing research work which was prepared in the following two major categories which are

- Principal leadership Style questionnaire with three broad dimensions which is applicable for the educational institution.
- Teachers job satisfaction questionnaire with two broad dimensions to suit the teachers at a higher educational institution.

Dimensions of Leadership Style Questionnaire

As observed in the table given below the Principal Leadership Style Questionnaire is broadly classified into three dimensions with each one of them having five items attached to it. This describes the leadership style adapted by Principals at colleges respectively.

The maximum score of the individual respondent under each dimension is based on the number of items attached to it. A dimension like Transformational, Transactional and Laissez-faire leaderships has been analyzed. The interpretation of a few descriptive statistics such as mean, median and standard deviation is based on scores obtained by respondents with respect to maximum scores provided against each dimension of Leadership style questionnaire.

Table 7: Frequency Distribution Based on Leadership Style Questionnaire in Self Finance Colleges

LSQ-Score Sheet	Self Finance Colleges					Government Colleges		
	Number of Items	Max Score	Mean Score	Median Score	SD	Mean Score	Median Score	SD
Transformational style	5	20	16.36	17	1.95	14.54	16	3.99
Transactional style	5	20	15.84	14.5	2.45	14.54	14.5	3.48
Laissez fair style	5	20	4.84	4	3.67	7.54	7	4.79

Accordingly, it is observed Transformational leadership style has the highest mean score of 16.36 and an SD of 1.95 followed by Transactional leadership style with 15.84 as mean score and SD 2.45 The Laissez Fair leadership style having least mean score of M=4.84 with SD of 3.67 at self-finance college which is comparatively high compared to government colleges

From table 7, it is evident that mean score is high in terms of transformational leadership style as in comparison with the other two forms of leadership styles which are in practice. And the least score is evidenced from laissez fair leadership style which shows that the leaders at colleges practice less of laissez fair leadership style. A low standard deviation is evidenced with a transformational leadership style and a higher standard deviation in laissez fair leadership style. A lower the SD is close to the average and higher the SD is away from the average.

In terms of self-finance institutions the Mean score is high due to the involvement and commitment of Principals and teachers are well recognized and appreciated by the management authorities whereas in government institutions comparatively it is less due to non support of the management authorities and lack of control and coordination among the principal and staff members.

From the above analysis, it is very much evident that there is evidence of different types of leadership is adopted by Principals at colleges. Therefore, **Hypothesis 1 is rejected.**

Dimensions of Job Satisfaction Questionnaire

As observed in the table given below the Job Satisfaction Questionnaire is broadly classified into two dimensions with each one of them having five items attached to it. This describes the job satisfaction of college teachers which is influenced by their Principal leadership style adapted by Principals at colleges respectively.

The maximum score of the individual respondent under each dimension is based on the number of items attached to it. A dimension like Motivational factors and Hygiene factors has been analyzed. The interpretation of few descriptive statistics such as mean, median and standard deviation is based on scores obtained by respondents with respect to maximum scores provided against each dimension of Job Satisfaction questionnaire. Accordingly, it is observed that both the factors of Job satisfaction have an equal weight where a minor differentiation can be observed between motivational and Hygiene factors. From this, it is very much evident that job satisfaction of teachers can be attained with these two factors.

Table 8: Frequency Distribution Of Job Satisfaction Questionnaire In Self Finance Colleges

TJS-Score Sheet	Self finance colleges					Government colleges		
	Number of Items	Max Score	Mean Score	Median Score	SD	Mean Score	Median Score	SD
Motivational factor	5	25	19.24	19	2.75	18.04	19.5	4.79
Hygiene factor	5	25	19.20	20	4.52	17.20	18	4.62

In table 8 we can find that respondents have given equal priorities for both the dimensions of job satisfaction factors under study. They perceive their leader to facilitate attaining job satisfaction and overall development of the organizational and personal goals to be achieved.

The above results of job satisfaction in terms of mean and Standard Deviation is much higher with the score because the system adopted at self-finance institutions is more convenient and Principals being leaders have a greater role to be played in terms of assisting and retaining the teachers at colleges. Quality of people is much important and considered to be a knowledge asset, hence their satisfaction and involvement will fetch a fruitful outcome to the community at large.

In continuation with descriptive statistics, the further break up of LSQ dimensions in correlation with Teachers Job Satisfaction is analyzed to prove the statically significance as well the level of correlation with each style of leadership followed by the Principals and its relationship with the teacher's job satisfaction.

The main objective was to see whether there exists any significance with respect to each of the dimensions of Leadership Style Questionnaire across job satisfaction characteristics predicted in the following tables.

Table 9: Results of Correlation Coefficient in Self-Finance Colleges

Leadership Style	Self Finance Colleges		Government Colleges	
	Correlation Coefficient	Significance Level (P Value)	Correlation Coefficient	Significance Level (P Value)
Transformational leadership Style	0.581	0.000*	0.401	0.004
Transactional leadership Style	0.38	0.792	0.431	0.114
Laissez fair Leadership Style	-0.445	0.001*	0.103	-0.234

(** correlation is significant at 0.001 level)

From the above table 9, it is very much evident that the leadership style of Principals at colleges has a relationship on the teacher's job satisfaction.

Transformational leadership style exhibits a moderate correlation but leadership style and job satisfaction of teachers and the P-value is leaser than the standard prescribed (0.05) hence we can statistically prove that transformational leadership style has an impact on the job satisfaction of teachers at colleges. Whereas transactional leadership style exhibits a weak correlation and P-value is greater than 0.05 which proves that there is no proper evidence to show that transactional leadership style has an impact on job satisfaction of teachers and statistically fails to prove the relationship. Laissez fair leadership has negative correlation which means leadership style and job satisfaction of teachers tend to move on the opposite side which is statistically proved with P value being lesser than 0.05.

Testing of Hypothesis

Hypothesis 1

There is no evidence of a difference in different types of leadership style adopted by college Principals at self-finance colleges in and around north Bangalore.

From the above analysis, it is very much evident that there is evidence of a difference in different types of leadership styles adopted by college principals at self-finance colleges and government colleges with different mean scores. Therefore, hypothesis 1 is rejected and the alternative hypothesis is accepted.

Hypothesis 2

There is no significant relationship between leadership styles of college principals on Job satisfaction of teachers working with them.

From the above results of correlation coefficient it is evident that there is a significant relationship between leadership styles of college principals on job satisfaction of teachers working with them.

The significance level is determined by P value which is >0.005 . therefore, Hypothesis 2 is rejected and the alternative hypothesis is accepted in case of self-finance colleges whereas in government colleges teachers job satisfaction has no significant relationship with principal's leadership style because the other extraneous variables have the influence on job satisfaction.

Findings of the Study

- Self-finance and government institution respondents were 50 were drawn for sample study. In the study equal weights is given for the gender selection, in order to get the unbiased information from the respondents.
- In self-finance Institution it is found that majority of respondents belongs to the age group of 36-40 years this is due to the reason that most of the teachers at self-finance and government intuitions have more experience and qualification.
- In terms of work experience in self-finance institution, the teachers are having experience of 6 to 10 years.
- Teachers at both the type of institutions have required qualification for the job demand and majority of teachers belong to the stream of commerce which includes commerce and management and demand for degree college teachers are high in this field in comparison with other fields of studies.
- The leadership style under study includes three major types of leadership style which was chosen after proper scrutiny of existing leadership style which is very well practiced in the educational field.
- In self-financeinstitution it was found that both transformational leadership and transactional leadership style has been practiced by the Principal which accounted for highest mean score transactional leadership style and laissez fair leadership style having the least mean score in both the type of institution.
- Job satisfaction of teachers are being measured in two broad dimensions which were categorized as motivational and hygiene factors which determine the level of satisfaction. At self-finance institution the respondents exhibited a high level of satisfaction with the mean score
- Pearson correlation was used to analyze the correlation between Principal leadership style and job satisfaction of teachers and both the type of institution it was found that in transformational leadership style had a moderate correlation was evidenced but with a significant P value (0.001)
- The correlation coefficient was negative in terms of laissez fair leadership style at self-finance and government colleges which shows that there is no impact of leadership style in determining the job satisfaction of teachers at university affiliated colleges in north Bangalore city.

CONCLUSIONS

At the completion of the analysis on Principal leadership style and its impact on job satisfaction of teachers, it has been distinctly identified that Leadership is the most important role for the success of any Educational Institution. The Descriptive Statistical Analysis has helped us to conclude various observations on the Perception of Leadership Styles.

In every organization as long as there are people working in different departments with different cultural and social background, certainly there will be issues, problems and at times conflicting situations. It is the role of the Leader to diffuse such situations, diagnose the problem and identify collectively multiple solutions for a single problem. Such Leaders have been highly successful and effective in implementing their Leadership role and which would surely contribute to determining the job satisfaction of teachers and their overall development

Having carried out a research project on a topic like Leadership is indeed a truly learning experience, particularly for a Principal of a degree college. Time and again studies and research work on Leadership, especially the Educational Leadership (Principals) has been carried out throughout the world and volumes have been written. However, this research work has distinctly made me understand and apply those concepts of Leadership in a specific context like self-finance and government colleges in North Bangalore University affiliated colleges.

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