**RELATIONSHIP BETWEEN LEADERSHIP STYLE AND WORK ENGAGEMENT AMONG SCHOOL TEACHERS IN KERALA**

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### **Dissertation**

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**in partial fulfillment of the**

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# MASTER OF EDUCATION

****

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## DECLARATION

I, **ASWATHIRAJ,** do hereby declare that this dissertation, **“RELATIONSHIP BETWEEN LEADERSHIP STYLE AND WORK ENGAGEMENT AMONG SCHOOL TEACHERS IN KERALA”**, has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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## CERTIFICATE

I, **Dr. K.Vijayakumari**, do hereby certify that this dissertation, **“RELATIONSHIP BETWEEN LEADERSHIP STYLE AND WORK ENGAGEMENT AMONG SCHOOL TEACHERS IN KERALA”** is a record of bonafide study and research carried out by **Aswathiraj** under my supervision and guidance. The report has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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**INTRODUCTION**

Development is the ultimate aim of any nation, especially developing ones like India. In today’s world, it has been established that the progress of the nation depends upon the quality of education. Education is the most important invention of mankind.The word education is like a diamond which appears to be with different colours when seen from different angles. It brings about all round development of the individual to its fullest extent.The ultimate aim of education is not merely to impart knowledge but the development of personality. Education can be considered as a dynamic force and an effective tool for solving various challenges and issues that the modern era faces. The school is considered as the basic of any educational system and co-operates with parents and community whole heartedly in satisfying the needs and aspiration of each child.

The quality of any education system depends on the quality of teachers, since teachers are the backbone of any educational system. According to Dr. S Radhakrishnan “A true teacher helps us to think for ourselves in the new situation which arises, we would be unworthy disciples if we do not question and utilize them. They try to widen our knowledge and help us to see clearly”. A good teacher not only shows the right path that the students should follow but also prepares the human resource for the further development of the nation. Teachers are the building block of the nation. It has been rightly said that the teachers can make or destroy the future of a nation. The teacher acts as role model for the students and his qualities affect the behavior of the students. They play an important role in moulding and shaping the attitudes, habits, manners, and character and personality of child. Engaged, committed teachers are needed in order to successfully deal with these functions leading to national development.

A teacher engaged in work is expected to complete the assigned work sincerely using all his skills and understandings. He does not make any excuses but assumes full responsibility and accountability for the work assigned to him. He performs his duty because he enjoys, feels happiness and gets internal satisfaction. Engaged teachers enjoy creating something new and useful for the welfare of the school rather than being confined to routine work only. Every next morning, they plan how best they may contribute to their work and the late evening, they evaluate their contribution. They have immense patience and plan their work according to the time available for it.

The National Policy on Skill Development, approved by the Government of India in 2009, identified certain basic skills for teachers, some of which are communication and presentation, acquiring and processing information, synthesizing knowledge, integrating knowledge from other disciplines, leadership, analytical skill, language skill, computer science skill, creative thinking, innovative thinking and problem solving. Since a teacher has to play multiple roles in school as well as in society, he should have the ability to build a team, to follow his superiors, ‘management of men’ and he must be an effective communicator, organizer, monitor and inspirer of pupils.

A teacher as a leader is one who leads others and able to carry individuals or a group towards the accomplishment of a common goal. He cannot and should not lose temper. His armory should not be filled with weapons but with patience, empathy and advice. There is a saying about a true leader “when you are able to know other people, you are wise, when you are able to know yourself, you are enlightened.” So a leader has the responsibility to help people work cooperatively as a cohesive group. A good leader should have the ability to inspire, the ability to act in a manner that will develop a climate conducive to responding and arousing motivation, the ability to make other people feel strong, the ability to build other’s trust in the leader, the ability to maintain co-operative relationships, the ability to resolve conflicts and ability to stimulate and promote goal oriented thinking and behavior, which result in attentive and engaged work force.

Role of teacher has undergone a major transformation from the imparter of knowledge to facilitator as the result of consecutive changes occurred in the education system since late sixties of the 20th century.

**1.1 NEED AND SIGNIFICANCE**

Teacher is the central figure in any formal educational system. Being a leader is one of many roles a teacher plays. Teachers must be leaders in the classroom and in the school, earning the respect of students and setting a positive example. They must be disciplinarians and consistent in their behaviour. At the same time, teachers must show care and concern for the students. A teacher has the power to build up or tear down a student’s self-esteem. Teachers assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school’s capacity to improve. Teacher leaders can also be a catalyst for change. Teachers, who have taken on the catalyst role feel secure in their work and have a strong commitment to continual improvement.

A teacher leader in an educational system has to face difficult and complicated tasks. No teacher can work independently and teaching in a collaborative endeavor in which students, their parents, other community members and those related to the institution’s work are involved. An efficient teacher has to manage effectively those involved in the teaching-learning process. One of the main tasks of a teacher is managing student force successfully and makes them involved in the learning process. The challenges that a teacher faces are many, which are approached in different ways by different teachers. An effective leadership may depend on how they approach to these challenges and how they overcome it. That is, the style that as a leader he follows may contribute to the work assigned to a teacher. Thus educational leadership should possess sufficient skill and it will increase the effectiveness and performance of the educational system.

Leadership styles are of different types such as autocratic, democratic, laissez-faire, transformational, transactional etc. But not every one of these is suitable for all situations. That is corresponding to nature of situation; one has to use different leadership styles for satisfying the needs. A particular leadership style may either foster or hinder teacher’s engagement in their work. In this sense, it is important to know about the various leadership styles and when to exhibit a particular style. Leadership role of teachers acts as one of the crucial factors that affect the effective functioning of an educational system.

The ever increasing complexity of education system provides a complex context for the practice of leadership. Kouzes and Posner (2007) pointed out that ultimate challenge for leadership is the ability to transform leader behavior in to the organizational outputs of job satisfaction, work engagement and commitment. To meet these challenges leaders need to be visionary, wise and able to learn and adapt. Also the studies by Bass (1990) reflect that transformational leadership style will increase the level of work engagement.

There are few studies in the area of leadership and wok engagement (Koppula,2008; Edward, 2009; Zhu, Avolio & Walumbwa,2009; Roberson & Streckland ,2010; Tims, Baker & Xanthopoulon, 2011), which focus mainly on transformational leadership and work engagement. But no studies were found to be reported about how the transformational and transactional leadership styles affect work engagement of school teachers. Therefore, it is quite relevant to identify the leadership style and the level of work engagement of school teachers and the relationship between the two. The study is also important because it will highlight and discuss the leadership style that affects work engagement of teacher which in turn affects the performance and effectiveness of teachers.

**1.2 STATEMENT OF THE PROBLEM**

The study is entitled as “RELATIONSHIP BETWEEN LEADERSHIP STYLE AND WORK ENGAGEMENT AMONG SCHOOL TEACHERS IN KERALA”.

**1.3 DEFINITION OF KEY TERMS**

**Leadership Style**

Leadership style is a behavioral pattern that a person exhibits when attempting to influence the activities of the others.

In the present study transformational and transactional leadership styles are determined by the score obtained for a teacher in Leadership Style Inventory.

**Work Engagement**

Work engagement is defined as a positive fulfilling, work related state of mind that is characterized by vigor, dedication and absorption.

In the present study work engagement of a teacher is the score obtained by him/her in Utretch Work Engagement Scale.

**1.4 VARIABLES OF THE STUDY**

The study includes two variables, Leadership Style and Work Engagement of school teachers.

**1.5 OBJECTIVES**

The objectives of the study are.

1. To find out the extent of Work Engagement among school teachers in Kerala.

2. To identify the Leadership Styles among school teachers in Kerala.

3. To find out whether Leadership Style and Work Engagement of school teachers are related.

4. To find out the main effects of Experience, Gender and Leadership Style on Work Engagement.

5. To find out the interaction effects of Experience, Gender and Leadership Style on Work Engagement.

**1.6 HYPOTHESES**

The hypotheses set for the study are:

1. Leadership Style and Work Engagement are significantly related.

2. The main effect of Experience on Work Engagement is significant.

3. The main effect of Gender on Work Engagement is significant.

4. The main effect of Leadership Style on Work Engagement is significant.

5. The interaction effect of Experience and Gender on Work Engagement is significant.

6. The interaction effect of Experience and Leadership Style on Work Engagement is significant.

7. The interaction effect of Gender and Leadership Style on Work Engagement is significant.

8. The interaction effect of Experience,Gender and Leadership Style on Work Engagement is significant.

**1.7 METHODOLOGY**

It deals with the precise description of the participants used for the study, tools and statistical techniques used.

**1.7.1 Participants**

Population of the study is teachers working in schools of Kerala. The study was conducted on a sample of 400 teachers in Kozhikode, Malappuram, Trichur, Wayanad, Palakkad, Trivandrum and Kasargode revenue districts of kerala selected using stratified sampling technique giving due representation to factors like gender and locale of teachers.

**1.7.2 Tools used for Collection of Data**

For the present study the investigator used the following tools.

1. Leadership Style Inventory (Vijayakumari & Aswathi Raj 2013)

2. Utretch Work Engagement Scale (Schaufeli & Bakker, 2003)

**1.7.3 Statistical Techniques Used**

1. Single group t-test

2. 99 Percentage Confidence Interval for Mean

3. Pearson’s Product Moment Co efficient of Correlation

4. Three way ANOVA (3x2x3)

5. Scheffe Post Hoc Test

**1.8 SCOPE AND LIMITATIONS OF THE STUDY**

**1.8.1 Scope of the Study**

The study attempts to find out the extent of Work Engagement among school teachers in Kerala and the Leadership Style they follows. It also analyses the relationship between Leadership Style and Work Engagement of school teachers. The results of the study may contribute to organizational management and decision making in schools.

**1.8.2 Limitations of the Study**

Though the present study was conducted with maximum possible attention and specificity, certain limitations have crept into the study. Some of them are;

* The inventory prepared by investigator was validated only theoretically not empirically.
* Only government and aided school teachers were included in the sample.
* Data was collected from 6 revenue districts of Kerala only.
* Comparisons of Leadership Styles of subgroups of teachers were not done.
* The sample consists of teachers of primary and secondary schools, but comparison between them in Work Engagement and Leadership Styles were not included in the study.

**1.9 ORGANIZATION OF THE REPORT**

The report includes five chapters

Chapter I presents a brief introduction to the problem, need and significance of the study, statement of the problem, definition of key terms, variables, objectives, hypotheses, methodology and scope and limitation of the study.

Chapter II presents the theoretical aspects of the variables and a summary of reviewed literature.

In Chapter III, the methodology of the study describes in detail. It includes objectives, hypotheses, variables, description of tools, sample drawn, data collection procedure, scoring procedure and statistical techniques used.

In Chapter IV, preliminary analysis, details of the major statistical analysis of data, interpretation of data and conclusion are described.

Chapter 5 contains major findings, tenability of hypotheses, educational implications of the study and suggestions for further research in the area.

**REVIEW OF RELATED LITERTURE**

Review of literature is a written summary of journal articles, books and other documents that describes the past and present state of information on the topic of the study (Croswell, 2011). It helps in learning new ideas and sharing the latest findings, building research skills of using the library and learns how other researchers conduct their studies and find useful examples for the research. The major purposes of reviewing the related literature include enabling the researcher to define the limits of the study, understanding the research methodology and avoiding duplication of the previously established findings.

Present study is an attempt to find out the relationship between leadership style and work engagement of teachers. To have an understanding of the nature of study in these areas, the researcher has gone through relevant literature both theoretical and empirical. The review has been presented under the following headings.

1. Theoretical Overview

2. Related Studies

**2.1 THEORETICAL OVERVIEW**

**2.1.1 Concept of Leadership**

Though leadership has long been of interest to historians, philosophers, scientific studies only begin in the early 1900s. ‘Leadership’ is an influence relationship among leaders and followers to perform in such a way to reach a defined goal or goals (Bennis & Nanus, 1985; Burns 1978). Review of various definitions of leadership (eg: Unson, 1921; Fielder, 1960; Morton, 1969 & Curphy and Hogan ,1994) point out that ‘Leadership’ is a creative and directive force of morale, the process by which an agent induces a subordinate to behave in a desired manner, directing and corplinating the work of group members. Leadership style is a behavioral pattern that a person exhibits when attempting to influence the activities of others. Leader does not restrict to single style as different situations requires different style and effectiveness results from a style appropriateness to the situation in which it is used.

**2.1.2 Theories of Leadership**

There are a number of studies and a considerable body of knowledge on leadership. A review of the better-known classic studies can help to set the stage for the established and emerging theories of leadership. The Iowa, Ohio State and Michigan studies are three of the historically most important leadership studies. And also there are several distinct theoretical bases for leadership, which are Trait theory, Group and Exchange theory, Contingency theory and Path Goal Leadership theory.

The Iowa leadership studies is the first to analyze leadership from the standpoint of scientific methodology and Lipit and White (1930) showed that different styles of leadership can produce different and complex reactions from the same or similar group. The Bureau of Business Research at Ohio State University (1945) initiated a series of studies on leadership known as The Ohio State Leadership Studies. This is the first to point out the two dimensional approach of both task and human dimensions in assessing leadership, which lessened the gap between the strict task orientation of the scientific management movement and the human relations. The Early Michigan leadership study conducted by a group of researchers from the Survey Research centre at the University of Michigan showed that, supervisors of high-producing sections are general rather than close in their supervisory style and be employee-centered. And the low producing sections’ supervisors are found to be close, production centered supervisors.

**Trait theories of leadership**

The ‘great person’ theory of leadership implied that some individuals are born with certain traits that allow them to emerge out of any situation to become leaders. This approach is concerned mainly with identifying the personality traits of the leaders. But according to behaviorist school, leadership traits are not completely inborn but can also be acquired through learning and experiences.

**Group and exchange theories of leadership**

In the group approach, leadership is viewed more in terms of the leader’s behavior and how such behavior affects and is affected by the group of followers. It is based on the Classic Exchange theories of Leadership. Chester and Bernard (1938) found that there must be positive exchange between the leader and followers in order for group goals to be accomplished.

**Contingency theory of leadership**

This model contained the relationship between leadership style and favorableness of the situation. According to this theory there are three factors that determine the favorableness. The first and most critical variable in determining the favorableness of situation is the leader- member relationship. The degree of task structure is the second most important factor for the favorableness of the situation. And the leader’s position power obtained through formal authority is the third dimension of the situation. If three of these dimensions are high, then only the situations are favorable to the leader. That is this theory revealed that the favorableness of the situation in combination with the leadership style determines the effectiveness.

Fiedler (1964) has provided almost all the support for the model over the years because the theory is highly predictive and that the relations obtained in the validation studies are almost identical to those obtained in the original studies.

**Path-Goal leadership theory**

This theory attempts to explain the impact that leader behavior has on subordinate motivation, satisfaction and performance. And this theory incorporates four major styles of leadership. These are, (i) Directive leadership, in which subordinates know exactly what is expected of them and the leader gives specific directions. (ii) Supportive leadership, the leader is friendly and approachable. (iii) Participative leadership, the leader asks for and uses suggestions from subordinates but still make the decision.(iv) Achievement –oriented leadership, the leader sets challenging goals for subordinates and shows confidence that they will attain these goals and perform well. The researcher found that these various styles can be and actually are used by the same leader in different situations.

**2.1.3 Transformational and Transactional Leadership**

Cox (1967) identified two basic types of leadership: transactionaland transformational. Differences between transactional and transformational leadership was first formulated by Downton (1973), but the idea is worked out by Burns in 1979. Burns made a distinction between ordinary (transactional) leaders, who have ensured the followers loyalty through rewards, and extraordinary (transformational) leaders, which focused on the essential needs of followers. The idea was further developed by Bass who was considering, unlike Burns', that transformational and transactional leaders are part of the same continuum of leadership that cannot be considered separately.

**Transactional leadership**

The concept of transactional leadership was first mentioned by Weber in his socio-economic considerations of the organization. Twenty-seven years after his death and publishing a reprint of his book, academic and professional audience accepted his definition of leadership. Weber first described transactional leadership style and his basic facts are accepted by Bass in 1981. Great influence on him had made Burns, whose study of leadership was the cornerstone for further development of leadership as a new area.

According to Burns (1979), the more traditional transactional leadership involves an exchange relationship between leaders and followers

Transactional leaders do not posses good visioning, rhetorical and impression management skills and they were behaved to motivate followers by setting goals and promising rewards for desired performance (Bass, 1985). Bass gave a four dimensional approach to the interpersonal relationships between leaders and followers, these are:

1. The possibility of reward, as a result of well-performed tasks and achieved goals that followers are expected to successfully complete the process. Goals must be specific, measurable, possible, realistic and timely manner.

2. Actively engaging leaders in managing, which followed the work of his followers, gives consideration to any deviation from established standards and procedures by taking corrective measures in case of errors.

3. Passive engagement leader involves the leaders in the process only when standards are not met, or performance are not achieved.

4. Laissez-Faire dimension, which is a form of leadership that provides the possibility of freedom in the choice of goals and behavior of organizational participants. The leader avoids responsibility for decision-making and because of that he often creates inefficient and unprofitable organizational relationships.

Characteristics of transactional leaders are:

»Contingent reward

Contingent reward means subordinate receives rewards for good performance, contracts exchange of rewards for efforts and follower recognizes and gives accomplishments by the leader.

» Management by exception (Active)

Management by exception refers watching and searching for deviations from rules and standards and then taking corrective action.

» Management by exception (Passive)

Management by exception (Passive) refers the leader intervenes only if the standards are not met.

» Laissez-faire

Laissez-faire means abdicates responsibilities and avoids making decisions.

**Transformational leadership**

As a term, transformational leadership first was mentioned in 1973, in the Dowton's sociological study. Transformational leadership style is directly related to charismatic leadership approach, since Weber's time. House in 1976, started approaching the traditional literature on charisma and charismatic leader, and concluded that through the selected literature from social psychology can be explained on a relevant way the concept of charisma. House has considered a range of topics related to charisma, including the charismatic effects, characteristics of charismatic leaders, their behavior, and situational factors that influence on appearance and effectiveness of charismatic leaders. Based on these analyzes he developed speculatively theoretical explanation of charisma starting from psychological forms, including a less sociological and political consideration. Musser observed a charismatic leader as holder of double function: he seeks to wake up feelings to followers for ideological commitment to the goals and devotion to his own personality. Which of these two objectives will be dominant depends on the motives and needs of the leader.

According to Burns (1979) transformational leadership is based more on leaders’ shifting the values, beliefs and needs for their followers. That is transformational leaders do more with followers than transactional leaders do.

Transformational leaders posses good visioning, rhetorical and impression management skills and they use these skills to develop strong emotional bonds with followers (Bass, 1985).

Bass identified four components of transformational leadership:

1. Charisma, which is identified with the followers' perceptions of the leader as an idealized, confident, charismatic leader who captivates with confidence and attitudes. Followers of such leaders admire as a model that generates pride, loyalty, trust and faith that in crisis situations give rise to a personal example to achieve a set of high goals.

2. Inspiration, is related to the behavior of leaders and efforts to inspire and motivate their followers in order to fulfill ambitious goals, raise confidence in their own abilities. The leader develops an attractive vision for the future, using symbols and emotional arguments to persuade the followers to accept the vision with the full commitment, faith and optimism. Leaders, according to Bass-articulate an interesting vision of the future, setting high standards for followers, while providing them encouragement that such a vision can be accomplished.

3. Individual support, refers to efforts made by the leader by providing emotional and social support to individuals for achieving his own vision. The leader through counseling and teaching, develops their individual needs, abilities and aspirations, listens carefully to followers, allows them to encourage themselves for future efforts needed to achieve the final goal of leadership.

4. Intellectual stimulation represents the efforts of leaders to develop and stimulate creativeness and innovation preference, new perspective and way of working that provide the leadership vision.

Characteristics of Transformational Leaders are:

» Charisma

Charismatic leader provides a vision and sense of mission, inspires pride and gains respect and trust from followers.

» Inspiration

Inspiration means communicating high expectations, using symbols to focus efforts and explaining important ideas in simple ways.

» Intellectual stimulation

Intellectual stimulation means promoting intelligence and rationality and making the individual for careful problem solving.

» Individual consideration.

Individual consideration means treating the followers as individuals but all are treated equally and also coaching and advising them.

**Transactional versus transformational leadership**

Burns has made a fundamental distinction between transactional and transformational leadership. According to Burns, transformational leader recognizes the needs or demands of potential followers and articulating their motives for trying to meet their requirements, while also engaging followers as complete person. The result of such relationship was mutual stimulation, which ultimately can be explained on convert follower into a leader and leader into moral agents.

In the original formulation of Burn's, who is one of the first theorists of leadership, transformational and transactional leadership are two different styles of leadership. The leader can be transactional or transformational, but cannot simultaneously have the characteristics of both.

In Bass's theory of leadership, transformational and transactional leadership are two different dimensions of leadership, so that leaders can simultaneously be both transactional and transformational, which is caused by leadership behavior. Today, most researchers agree with Bass's theory of leadership.

**2.1.4 Work Engagement**

Engagement refers to involvement, commitment, passion, enthusiasm, absorption, focused effort, and energy. In a similar vein, the Webster dictionary describes engagement as “emotional involvement or commitment” and as “the state of being in gear”. It is characterized by a high level of energy and strong identification with one’s work.

According to Kahn (1990), Work engagement is a construct that captures the variation across individuals and the amount of energy and dedication they contribute to their job. It is defined as the simultaneous employment and expression of a person’s preferred self during tasks that promote connections to work and to others.

Because of the positive attitude and activity level, engaged employees create their own positive feedback in terms of appreciation, recognition, and success. Although engaged employees do feel tired after a long day of hard work, they describe their tiredness as a rather pleasant state because it is associated with positive accomplishments. Unlike workaholic, engaged employees do not work hard because of a strong and irresistible inner drive, but because for them working is fun (Gorgievski, Bakker and Schaufeli, 2010). Research has revealed that engaged employees are highly energetic, self efficacious individuals who exercise influence over events that affect their lives (Bakker, 2009).

According to Maslach and Leiter (1997) engagement is characterized by energy, involvement, and efficacy – the direct opposites of the three burnout dimensions. They argue that in the case of burnout energy turns into exhaustion, involvement turns into cynicism, and efficacy turns into ineffectiveness.

Work engagement refers to the relationship of the employee with his or her work*.* Work engagement is defined as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. (Schaufeli, Salanova, Roma & Bakker 2002)

* + 1. **Components of Work Engagement**

The following are the main components of work engagement:

* **Vigor** (Physical Component)

Vigor is the high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence even in the face of difficulties. Vigor reflects the readiness to devote effort in one's work, an exhibition of high levels of energy while working and the tendency to remain resolute in the face of task difficulty or failure

* **Dedication** (Emotional Component)

Dedication refers to being strongly involved in one's work, and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge.

* **Absorption** (Cognitive Component)

Absorption is characterized by being fully concentrated and happily engrossed in one’s work, whereby time passes quickly and one has difficulties with detaching oneself from work.

2.1.6 Main drivers of work engagement

Research has identified two key sets of variables that drive work engagement. They are job resources and personal resources

• **Job resources**: Work engagement is found to be positively associated with job resources such as social support from co-workers and from one’s superior, performance feedback, coaching, job control, task variety, opportunities for learning and development, and training facilities. These resources are helpful in reducing the impact of job demands on strain, but they are also useful in the achievement of work goals, and they stimulate learning, personal growth and development.

• **Personal resources**: Personal resources, such as optimism, self-efficacy and resilience are functional in controlling the environment and exerting impact on it in a successful way. Furthermore, engaged employees have several personal characteristics that differentiate them from less engaged employees viz. extraversion, conscientiousness and emotional stability.

A partial overlap is observed between work engagement and personal initiative, job involvement, positive affectivity and flow, the concept of engagement cannot be reduced to any of these.

**2.2 RELATED STUDIES**

**2.2.1 Studies Related to Leadership**

In a paper to examine the relationship of leadership styles of secondary teachers to learner achievement, John and Sid (1980) found that leadership style was not significantly related to post-test measured learner achievements.

Judith (1981) examined the relationship between various leader characteristics and effectiveness of teams coached by males and females. Results indicate that male and female coaches display significantly different leader characteristics.

Surjith (1982) conducted a study about Principals’ leadership style: Doesn’t affect teacher’s morale? among rural high school teachers found that a positive correlation between principals attitude towards people and productivity exists, no relationship exist between principals’ attitude toward people and teacher’s attitude toward teaching.

Alan and Michael (1985) in an enquiry into the ‘Leadership styles and Institutional Renewal’ found that administrators whose leadership style make them problem solving mediators may deprive faculty of pride and sense of control over the institutions future. The team leader style encourages the creativity needed for institutional renewal.

The study titled ‘The effect of group leadership style on counselor trainees’ by Mary and Henry (1987) suggested that differences among the counselor trainees can be attributed in part to group leadership styles.

In a study ‘Emergence and maintenance of leadership among gifted students in group problem solving’ by Marvin (1990) used Fiedlers task structure analysis to probe emergence and maintenance of leadership engaged in unstructured creative production. Results showed that there is relationship between group perceptions of leadership effectiveness, group product, creativity and leadership style adopted.

Cheng and Cheong (1991) investigated the relationship between principal leadership styles and organizational process in secondary schools and identified effective leadership style based on a survey involving 64 secondary school and 672 teachers. Results indicate strong relationship of leadership to organizational process.

Spreitzer, Hopkins and Xin (1996) found that support for the moderating effect of traditional values on the relationship between four dimensions of transformational leadership on leadership effectiveness.

Krishnan and Srinivas (1998) examined Bass’ conceptualization of transformational and transformational leadership in the Indian content. The results found that the six factor model provides a better explanation of both the leadership dimensions in the Indian content as compared to the five factor model of Bass.

Diwan and Rashmi (2000) studied efficiency and effectiveness in school management of Delhi primary school and concluded that there is no one best style of leadership suitable for all situations and they recommended that appropriate to the demands of the students is the best.

In the study ‘The leadership styles of public elementary school principals as perceived by principals themselves and teachers’, Mache (2003) found that majority of the principals consider themselves as being effective leaders and managers and majority of the teachers think that the principals that they work with are effective managers and leaders.

Nisar (2005) studied the relationship between perceived leadership behavior of heads of institution and job commitment of teachers. The general conclusion of the study indicate there exist significant ,positive and very high relationship between perceived leadership behavior of heads and job commitment of teachers for male and female, government and private and urban & rural.

Srinivas, Kumar and Vikramaditya (2006) examined the outcome of transformational and transactional leadership dimensionality in Indian context. The results revealed that when the transformational leadership was added as predictors to the transactional leadership, significant proportions of additional variance were accounted for in three outcome variables and two factors active-passive model may be more suitable.

In a study ‘Transformational leadership impetus to sustained shareholder value’, Amelo (2007) examined the relationship between Bass’ transformational leader construct and the role of culture in affecting employability and organizational citizenship behavior and financial performance leading to sustained shareholder value. The result of the study will motivate to incorporate leadership training in school curricula.

Jaleel (2007) Studied the leadership behaiviour variable as predictors of school organizational climate is primary school. The study reeled that leadership behavior variables such as planning, controlling, organizing, staffing &direction, communication for motivation have significant, positive and substantial correlation with school organizational climate at 0.01 level.

Mumthas and Jaleel (2008) revealed that the significant predictors of school organizational climate on the basis of thesis extend of predictability are communication , organization and control respectively and around 42 percent of variance in school organizational climate is attributable to the variation in these 3 variables.

Abraham (2010) in a study on relationship between perceived principals’ leadership styles and organizational commitment of teachers; observed that the perceptions of leadership style influences the organizational commitment, there is a gender difference in the level of organizational commitment and the directing and delegating leadership style do not influence the organizational commitment of teachers.

Ismail, Harman, Mohammed, Al-Banna and Woon (2010) conducted a study to measure the relationship between transformational and transactional leadership styles and individual outcomes. The findings of the study are

1. Transformational leadership significantly correlated with procedural justice and trust in leaders.
2. Transactional leadership significantly correlated with distributive justice and trust in leaders.

Vijayakumari (2010) made a study of leadership styles of higher secondary school principals and found that majority of teachers perceived their principal’s as coaching and supportive, but some principal’s leadership styles are perceived as directive and delegating and some principal’s follow more than one style as the situation demands.

In a study ‘Leadership behavior of the heads of primary schools as perceived by their subordinates’ , Kelu and Saleem (2010) found that male primary school heads, government school heads and junior heads shows a better leadership behavior as compared to their counterparts. Educational qualification does not influence the leadership behavior of primary school heads.

Farook (2010) conducted a study aimed at finding out the relationship between leadership behavior and organizational culture of the schools .The study revealed that organizational culture in school has a positive moderate relationship with leadership behavior of the heads of institution.

Mohammed (2011) in the study entitled ‘Perceived leadership behavior and job satisfaction’ found that there is a significant relationship between the leadership behavior of heads and teacher’s job satisfaction.

In a study ‘Leadership styles and organizational citizenship behavior the mediating effect of subordinates competence and downward influence tactics’ by Kin and Guan ( 2012) found that transformational leadership style has significant positive relationship with subordinate organizational citizenship behavior , where as transactional leadership style is negatively related with OCB.

Carlin and Jess (2012) in his study examines how a group’s dynamic changes under the influence of different leadership styles, and determines what leadership style works best in a large group expedition. Findings conclude that it is close to impossible to determine the exact leadership style that would work best in a large group expedition.

Elisabeth, Stefan, Bart, Bossche Eva, Sybile and Filip (2013) investigates how different leadership style facilitate team learning behaviors by influencing social conditions that proceed them. The result of this cross-sectional study shows that transformational leadership is primarily related to team psychological safety and only secondarily to social cohesion while for laissez-faire leadership it works the other way around.

**2.2.2 Studies Related to Work Engagement**

Ken and Pat (2007) found that teachers’ feelings and knowledge are the immediate causes of what teachers do and that many of these internal states are significantly influenced by the circumstances in which they work. The analysis identified the working conditions with evidence suggest have a significant influence on internal states.

Kirkpatrick and Lynne (2009) conducted a study to find out the extent of work engagement among second stage teachers both within and across school and district contents in an effort to learn more about what influences the work engagement of these teachers. The findings concluded that second stage teachers’ descriptions of their work engagement are variant, both within and across contents. Due to their career stage, these teachers tended to have much more freedom to engage in their work, but they sometimes lacked the motivation to engage.

Gerd, Terje, Bjorn and Rafael (2010), in their paper explored how and to what extent digital multi model text production can play a role in project work. The study that when learners are offered the opportunity to create their presentations as multi model digital texts it leads to an improvement of both group work process and the level of engagement is the presentation of the final product.

In a paper to compare the teaching efficacy beliefs of pre-service teachers before and after work-integrated learning, Matoti, Junqueira and Odora (2011) found that, there was a decline in the teaching efficacy beliefs of the students after work integrated learning in all three categories of the scale namely student engagement, institutional strategies and classroom management.

Robert, Said, Caroline, Edy, Angela, Marina and McConnoy (2012) published a paper on ‘Teachers engagement at work’ found that Utrecht work engagement scale showed good internal consistency and similar relationships with workplace well-being and contextual variables across settings.

In a study to examine the influence of teachers work contents in terms of autonomy and leader-membership exchange, on the relationship between their work engagement and organizational citizenship behavior, Piety, Judith and Karin (2013) found that autonomy and leader-membership exchange both weakened the relationships between work engagement and organizational citizenship behavior.

Hannes, Frederik, Nicoletta, Luc (2013) published an article on mindfulness, authentic functioning and work engagement. A growth modeling approach, examined the relationship between mindfulness, authentic functioning and work engagement both statically and dynamically as they change over training .Resulted that authentic functioning mediates the relationship between mindfulness and work engagement, partially for the static relationship and fully for the dynamic relationship.

**2.2.3 Studies Related to Leadership and Work Engagement**

Koppula (2008) conducted a study to explore the relationship between transformational leadership and employee job engagement. The results showed transformational leadership will have a positive relationship with engagement and will also be most predictive of job engagement over and above the control variables discussed in the study, namely, social support received by employees and job resources available to them at work.

In a study titled as ‘Moderating role of follower characteristics with transformational leadership and follower work engagement’ Zhu, Avolio and Walumbwa (2009) found that follower characteristics moderate the positive relationship between transformational and follower work engagement when follower characteristics are more positive.

In a study Edward (2009) found that the transformational leadership of officers and their follower work engagement is significantly correlated.

The study ‘The relationship between charismatic leadership, work engagement and organizational citizenship behavior’ conducted by Roberson and Strickland (2010) tested a meditations model linking leader charisma to organizational citizenship behavior via work engagement. The results indicated a significant positive relation between charismatic leadership and work engagement, between work engagement and organizational citizenship behavior and between charismatic leadership and organizational citizenship behavior.

Bakker and Xanthopoulou (2011) in their study investigated whether and how supervisor’s leadership style influences follower’s daily work engagement. The results showed that daily transformational leadership related positively to employees daily engagement, and day-levels of optimism fully mediated this relationship. However, daily self efficacy did not act as a mediator.

Hassan and Ahmed (2011) examined how authentic leadership contributes to subordinates trust in leadership and how this trust in tern predicates subordinates work engagement. Results indicated that authentic leadership promoted subordinates trust in leader and contributed to work engagement .Also interpersonal trust predicted employees work engagement as well as mediated the relationship between this style of leadership and employees work engagement.

**CONCLUSION**

Review of related studies on leadership styles and work engagement made the investigator to arrive at the conclusion that studies done in the area are mainly related to the influence of transformational leadership on work engagement. Studies of Koppula (2008), Zhu, Avolio and walumbwa (2009), Edward (2009), Tims, Bakker and Xanthopoulou (2011) revealed that transformational leadership is positively related with the work engagement. But no studies are found to be reported in the area of transactional leadership and work engagement and no comparison of work engagement with respect to leadership styles.

**METHODOLOGY**

Methodology finds a major place in any type of research work. The success of any research work depends on the suitability of the method and also on the technique used for the collection of data.

This chapter provides a detailed description of the variables of the study, objectives, hypotheses, tools employed for collection of data, selection of sample, data collection procedure, scoring and consolidation of data and statistical techniques used for analysis.

Methodology of the present study ‘Relationship Between Leadership Style and Work Engagement Among School Teachers In Kerala’ is presented under the following sections.

\*Variables

\*Objectives

\*Hypotheses

\*Tools used for data collection

\*Participants of the study

\*Data collection procedure, scoring and consolidation of data

\*Statistical techniques used for analysis

**3.1 VARIABLES**

The study includes two major variables, Leadership Style and Work Engagement of school teachers. The categorical variables included are Gender and Experience of school teachers.

* 1. **OBJECTIVES**

The objectives of the study are.

1. To find out the extent of Work Engagement among school teachers in Kerala.

2. To identify the Leadership Styles among school teachers in Kerala.

3. To find out whether Leadership Style and Work Engagement of school teachers are related.

4. To find out the main effects of Experience, Gender and Leadership Style on Work Engagement.

5. To find out the interaction effects of Experience, Gender and Leadership Style on Work Engagement.

**3.3 HYPOTHESES**

The hypotheses set for the study are:

1. Leadership Style and Work Engagement are significantly related.
2. The main effect of Experience on Work Engagement is significant.
3. The main effect of Gender on Work Engagement is significant.
4. The main effect of Leadership Style on Work Engagement is significant.
5. The interaction effect of Experience and Gender on Work Engagement is significant.
6. The interaction effect of Experience and Leadership Style on Work Engagement is significant.
7. The interaction effect of Gender and Leadership Style on Work Engagement is significant.
8. The interaction effect of Experience,Gender and Leadership Style on Work Engagement is significant.

**3.4TOOLS USED FOR DATA COLLECTION**

**3.4.1 Leadership Style Inventory**

For the purpose of measuring leadership style of teachers, the investigator used the tool ‘Leadership Style Inventory’ prepared by herself with the help of supervising teacher. The steps involved in the development of the tool leadership style inventory are given below.

The inventory was prepared based on the theory of leadership by Bass(1985). Items were prepared based on the characteristics of transformational and transactional leaders. Sixty items were prepared, thirty from each leadership style. The components included are explained below.

Characteristics of Transformational Leaders are

i. Charisma

Charismatic leader provides a vision and sense of mission, inspires pride and gains respect and trust from followers.

Sample item: I am able to develop self-pride in students

ii. Inspiration

Inspiration means communicating high expectations, using symbols to focus efforts and explaining important ideas in simple ways.

Sample item: I used to incorporate the different activities of students by using proverbs and idioms.

iii. Intellectual stimulation

Intellectual stimulation means promoting intelligence and rationality and making the student for careful problem solving.

Sample item: I always train the students to face the problem logically.

iv. Individual consideration.

Individual consideration means treating the followers as individuals but all are treated equally and also coaching and advising them.

Sample item: I help the students to identify their own potentialities.

Characteristics of transactional leaders are

i.Contingent reward

Contingent reward means subordinates receive rewards for good performance, efforts and followers get recognized by leader for fulfillment of assigned task.

Sample item: The expected level of performance of each student for getting approval in class is made clear to the student.

ii. Management by exception (Active)

Management by exception refers watching and searching for deviations from rules and standards and then taking corrective action.

Sample item: I always motive the students, those who stay away to participate in school activities.

iii. Management by exception (Passive)

Management by exception (Passive) refers the leader intervenes only if the standards are not met.

Sample item: Students are encouraged to take responsibilities.

iv. Laissez-faire

Laissez-faire means abdicates responsibilities and avoids making decisions.

Sample item: Students are assigned with tasks according to their interest.

These statements were undergone corrections by the experts in the area of psychology and measurement and evaluation in education. A pilot study was also done among five teachers of F.H.S.S, Farook college .The items that were remarked as good and non-repeating by the experts and not confusing to teachers were selected for the inventory .This resulted in an inventory with 30 items,15 items from each leadership style. The item numbers under each category component wise is given as Table 1.

**TABLE 1: *Number of Items Under Each Category of the Two Leadership Styles***

|  |  |  |
| --- | --- | --- |
| Category | Components | Items number |
| Transformational  Leadership style | Charisma | 1,5,9,19,25 |
| Inspiration | 3,7,17 |
| Intellectual stimulation | 11,15,23 |
| Individual consideration. | 13,21,27,29 |
| Transactional  Leadership style | Contingent reward | 8,10,12,16,18,20 |
| Management by exception (Active) | 14,24,26 |
| Management by exception (Passive) | 4,6,28 |
| Laissez-faire | 2,22,30 |
| Total | | 30 |

The inventory was administered for a group of 370 teachers including all categories based on gender, locale and type of management. After scoring, the sheets were arranged in ascending order based on the score of transformational leadership style. Top 27 percentage and bottom 27 percentage were separated .Total score for each item was calculated both for upper and lower groups.

Validity index for each item was calculated using normalized biserial co-efficient of correlation(Garrett,2007 ) Items with validity index greater than 0.20 was selected for the final inventory.

The same procedure was repeated for the items on transactional leadership style. The values are given as table.2

**TABLE 2: *Normalized Biserial Co-Efficient of Correlation for Transformational and Transactional Leadership Style***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Transformational** | | | |  | **Transactional** | | | |
| Item | Lower  Group | Upper  Group | Validity  Index | Item | Lower  Group | Upper  Group | Validity  Index |
| 1 | 0 | 7 | 0.20 | 2 | 60 | 88 | 0.36 |
| 3 | 9 | 71 | 0.60 | 4 | 1 | 13 | 0.35 |
| 5 | 0 | 17 | 0.40 | 6 | 0 | 7 | 0.20 |
| 7 | 0 | 49 | 0.67 | 8 | 0 | 9 | 0.27 |
| 9 | 0 | 20 | 0.45 | 10 | 3 | 34 | 0.44 |
| 11 | 0 | 19 | 0.46 | 12 | 0 | 13 | 0.35 |
| 13 | 0 | 31 | 0.56 | 14 | 0 | 23 | 0.49 |
| 15 | 0 | 25 | 0.50 | 16 | 1 | 25 | 0.50 |
| 17 | 0 | 15 | 0.38 | 18 | 0 | 16 | 0.38 |
| 19 | 0 | 19 | 0.44 | 20 | 0 | 8 | 0.25 |
| 21 | 0 | 13 | 0.35 | 22 | 0 | 28 | 0.53 |
| 23 | 0 | 18 | 0.43 | 24 | 0 | 15 | 0.38 |
| 25 | 0 | 13 | 0.35 | 26 | 1 | 14 | 0.37 |
| 27 | 0 | 15 | 0.39 | 28 | 48 | 86 | 0.48 |
| 29 | 0 | 15 | 0.39 | 30 | 7 | 61 | 0.61 |

Thus all the items of the inventory was selected for the final. Copies of English and Malayalam versions of the final inventory are given as appendix I & II.

**SCORING**

The tool consists of two sections A and B. Section A deals with personal information of respondents and section B is intended to find out leadership styles of school teachers.

Each item in the inventory has two choices ‘Yes’ or ‘No’. A teacher has to respond either ‘Yes’ or ‘No’ for each item. For a ‘Yes’ response a score of ‘one’ is given and for a ‘No’ response ‘zero’ score is provided. Then the total score of each category was calculated .The highest score indicates his or her leadership style.

**RELIABILITY**

Cronbach Alpha coefficients of the two parts of the inventory on transformational and transactional leadership styles were calculated and obtained values are 0.87 and 0.83 indicating that the inventory is a reliable one.

**VALIDITY**

The inventory has content validity to measure the two leadership styles viz transformational and transactional as it was prepared with strong theoretical foundation.

**3.4.2. Work Engagement Scale**

Teacher work engagement was assessed using the Utrecht Work Engagement Scale (UWES) developed by Schaufeli & Bakker (2003). It is a three-factor scale consisting of 17 items aiming to measure the three dimensions of work engagement viz., vigor, dedication and absorption. The six items used to address the vigor dimension of work engagement include statements like *At my work, I feel bursting with Energy*, *At my job, I feel strong and vigorous*, etc. Participant’s dedication to teaching was measured using five items such as, *I am enthusiastic about my job, My job inspires me*, etc. Absorption aspect of teachers was measured using six statements like *I feel happy when I am working intensely*, *I am immersed in my work*, etc*.* All 17 items are anchored in a seven-point Likert-type scale ranging from 0 (never) to 6 (always).

The Scale has good psychometric properties. The reliability of the scale was established by calculating the Cronbach Alpha for the subscales and the total scale. (vigour: α = 0.82; dedication : α = 0.89; absorption: α = 0.83 and total work engagement: α = 0.93). The values obtained indicate that the scale is a reliable one.

The scale is prepared on Job Demands and Resources Model (JD-R) by Demerouti, Bakker, Nachreiner, and Schaufeli, (2001) and the items are prepared in the context of teaching. Hence the scale will be valid to measure work engagement of teachers.

The copy of the Utrecht Work Engagement Scale is given as Appendix-IV

**3.5 PARTICIPANTS FOR THE STUDY**

The population for the study is school teachers of Kerala and a sample of 400 school teachers was taken from the population using stratified sampling technique considering gender and locale. A sample of 400 teachers from primary and secondary schools from Malappuram, Kozikkode, Trichur, Trivandrum, Wayanad and Kazargode revenue district were selected for the study.

The breakup of the basal sample is given as figure 1

Total (400)

Rural (200)

Rural (100)

Urban (33)

Aided (267)

Govt (133)

Female (133)

Male (67)

Female (45)

Male. (22)

Female (67)

Male (33)

Female (22)

Male (11)

Urban (67)

**FIGURE 1: The Break Up of the Basal Sample**

**3.6 DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**3.6.1** **Data Collection Procedure**

After the selection of the sample, the investigator contacted the head of the institutions for obtaining permission for data collection. After getting permission the investigator met the teachers and explained the purpose and ensured their co-operation to make the study as successful as possible. After the copies of the tools were distributed to the school teachers they were asked to make their responses to each item in the boxes corresponding to it by a cross(x) mark in the given tool itself. No time limit was enforced to respond to the items. After responding, the response sheets were collected back.

**3.6.2 Scoring and Consolidation of Data**

All the response sheets from the school teachers were scored as per the scoring key of the tool. The incomplete data sheets were removed and this resulted in a final sample of 326 school teachers. The data thus collected were consolidated on a sheet for the purpose of analysis. Analysis of the data was done with the appropriate statistical techniques.

The breakup of the final sample is given as figure.2

Urban (30)

Rural (78)

Female (102)

Male (77)

Female (22)

Male. (17)

Female (47)

Male (31)

Female (20)

Male (10)

Rural (179)

Aided (218)

Govt (108)

Total (326)

Urban (39)

List of schools from which data was collected is appended as Appendix. V

**3.7 STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

Apart from the preliminary analysis, the objectives and hypotheses warranted the use of the following statistical techniques in analyzing the data.

**Single group t-test**

Single group t-value for the mean score of work engagement was calculated using the formula



X = Sample mean

M = The reference value

σ = Standard deviation

N = Sample

**99 Percentage confidence interval**

99 percentage confidence interval for the mean score of Work Engagement was calculated with the formula

0.99 confidence interval for mean = X ± 2.58 σ/√N

X = Mean

σ = Standard deviation

N= Sample size

**Pearson’s product moment co –efficient of correlation**

To estimate the relationship between the leadership style and work engagement among school teachers the techniques of Pearson’s product moment correlation co-efficient was used.



ΣX= Sum of the ‘X’ scores

ΣY= Sum of the ‘Y’ scores

ΣX2= Sum of the squares of ‘X’ scores

ΣY2 = Sum of the squares of ‘Y’ scores

ΣXY = Sum of the products of paired ‘X’ and ‘Y’ scores

N = Number of paired scores.

**3 way ANOVA (3X2X3)**

3 way ANOVA was used to find out the main and interaction effect of Experience, Gender and Leadership Style on Work Engagement.

**Scheffe’ Post Hoc Test**

To know the main effect of leadership style on Work Engagement, One way ANOVA Scheffe’ Post Hoc Test was used as a follow up.

**ANALYSIS AND INTERPRETATIONS**

The data collected was analyzed in accordance with the objectives of the study. The Main purpose of the study was to investigate the relationship between Leadership Styles and Work Engagement of school teachers in Kerala. Details of the analysis of collected data are presented in this chapter.

**5.1 OBJECTIVES**

The objectives of the study are.

1. To find out the extent of Work Engagement among school teachers in Kerala.

2. To identify the Leadership Styles among school teachers in Kerala.

3. To find out whether Leadership Style and Work Engagement of school teachers are related.

4. To find out the main effects of Experience, Gender and Leadership Style on Work Engagement.

5. To find out the interaction effects of Experience, Gender and Leadership Style on Work Engagement.

**5.2 HYPOTHESES**

The hypotheses set for the study are:

1. Leadership Style and Work Engagement are significantly related.
2. The main effect of Experience on Work Engagement is significant.
3. The main effect of Gender on Work Engagement is significant.
4. The main effect of Leadership Style on Work Engagement is significant.
5. The interaction effect of Experience and Gender on Work Engagement is significant.
6. The interaction effect of Experience and Leadership Style on Work Engagement is significant.
7. The interaction effect of Gender and Leadership Style on Work Engagement is significant.
8. The interaction effect of Experience,Gender and Leadership Style on Work Engagement is significant.

Interpretation of the results obtained after the statistical treatment as per the above hypotheses are presented under the heading viz:

* Extent of work engagement among school teachers.
* Identification of leadership style among school teachers.
* Relationship between leadership style and work engagement.
* Main and interaction effects of experience, gender and leadership styles on work engagement.

**4.3 EXTENT OF WORK ENGAGEMENT AMONG SCHOOL TEACHERS**

In order to know the nature of distribution of work engagement, preliminary statistics was done.The values obtained are given as Table 3.

**Table 3: *Mean, Median, Mode, Standard deviation, Skewness and Kurtosis of the Distribution of Variable Work Engagement****.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Median | Mode | Standard  deviation | Skewness | Kurtosis |
| Work Engagement | 326 | 81.59 | 83.00 | 82.00 | 12.26 | -00.97 | 01.60 |

Data was collected from a sample of 326 school teachers and the mean score obtained for the variable Work Engagement is 81.59,the median score is 83.00 and mode is 82.00.The values are almost equal and therefore it can be assumed that the three measures of central tendency coincide each other.

The obtained value of standard deviation is 12.26, which means that the index of scattering of individual measures from the mean is 12.26. The value indicates that the individual measures are not highly cumulating around the mean.

The measure of Skewness obtained is -0.97, which shows a slight negative skewness of the distribution. As the index is comparatively small, it can be assumed that the distribution of work engagement is not highly deviating from symmetry. The measure of kurtosis is 1.60, which indicates that the distribution is slightly leptokurtic. The values obtained for measures of central tendency, skewness and kurtosis warrant that the distribution of work engagement is approximately normal.

The mean and standard deviation obtained for work engagement is 81.59 and 12.26 respectively. The average scale value is 51 and to know whether the obtained mean differ significantly from the neutral value, single group t- test was used. 99 percentage of confidence interval was also calculated for the mean.

The details are given as Table 4.

**Table 4: t-value (single group) and 99 Percentage Confidence Interval for the Mean Score of Work Engagement**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Standard  deviation | Neutral  value | t | 99 percentage confidence interval | |
| Lower bound | Upper bound |
| Work engagement | 326 | 81.59 | 12.26 | 51 | 20.01 | 79.83 | 83.34 |

Since the t-value obtained is 20.01, greater than 2.58, the value required for significance at 0.01 level, the obtained mean differ significantly from the neutral value.A close observation of the mean reveals that the obtained value is greater than the neutral value but remarkably less than the maximum value on the scale (102), indicating that the teachers have moderate level of work engagement.

The 99 percentage confidence limits obtained are 79.83 and 83.34. This indicates that the mean score of work engagement in the whole population of school teachers in Kerala will be between 79.83 and 83.34 with a confidence of 99 percentage.That is the probability that the population mean may lie outside this interval is less than 0.01.

The studies of Best and Kahn also revealed that school teachers are engaged in their work.

**4.4 IDENTIFICATION OF LEADERSHIP STYLE AMONG SCHOOL TEACHERS**

To know the leadership style among school teachers the measures of central tendency viz mean, median and mode and the measure of dispersion standard deviation were calculated separately for transformational and transactional leadership styles

The values obtained are given as Table 5.

**TABLE 5: *Mean, Median, Mode and Standard Deviation of The Distribution of Leadership Styles.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Median | Mode | Standard deviation |
| Transformational  leadership style | 326 | 13.49 | 14.00 | 14.00 | 1.84 |
| Transactional leadership style | 326 | 12.31 | 12.00 | 13.00 | 1.58 |

The mean score obtained for transformational leadership is 13.49 with a standard deviation of 1.34.The value obtained for transactional leadership is 12.31 with standard deviation 1.58.The values obtained reveals that the teachers use both leadership styles almost equally but, transformational leadership style is more frequently used than transactional leadership style.

**4.5 RELATIONSHIP BETWEEN LEADERSHIP STYLE AND WORK ENGAGEMENT**

To know whether leadership style and work engagement are related or not, Pearson’s co-efficient of correlation was calculated separately for transformational and transactional leadership styles with work engagement.

The values obtained are given as Table 6

**Table 6: *Co-efficients of Correlation between Leadership Style and Work Engagement among School Teachers.***

|  |  |  |
| --- | --- | --- |
| Variable | N | correlation “r” |
| work engagement and transformational leadership style | 326 | 0.31\*\* |
| work engagement and transactional leadership style | 326 | 0.24\*\* |

\*\*indicates p<0.01

The correlation co-efficient obtained for work engagement and transformational leadership style is 0.31, which shows a significant relationship between the two variables. The positive sign of the correlation co-efficient indicates that the variables are positively related .The obtained values is 0.31 which shows a moderate relationship between the variables. Thus transformational leadership style and work engagement are positively related and the extent of relationship is moderate .That is for an increase in transformational leadership style, there will be an increase in work engagement and vice versa. Also a positive relationship between work engagement and transactional leadership is there with a correlation co-efficient of 0.24. The value obtained shows a low relationship between the

two variables that is the extent of relationship between the two variables is low.

**4.6 MAIN AND INTERACTION EFFECTS OF EXPERIENCE, GENDER AND LEADERSHIP STYLES ON WORK ENGAGEMENT**

To find out whether the main and interaction effects of Experience, Gender and Leadership Styles on Work Engagement are significant, three way ANOVA with 3x2x3 design was done. In order to know the main effect of Experience on Work Engagement the whole sample was divided into three groups based on their experience of teaching as teachers with experience less than five years, five to ten years and greater than ten years.

Similarly according to the leadership style teachers follow, the whole group was divided into three.Teachers who have a high score in transformational leadership was taken as a group, those with a high score in transactional leadership was considered as the second group and a third group was constituted with teachers having equal score on both leadership styles.

The details of ANOVA are given as Table 7.

**Table 7: *3-way ANOVA (3x2x3) of Work Engagement by Experience, Gender and Leadership style.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source | Type III Sum of squares | Df | Mean square | F | Significance |
| Experience | 24.26 | 2 | 12.13 | 0.08 | 0.92 |
| Gender | 218.770 | 1 | 218.77 | 1.50 | 0.22 |
| Leadership Style | 2155.09 | 2 | 1077.54 | 7.41\*\* | 0.001 |
| Experience\* Gender | 188.63 | 2 | 94.31 | 0.64 | 0.52 |
| Experience\* Leadership Style | 76.84 | 2 | 38.42 | 0.26 | 0.76 |
| Experience\* Gender\*Leadership Ltyle | 461.10 | 4 | 115.27 | 0.79 | 0.53 |
| Error | 44775.49 | 308 | 145.37 |  |  |
| Total | 2218801.00 | 326 |  |  |  |

The F-value obtained for the main effects of experience and gender are 0.08 and 1.50 respectively which are less than the required value for significance at 0.05 level (3.00 and 3.84 respectively). It shows that work engagement does not change according to the levels of experience and that of gender. That is, work engagement is not significantly different for teachers with experience less than five years, between six and ten years and with greater than ten years. Similarly male and female teachers do not differ significantly in their work engagement.

The F-value obtained for the leadership style is 7.41 which is greater than the required value for significance at 0.01(3.00).Hence the main effect of leadership style on work engagement is significant at 0.01 level. That is, teachers using transformational leadership style, those with transactional leadership style and those who use transformational and transactional leadership styles equally differ significantly in their work engagement.

The two way as well as three way interaction of experience , gender and leadership style on work engagement are found to be not significant even at 0.05 level as the obtained F-values are less than the required values for significance at 0.05 level (0.65,1.05,0.26 and 0.79 respectively). That is, work engagement of teachers are not varying according to experience at different levels of gender or leadership styles; work engagement of male and female teachers do not differ at different levels of experience or leadership style and work engagement of teachers following different leadership styles differ in their work engagement but this difference is independent of experience and gender. It can be concluded that work engagement of teachers differ according to their leadership styles, irrespective of their gender or experience.

Similarly, the influence of any of the three variables experience, gender and leadership style is not significantly different for various levels of the other variables.

As the main effect of leadership style on work engagement is found to be significant at 0.01 level Scheffe test was done to know which groups differ significantly in their work engagement. Teachers who have a high score in transformational leadership was taken as ‘1’, those with a high score in transactional leadership was considered as ‘2’ and teachers having equal score on both leadership styles as ‘0’.

The details of Scheffe test are given as Table 8.

**Table 8: *Scheffe Post HOC Test for Leadership Styles***

|  |  |  |  |
| --- | --- | --- | --- |
| (I)Leadership style | (J)Leadership style | Mean difference(I-J) | Significance |
| 0 | 1 | -3.85 | 0.10 |
| 2 | 3.26 | 0.43 |
| 1 | 0 | 3.85 | 0.10 |
| 2 | 7.12\* | 0.003 |
| 2 | 0 | -3.26 | 0.43 |
| 1 | -7.12\* | 0.003 |

\*Indicates the mean difference is significant at 0.05 level

Scheffe test made it clear that the teachers with transformational and transactional leadership style differ significantly at 0.01 level in their work engagement. It also revealed that teachers following any particular style and those who use both styles equally do not differ significantly in their work engagement.

A close observation of mean scores revealed that teachers following transformational leadership more frequently have better work engagement than those with transactional leadership style.

**4.7 TENABILITY OF HYPOTHESES**

Based on the findings tenability of hypotheses of the study were reviewed.

1. Hypothesis 1 states that ‘Leadership style and work engagement are significantly related’. Analysis of the data revealed that leadership style and work engagement are significantly related. Hence the first hypothesis is substantiated.
2. Hypothesis 2 states that ‘The main effect of experience on work engagement is significant’. But the findings of the study revealed that the main effect of experience on work engagement is not significant. Hence the second hypothesis is rejected.
3. Hypothesis 3 states that ‘The main effect of gender on work engagement is significant’. But the result of the study showed that the main effect of gender on work engagement is not significant. Thus the third hypothesis is rejected.
4. Hypothesis 4 states that ‘The main effect of leadership style on work engagement is significant’. The findings of the study revealed that the main effect of leadership style on work engagement is significant at 0.01 level, hence the fourth hypothesis is accepted.
5. Hypothesis 5 states that ‘The interaction effect of experience and gender on work engagement is significant’. Analysis of data revealed that the interaction effect of experience and gender on work engagement is not significant. Hence fifth hypothesis is rejected.
6. Hypothesis 6 states that ‘The interaction effect of experience and leadership styles on work engagement is significant’. Findings of the study showed that the interaction effect of experience and leadership style on work engagement is not significant. Thus the sixth hypothesis is rejected.
7. Hypothesis 7 states that ‘The interaction effect of gender and leadership styles on work engagement is significant’. But the result of the study shows that the interaction effect of gender and leadership styles on work engagement is not significant. Hence the seventh hypothesis is rejected.
8. Hypothesis 8 states that ‘The interaction effect of experience, gender and leadership styles on work engagement is significant’. Findings of the study revealed that the interaction effect of experience, gender and leadership style on work engagement is not significant. Hence the eighth hypothesis is rejected.

**SUMMARY, CONCLUSION AND SUGGESTIONS**

This chapter provides an overview of the significant aspect of the study viz; study in retrospect, major findings of the study, educational implication and suggestions for the further research in the area.

**5.1 STUDY IN RETROSPECT**

**Re-Statement of the Problem**

The study was entitled as “RELATIONSHIP BETWEEN LEADERSHIP STYLE AND WORK ENGAGEMENT AMONG SCHOOL TEACHERS IN KERALA”.

**5.1.1 Objectives of the Study**

The objectives set forth for the study are given below:

1. To find out the extent of Work Engagement among school teachers in Kerala

2. To identify the Leadership Styles among school teachers in Kerala.

3. To find out whether Leadership Styles and Work Engagement of school teachers are related.

4. To find out the main effects of Experience, Gender and Leadership Style on Work Engagement.

5. To find out the interaction effects of Experience, Gender and Leadership Style on Work Engagement.

**5.1.2 Hypotheses of the Study**

The set hypotheses are:

1**.** Leadership Style and Work Engagement are significantly related.

2. The main effects of Experience on Work Engagement are significant.

3. The main effects of Gender on Work Engagement are significant.

4. The main effects of Leadership Style on Work Engagement are significant.

5. The interaction effects of Experience and Gender on Work Engagement are significant.

6. The interaction effects of Experience and Leadership Styles on Work engagement are significant.

7. The interaction effects of Gender and Leadership Styles on Work engagement are significant.

8. The interaction effects of Experience, Gender and Leadership Styles on Work Engagement are significant.

**5.1.3 Methodology**

**Participants**

The study was conducted on a sample of 400 teachers in Kozhikode, Malappuram, Trichur, Wayanad, Palakkad and Kasargode districts selected using stratified sampling technique giving due representation to factors like gender and locale of teachers.

**Tools used for collection of data**

For the present study the investigator used the following tools:

1. Leadership Style Inventory (Vijayakumari & AswathiRaj, 2013)

2. Utretch Work Engagement Scale (Schaufeli & Bakker, 2003)

**Statistical techniques used**

1. Single group t-test

2.99 Percentage Confidence Interval for Mean

3. Pearson’s Product Moment Correlation

4.Three way ANOVA (3x2x3)

5. Scheffe Post Hoc Test

**5.2 MAJOR FINDINGS OF THE STUDY**

1. School teachers have a moderate level of work engagement

( X=81.59, σ =12.26, CI0.99=(79.83, 83.34))

1. Transformational leadership style is more frequently used than transactional leadership style by school teachers.

( Xtransm=13.49, σtransm=1.84, Xtransac=12.31 and σtransac=1.58 )

1. There exist a moderate positive significant relationship between transformational leadership style and Work engagement of school teachers. (r = 0.31\*\*;N=326)
2. There exist a low positive significant relationship between transactional leadership style and work engagement of school teachers. (r = 0.24\*\*;N=326)
3. The main effects of experience and gender on work engagement are not significant at 0.05 level.
4. The main effect of leadership style on work engagement is significant at 0.01 level.
5. The interaction effects of experience, gender and leadership style on work engagement are not significant at 0.05 level.
6. Teachers following transformational leadership and those following transactional leadership differ in their work engagement.

**CONCLUSION**

Based on the analysis, the investigator reached at the following conclusions.

School teachers are moderately engaged in their work. In most situations school teachers use transformational leadership than transactional leadership style. The work engagement of school teachers are influenced by their leadership and not by experience and gender. Teachers following transformational leadership have better work engagement than those with transactional leadership style and this difference is independent of their gender or experience.

**5.3 EDUCATIONAL IMPLICATIONS**

The findings of the present study made the investigator put forward some suggestions to improve the practices of school teachers.

1. School teachers are found to be moderately engaged in their work. So attempts should be made to increase the level of work engagement. For this investigator suggests following measures.

**.** Provide life skill development programs for school teachers.

**.** School climate must be conducive for working.

**.** More value oriented programs may be organized at local, district and state level.

**.** Teachers must be made aware of their areas of performance and the duties bound to them.

2. Effective leadership training should be given to the school teachers.

3. Orientation programs on different leadership styles and that focus on the need to be transformational in approach must be conducted for school teachers.

4. An emotional relationship should maintain between the teacher and the followers for the proper functioning of the school.

**5.4 SUGGESTIONS FOR FURTHER RESEARCH**

This study encrypts the future innovations in this area. Some of the possible studies are:

1. Study regarding the effectiveness of leadership style of teachers in student’s achievement.
2. Studies related to the leadership style required for students to involve in social activity effectively.
3. The study can be replicated in a wider sample.
4. The study can be replicated by including more variables contributing to work engagement and higher level statistics may be used to have a theoretical explanation of their relationships.
5. The study can be replicated by incorporating more objectives like comparison of work engagement among teachers at different levels, comparison of components of work engagement among subgroups etc.

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**APPENDICES**

**Appendix-I**

**FAROOK TRAINING COLLEGE, CALICUT**

**LEADERSHIP STYLE INVENTORY (2013)**

## Dr.K. Vijayakumari Aswathiraj

Associate professor M Ed student

Instructions

***Given below are the statements related to the leadership style of teachers. Read them carefully and make sure that it is true with reference to you. Mark your response –that YES/NO with* ‘x’ *mark in the separate response sheet given along with the statements. Note carefully to respond to all of the statements. Assure your information will be used only for research purpose.***

1. The objectives of various activities are made clear to the students.
2. The decisions of the students are also mine.
3. The expected standard of performance of each student is informed in advance.
4. Students are encouraged to take responsibilities.
5. I am able to develop self-pride in students.
6. Students’ activities are controlled when it found be of below standard.
7. I used to incorporate the different activities of students by using proverbs and idioms.
8. Whether the students are getting preferred result according to their hard work or not is examined regularly.
9. The awareness about importance of involvement of each student in school activities are giving regularly.
10. Students are offered with prizes for their best performances.
11. Activities to improve intellectual abilities of students are given in the class.
12. The expected level of performance of each student for getting approval in class is made clear to them.
13. Each student is personally cared.
14. Students are motivated to take part in school activities if they stay away from it.
15. It is used to develop the students’ ability to know the problems minutely.
16. In order to meet good performance among students a good relationship is maintained with them.
17. Important aspects are presented in a simple manner.
18. Students get motivated if they reach the pre-decided standard.
19. I usually hold an honorable position among the students.
20. It is used to appreciate the students for their personal achievement.
21. Right instructions and guidelines at right time are given to the students.
22. I never induce my decisions on students.
23. I always train the students to face the problem logically.
24. Activities of the students are keenly observed.
25. Students have complete faith on me.
26. Special coaching is given to those students who could not reach the expected standard.
27. I help the students to identify their own potentialities.
28. I never correct students in between an assigned task.
29. Each student gets required consideration.
30. The working culture of the class is favorable to the student.

**Appendix-II**

**Farook Training College**

**Leadership Style Inventory**

**Dr.K. Vijayakumari Aswathi Raj**

**Associate Professor M.Ed. Student**

**\nÀt±-i-§Ä**

A²ym-]-I-cpsS t\XrXz coXn-bp-ambn \_Ô-s¸« Nne {]kvXm-h-\-I-fmWv Xmsg sImSp-¯n-cn-¡p-¶-Xv. {i²m-]qÀÆw hmbn¨v Ah \n§sf kw\_-Ôn-¨n-S-t¯mfw icn-bmtWmsb¶v Xocp-am-\n-bv¡p-I. \n§-fpsS {]Xn-I-cWw ‘AsX’ AsÃ-¦nÂ ‘AÃ’ F¶v ‘X’ NnÓw D]-tbm-Kn¨v {]tXyIw X¶n-cn-¡p¶ D¯c IS-em-knÂ tcJ-s¸-Sp-¯p-I. FÃm {]kvXm-h-\-IÄ¡pw {]Xn-I-cWw tcJ-s¸-Sp-¯m³ {]tXyIw {i²n-¡p-I. \n§Ä \ÂIp¶ hnh-c-§Ä Kth-j-Wm-h-iy-§Ä¡v am{Xta D]-tbm-Kn-¡p-I-bpÅq F¶v Dd¸p \ÂIp-¶p.

1. Hmtcm {]hÀ¯-\-¯n-sâbpw Dt±-iy-§Ä Ip«n-IÄ¡v hyà-am-¡m³ {i²n-bv¡m-dp-­v.

2. Ip«n-I-fpsS Xocp-am-\-amWv Ftâbpw Xocp-am-\w.

3. Hmtcm Ip«n-bnÂ \n¶pw {]Xo-£n-¡p¶ {]I-S\ \ne-hmcw ap³Ip«n Adn-bn-¡m-dp-­v.

4. D¯-c-hm-ZnXzw Gsä-Sp-¡m³ Ip«n-Isf t{]cn-¸n-¡m-dp-­v.

5. Ip«n-I-fnÂ Bßm-`n-am\w hfÀ¯n-sb-Sp-¡m³ Ign-bp-¶p-­v.

6. th­{X \ne-hm-c-¯n-se-¯m¯ Ah-k-c-§-fnÂ Ip«n-I-fpsS {]hÀ¯-\-§-fnÂ Rm\n-S-s]-Spw.

7. ]g-s©m-Ãp-IÄ, ssien-IÄ F¶n-h-bn-eqsS Ip«n-I-fpsS hnhn[ {]hÀ¯-\-§sf GtIm-]n-¸n-bv¡m-dp-­v.

6. Ip«n-I-fpsS {]b-Xv\-¯n-\-\p-k-cn-¨pÅ t\«w e`n-¡m-dp-t­m-sb¶v {i²n-¡m-dp-­v.

9. kv¡qÄ {]hÀ¯-\-§-fn-epÅ Hmtcm Ip«n-bp-sSbpw D¯-c-hm-ZnXzw Ahsc t\_m²y-s¸-Sp-¯m-dp-­v.

10. anI¨ {]I-S-\-§Ä¡v k½m\w hmKvZm\w sN¿m-dp-­v.

11. Ip«n-I-fpsS ss[j-Wn-IX hÀ²n-¸n-¡p-hm³ DX-Ip¶ {]hÀ¯-\-§Ä \ÂIm-dp-­v.

12. AwKo-Imcw e`n-bv¡p-¶-Xn\v Ip«n-I-sf-¯n-t¨-tc­ \ne-hm-c-s¯-¡p-dn¨v Ahtcm t\_m²y-s¸-Sp-¯m-dp-­v.

13. Hmtcm Ip«n-sbbpw hyàn-]-c-ambn {i²n-¡m-dp-­v.

14. kvIqÄ {]hÀ¯-\-§-fnÂ \n¶pw AI¶v \nÂ¡p-¶-hsc AXn-te-s¡-¯n-¡m-dp-­v.

15. {]iv\-§sf kq£va-ambn A]-{K-Yn-¡m-\pÅ tijn Ip«n-I-fnÂ hfÀ¯m-dp-­v.

16. sa¨-s¸« {]hÀ¯-\-§Ä ImgvN-sh-¡m³ Ip«nI-fp-ambn [mc-W-bn-se-¯m-dp-­v.

17. {][m\ Dt±-iy-§sf efn-X-ambn Ah-X-cn-¸n-¡m-dp-­v.

18. ap³Ip«n \nÝ-bn¨ \ne-hm-c-¯n-se-¯p¶ Ip«n-Isf t{]mÕm-ln-¸n-¡p-­v.

19. F\nbv¡v Ip«n-I-fnÂ BZ-c-Wo-b-amb Øm\-ap-­v.

20. Ip«n-I-fpsS hyàn-]-c-amb t\«-§-fnÂ Ahsc A\p-tam-Zn-¡m-dp-­v.

21. IrXy-k-a-b¯v Ip«n-IÄ¡m-h-iy-amb D]-tZi \nÀt±-i-§Ä \ÂIm-dp-­v.

22. Fsâ Xocp-am-\-§Ä Ip«n-I-fnÂ ASn-t¨Â¸n-¡m-dn-Ã.

23. Hmtcm {]iv\-t¯bpw bpàn-]qÀÆw t\cn-Sm³ ioen-¸n-¡m-dp-­v.

24. Ip«n-I-fpsS {]hÀ¯-\-§sf kq£va-ambn \nco-£n-¡m-dp-­v.

25. Ip«n-IÄ¡v F¶nÂ ]qÀ® hnizm-k-ap-­v.

26. {]Xo-£n-¡p¶ ]T-\-\n-e-hm-c-¯n-se-¯m-¯-hÀ¡v Bh-iy-amb ]cn-in-eo\w \ÂIm-dp-­v.

27. ¢mÊnse Ip«n-IÄ¡v Ah-c-h-sc-¡p-dn-¨pÅ [mcW hfÀ¯n-sb-Sp-¡m³ th­ klmbw \ÂIm-dp-­v.

28. Ip«n-IÄ sN¿p¶ {]hÀ¯-\-§Ä¡n-S-bnÂ Rm\-hsc Xncp-¯m³ {ian-¡m-dn-Ã.

29. Hmtcm Ip«nbv¡pw AÀln-¡p¶ ]cn-K-W\ \ÂIm-dp-­v.

30. Ip«n-IÄ XmÂ]-cy-s¸-Sp¶ {]hÀ¯\ coXn-bmWv ¢mÊnÂ \S-¡m-dp-Å-Xv.

**Appendix-III**

**Response Sheet**

**Personal Information Schedule**

Name of the School ........................................................................... Rural / Urban. Govt/Aided Experience in years ..................... Subject ..................................................... Sex : Male / Female Marital Status : Married / Unmarried, if married, Wife/Husband employed : Yes/ NO. Educational Qualification : General .......................................... Professional ........................................ Are you a member of any organization : Yes / No. If Yes, name of the organization ................................................................

**Leadership Style Inventory**

{Ia- {]Xn-I-cWw {Ia- {]Xn-I-cWw

\-¼À \-¼À

1. AsX AÃ 2. AsX AÃ

3. AsX AÃ 4. AsX AÃ

5. AsX AÃ 6. AsX AÃ

7. AsX AÃ 8. AsX AÃ

9. AsX AÃ 10. AsX AÃ

11. AsX AÃ 12. AsX AÃ

13. AsX AÃ 14 AsX AÃ

15 AsX AÃ 16. AsX AÃ

17 AsX AÃ 18 AsX AÃ

19 AsX AÃ 20 AsX AÃ

21 AsX AÃ 22 AsX AÃ

23 AsX AÃ 24 AsX AÃ

25 AsX AÃ 26 AsX AÃ

27 AsX AÃ 28 AsX AÃ

29 AsX AÃ 30 AsX AÃ

**Appendix-IV**

**UWES**

**UTRECHT WORK ENGAGEMENT SCALE**

**Instructions**

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the ‘0’ (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Almost Never | Rarely | Sometimes | Often | Very often | Always |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Never | A few times a year or less | Once a month or less | A few time a month | Once a week | A few times a week | Every day |

1. At my work, I feel bursting with energy.

2. I find the work that I do full of meaning and purpose.

3. Time flies when I am working.

4. At my job, I feel strong and vigorous.

5. I am enthusiastic about my job.

6. When I am working, I forget everything else around me.

7. My job inspires me.

8. When I get up in the morning, I feel like going to work.

9. I feel happy when I am working intensely.

10. I am proud of the work that I do.

11. I am immersed in my work.

12. I can continue working for very long periods at a time.

13. To me, my job is challenging.

14. I get carried away when I am working.

15. At my job, I am very resilient, mentally.

16. It is difficult to detach myself from my job.

17. At my work, I always persevere, even when things do not go well.

**Appendix-V**

**Names of schools selected for collection of data**

| **SL NO** | **NAME OF SCHOOL** | **DISTRICT** |
| --- | --- | --- |
| 1 | SEVA MANDIR HSS RAMANATTUKARA | CALICUT |
| 2 | FAROOK HSS FAROOK COLLEGE | CALICUT |
| 3 | GGVHSS FEROK | CALICUT |
| 4 | MMVHSS PARAPPIL | CALICUT |
| 5 | AZAD MEMORIAL UP S KUMARANALLOR | CALICUT |
| 6 | VMHMSS ANAYAMKUNNU | CALICUT |
| 7 | ALPS CHOOLUR | CALICUT |
| 8 | SSHSS KOODARANCHI | CALICUT |
| 9 | FM HSS KOOMBARA | CALICUT |
| 10 | PTMHSS KODIYATHUR | CALICUT |
| 11 | ST THOMAS HS THOTTUMUKKAM | CALICUT |
| 12 | REC GVHSS CHATHAMANGALAM | CALICUT |
| 13 | GVHSS BALUSSERY | CALICUT |
| 14 | GHSS NAYARKUZHI | CALICUT |
| 15 | GVHSS PAYAMBRA | CALICUT |
| 16 | GHSS KARUVAMPOYIL | CALICUT |
| 17 | GHSS MANGAL PADY | KASARGOD |
| 18 | MU HS OORAKAM | MALAPPURAM |
| 19 | GVHSS VENGARA | MALAPPURAM |
| 20 | GMHSS C U CAMPUS | MALAPPURAM |
| 21 | KMHSS KUTTOOR NORTH | MALAPPURAM |
| 22 | PMSAMUPS NELLIPPARAMBA | MALAPPURAM |
| 23 | PMSAM AUPS KARATHODU | MALAPPURAM |
| 24 | PPTMYHSS CHERUR | MALAPPURAM |
| 25 | AMLPS CHULLIPPARA | MALAPPURAM |
| 26 | GUP SCHOOL KOTTAKKAL | MALAPPURAM |
| 27 | MMETHS MELMURI | MALAPPURAM |
| 28 | GHSS IRUMBUZHI | MALAPPURAM |
| 29 | GVHSS KIZHUPARAMBA | MALAPPURAM |
| 30 | GGHSS MANJERI | MALAPPURAM |
| 31 | GBHSS MALAPPURAM | MALAPPURAM |
| 32 | GRHSS KOTTAKKAL | MALAPPURAM |
| 33 | DR KBMMHSS THRITHALA | MALAPPURAM |
| 34 | SUBLUSALAM HSS | MALAPPURAM |
| 35 | SSHSS MOORKANAD | MALAPPURAM |
| 36 | PKMMHSS EDARIKKODU | MALAPPURAM |
| 37 | GBHSS MANJERI | MALAPPURAM |
| 38 | ASMHSS VELLIYANCHERY | MALAPPURAM |
| 39 | GHSS PATTAMBI | PALAKKAD |
| 40 | PARUDUR HSS | PALAKKAD |
| 41 | GMBHSS THRISSUR | THRISSUR |
| 42 | GMGHSS THRISSUR | THRISSUR |
| 43 | GVHSS GIRLS THRISSUR | THRISSUR |
| 44 | CNN HSS CHERPU | THRISSUR |
| 45 | SN TRUST HSS NATTIKA | THRISSUR |
| 46 | GFHSS NAATTIKA | THRISSUR |
| 47 | PSNMG HSS PEROORKADA | TRIVANDRUM |
| 48 | AMMR HSS SREEKARYAM | TRIVANDRUM |
| 49 | SMV GM HSS TRIVANDRUM | TRIVANDRUM |
| 50 | DB LPS VAIPUR | TRIVANDRUM |
| 51 | ST. XAVIERS HSS PEYAD | TRIVANDRUM |
| 52 | MD LPS KOTTAYIL | TRIVANDRUM |
| 53 | GMHSS THYCAUD | TRIVANDRUM |
| 54 | GVHSS VATTIYOORKAV | TRIVANDRUM |
| 55 | GHSS FOR GIRLS COTTON HILL | TRIVANDRUM |
| 56 | GHSS MANACAUD | TRIVANDRUM |
| 57 | SKMJHS KALPATTA | WAYANAD |
| 58 | NIRMALA HS THARIYOD | WAYANAD |
| 59 | SARVODAYA HSS EACHOME | WAYANAD |
| 60 | GHSS PADINCHARETHARA | WAYANAD |
| 61 | GOVT. ASRAMA HSS WAYANAD | WAYANAD |