

**LEADERSHIP BEHAVIOUR AND PERSONALITY
TRAITS OF HIGH SCHOOL TEACHERS IN
KANYAKUMARI DISTRICT**

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DECLARATION

I, **T.Manju (M1311098)** do hereby declare that this dissertation entitled “LEADERSHIP BEHAVIOUR AND PERSONALITY TRAITS OF HIGH SCHOOL TEACHERS” has not been submitted by me for the award of a degree, diploma, title or recognition before.

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INTRODUCTION

- Need and Significance of the Study
- Statement of the problem
- Operational definitions of the key terms
- Objectives of the study
- Hypotheses framed
- Methodology in brief
- Delimitations of the study
- Organization of the report

“A Leader is one who knows the way, Goes the way and shows the way”.

-Chandrababu Naidu.

A good leader is someone who inspires and helps others to achieve their goals. A leader is always an individual who has outstanding qualities of head and heart. Such leaders are found in every group, community and every nation. The destiny of a nation depends upon its leaders. Leaders are those who are courageous, collaborative, compassionate, and reflective.

Leadership is an important aspect of managing people. Leadership has been described as a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. Every group, whether formal or informal spontaneous or organized, has a leader. He is the person who manages the group activities and is responsible for intensifying the feeling of belongingness and interdependence among the group members. He persuades the members to feel think and act together. In fact, the leader is one of the members of the group who by virtue of his exceptional qualities or unique position in the group, rises to

occasion, influences the behaviour of the group and directs the energy of the group to any channel- desirable or undesirable. The group gets integrated and flourishes or gets disintegrated or perishes as a result of the efficient leadership. A school in the able leadership of a teacher can make tremendous progress, the unwise leadership can destroy development. Therefore it is essential to know more about leadership and the characteristics and behaviour of a good leader, so that we can train children for effective leadership. Leadership involves influencing individuals to willingly contribute to the good of the group and co-ordinating and guiding the group to achieve its goal.

The following are some of the Leadership skills necessary to run the organization smoothly in a balanced fashion. They are:

L = Listening with respect and full attention, to everyone in the group to understand them better.

E = Enthusiasm can be developed among the employees to work satisfactorily and affectively only under positive' energetic and committed leadership.

A = Awareness about the issues that disturb the harmony of the organization (awareness about the social issues on one hand and self – esteem on the other).

D = Decision making for difficult problems quickly is a must in leadership.

E = Experience and practice develops interpersonal skills, competencies and decision making that are necessary for effective leadership.

R = Rewarding the employees, in the form of monetary (increases in pay or benefits) or non –monetary (a compliment or pride in accomplishment) incentives, is another thought of leadership.

S = Shaping vision is a road map for future success.

H = Hypocrisy is not a quality of leadership while ethical dimension of the leadership is important.

I = Isolating the leaders from the team members should always be avoided. Replacing ‘I’ by ‘we’ in the team is vital. Working together strengthens the concern for work as well as production that both sides look for.

P = Positive communication develops faithfulness and mutual exchange of ideas and attitudes.

These are the ten leadership skills that would enhance the group development. If leaders do not stick to these skills, they may not fail as leaders but also bring disorder in their organization.

The teacher has to play vital role in the leadership behaviour. The teacher is respected everywhere and occupies an important place in the

school group. Teacher is like a hero in the eyes of his pupils. The teacher has superior knowledge and experience.

Leader should create right type of atmosphere in the class by adopting a helpful attitude towards children and their problems. He should act as a friend, philosopher and guide. The teacher should teach well in the class and plan beforehand the extra- mural activities which he is to organize in the class. There should be some activity for every student and every student in some activity.

The teacher should impart knowledge, about national heroes and their qualities to the student in the class-room. The student will try to develop these qualities in their own personality.

Personality is the embodiment of physical, emotional, social, mental, moral and other traits of a human being. Each letter of the word “PERSONALITY” implies its meaning as follows:

P - denotes Perception capacity

E - denotes Emotional maturity

R - denotes Responsiveness to the situation

S - denotes Sociability

O - denotes Originality

N - denotes Neutrality

A - denotes Appearance

L - denotes Leadership feeling

I - denotes Integrated

T - denotes Tendency

Y - denotes Young (in thinking)

A teacher should possess a very good personality; faith, enthusiasm, autonomy, self concept, emotional adjustment, endurance, the power to encourage, stimulate and so on. The teacher has to advice and guides the pupils in their general behaviour. Teachers must be very careful in their behaviour because children have a tendency to initiate the elders. Teaching life would be very unpleasant and boredom if teachers miss the excitement of learning and teaching.

Teachers personality refers to the totality of a person's behaviour and is included for consideration a cognitive aspects of behaviour along with the affective aspects such as attitudes, values, interests, adjustments and needs. Personality is very essential as it explains the stability in a teachers behaviour.

NEED AND SIGNIFICANCE OF THE STUDY

Leadership plays a very important role in motivating the employees to achieve higher level of performance. The individual employee, at times may require someone to help him to discover his potential and provide necessary guidance. Staff morale could be posted by the right kind of leadership. High morale leads to productive and organizational stability.

The students of the school is the yardstick that measures the achievements of the nation. The worth and potentialities of a school get evaluated through the work of the teacher. A teacher as a leader plays very important and effective role in the school programme. They play a critical role in all aspects of students. So it is very essential to identify the Leadership Behaviour of High School Teachers and Personality traits.

The success of any organization depends on its level of performance. In case of school as an organization, it success depends specifically on students performance. Though the society is demanding better education in terms of quality teaching and education for all students, still do not receive education that helps them reach their full potential, regardless of the reforms and efforts aimed at promoting student achievement.

Leadership is a process of inspiring and helping pupil to work toward a goal. It means running at the head of the group / organization, and

not driving it from behind that is enable to lead others and involve them, but not pressurize them.

The role of leader as a teacher bears a very significant place in educational teaching. He remains solemnly responsible for the all round development of the school plant.

The High school education plays a significant role in all aspects of life. By providing the quality education we can produce quality products. “Behaviour” is defined as the action or activities of an organism does including physical action, internal physiological and emotional process implicit mental activity. The focus on behaviour is important in the teaching process as no one has complete control over his feelings or his personality.

Teachers personality occupies an important role in teacher effectiveness. A teacher should possess a very good personality: faith, enthusiasm, autonomy, self concept, emotional adjustment, endurance, the power to encourage, stimulate and so on. The teacher has to advice and guides the pupils in their general behaviour.

The Leadership Behaviour and Personality Traits of the high schools play an important role in the total functioning of the school. A teacher with good personality will command great respect and love. In this regard

an attempt is made by the investigator to study “Leadership Behaviour and Personality Traits of High School Teachers in Kanyakumari District.”

STATEMENT OF THE PROBLEM

For the total and effective functioning of the school Leadership Behaviour and Personality Traits of high school teachers play a lead role. A good teacher always command great love and respect from their students. By considering the above mentioned facts, the investigator, made an attempt to study on the this area and the study is entitled as “LEADERSHIP BEHAVIOUR AND PERSONALITY TRAITS OF HIGH SCHOOL TEACHERS IN KANYAKUMARI DISTRICT.”

OPERATIONAL DEFINITIONS OF TERMS

The key terms which need classification are operationally defined as follows.

LEADERSHIP BEHAVIOUR

A Leadership behaviour is a leaders behaviour of providing direction, implementing plans and motivating people. It is the result of the philosophy, and personality, and experience of the leaders.

In this study, Leadership Behaviour is the behavioural variables of High school teachers. Leadership behaviour variables identified for the present

study are: Planning , Motivation , Organization, , Decision making and Communication

PERSONALITY TRAITS

In this study, Personality Trait includes the following variables: Extroversion, Self confidence, Emotional stability, and Agreeableness.

HIGH SCHOOL TEACHERS

The Teacher who is teaching in the classes of IX and X standard.

OBJECTIVES OF THE STUDY

- To construct and validate a Leadership Behaviour scale for high school teachers.
- To study the leadership behaviour of high school teachers.
- To study the personality traits of high school teachers.
- To compare the mean scores of leadership behaviour of high school teachers with respect to the background variables gender, locale, educational qualifications, experience and type of management.
- To compare the mean scores of personality traits of high school teachers with respect to the background variables gender, locale, educational qualifications, experience and type of management.

- To study whether there is any significant correlation between leadership behaviour and personality traits of High school teachers.

HYPOTHESES

The null hypotheses framed for the study are as follows.

- There exists no significant difference in the mean scores of leadership behaviour of male and female high school teachers.
- There exists no significant difference in the mean scores of leadership behaviour of rural and urban high school teachers.
- There is no significant difference in the mean scores of leadership behaviour of high school teachers based on their educational qualifications.
- There is no significant difference in the mean scores of leadership behaviour of high school teachers based on their experience.
- There exists no significant difference in the mean scores of leadership behaviour of government, aided and unaided high school teachers.
- There is no significant difference in the mean scores of personality traits of male and female high school teachers.

- There is no significant difference in the mean scores of personality traits of rural and urban high school teachers.
- There exists no significant difference in the mean scores of personality traits of high school teachers based on their educational qualifications.
- There exists no significant difference in the mean scores of personality traits of high school teachers based on their experience.
- There exists no significant difference in the mean scores of personality traits of government, aided and unaided high school teachers.
- There is no significant correlation between leadership behaviour and personality traits of high school teachers.

METHODOLOGY OF THE STUDY

a)Method adopted

Normative survey method is used for this study.

b)Sample for the study

The study is conducted on a sample of 400 high school teachers of various schools in kanyakumari district.

c)Tools of the study

The tools used for the study are as follows.

- Leadership behaviour Scale (prepared and validated by the investigator).
- Personality Inventory (Constructed and validated by T. Sindhu & Dr. Sreelatha -2011).
- Personal Data sheet

d)Data collection Procedure

The investigator visited selected schools in kanyakumari district. The Leadership Behaviour and Personality Traits Scales were administered individually to the primary school teachers. Proper instructions were given by the investigator. Teachers were instructed to read the statements carefully and mark their responses in the response sheet.

e)Scoring and tabulation

The data collected were scored systematically using scoring keys. In Leadership Behaviour Scale, for positive items the score was 5,4,3,2,1 and for negative items the score was reversed. After completion of scoring, the data were organized and tabulated for analysis and interpretation.

f)Statistical techniques used

- Arithmetic mean
- Standard Deviation
- Pearson's product moment method
- t-test
- ANOVA

DELIMITATIONS OF THE STUDY

*The sample size is limited to 400.

ORGANIZATION OF THE REPORT

The present investigation is reported under five chapters.

Chapter I deals with Introduction , need and significance of the study , Statement of the problem , Operational definitions of the key terms, Objectives of the study , Hypotheses framed , Methodology in brief delimitations of the study.

Chapter II deals with the theoretical overview of the various concepts related with leadership behaviour and personality traits and related studies conducted in the area.

Chapter III describes the test development of Leadership behaviour and personality traits of high school teachers and research design for data collection.

Chapter IV deals with analysis and interpretation of the collected data.

Chapter V deals with major findings of the study, Conclusions, Suggestions and guidelines for future study.

REVIEW OF LITERATURE

- Theoretical Overview
- Review of Related Literature
- Critical Review

The Review of related literature helps a researcher in getting a deep knowledge of the design of the study. It is the live aspect of the project under study. Both the availability and utilization of adequate sources of related information are essential for a proper research activity. By reviewing the literature the investigation is sure that the selected problem does not exist in a vacuum and that considerable work has already been done on problems, which are directly related to the selected investigation.

The new research worker wants to do something as distinctive and worthwhile as possible. From the information about the activities of previous investigations, buds of thoughts will burst out for fine insights and higher level of generalizations. In order to be truly creative and original one must read extensively and critically as a stimulus to fine thinking.

One of the important aspects of any study is the review of related literature. According to Best (1963) a familiarity with the literature in any problem area helps the students to discover what is already known what others have attempted to find out, what methods of attack has been promising (or) disappointing and what problems remain to be solved.

The objective of the present study is to find out the relationship between “Leadership behaviour and personality traits”. So the investigator made an attempt to collect the relevant studies and theories which points up the issues involved in the present investigation.

This chapter is divided in to two sections.

Section A - Theoretical Overview

Section B - Review of Related studies

SECTION - A : THEORETICAL OVERVIEW

Introduction

Teaching is much more difficult task. The main focus of teaching is to bring about desirable changes in behaviour of the learner. An able teacher, who has mastery of subject and professional efficiency, may not be an effective classroom teacher. An effective teacher is competent to communicate the concepts and ideas to the cognition of the students by employing his teaching experience and style of presentation. The concepts communicated by the teacher basically depend in effective presentation in the classroom situation. The task and responsibilities of the teacher is to satisfy the curiosity and need of the students. Teacher’s job is to generate conducive learning situation or climate. Hence the desirable behavioural changes may take place.

Teacher plays a main role in teaching learning process. The teacher and students are doing their activities such as teaching and learning respectively. For fruitful learning teacher and the students should do their work actively. Otherwise the teaching or the learning could not be fruitful. If the teacher may not make an explanation in real manner, the students do not understand the concepts in the same manner. It is one of the main barriers in teaching and learning process.

Leader Behaviour

Leader Behaviour is nothing but the leadership of the leader. Leadership is a process of influencing others to work enthusiastically to accomplish the goals.

It is the behaviour of a leader towards his followers. Persons in different leadership positions engage themselves in different specific behaviours. Effective leadership behaviour will create inspiring and stimulating climate so that the workers can enjoy a high level of morale, are motivated to receive new – ideas, and are always ready to venture into new goals. The behaviour of the leader is the inspiring force that begets healthy climate, high morale and motivation for the receptivity of new ideas for taking the organization to higher and still higher plans. This is true in the context of educational institutions as well.

Leadership Behaviour - Definition:

The term leadership has been defined variously by many people, of which some of the important ones are given below:

“Leadership is the activity of influencing people to cooperate towards some goals which they come to find desirable.” - Ordway Tead

“Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals”. – Klith Davis

Yukl (1989) explains how managers attempt to achieve success through 14 behavioural practices: supporting, consulting, delegating, recognizing, rewarding, motivating, managing, conflict, organizing, problem solving, informing, communicating, representing and networking.

Schermerhorn et.al. (2000) define leadership behaviour as a case of interpersonal influence that gets individuals, or groups of people to do what the leader wants to be done.

Four Factors of Leadership

There are four major factors of Leadership. (U.S.Army 1983).

- ❖ Leader
- ❖ Followers
- ❖ Communication

❖ Situation

Leader

A leader is one who influences or leads others. Leaders who have positive relationships with their followers will have high levels of mutual trust, respect, and confidence; whereas leaders with negative relationships with their followers will have lower degrees of mutual trust, respect, and confidence. The more positive a leader's relationships with her or his followers, the more favorable the situation will be for the leader.

Followers

Followership is the act or condition under which an individual helps or supports a leader in the accomplishment of organizational goals. Firstly, followership can take an interactive role, which means that a follower's role is to complement and support her or his leader in accomplishing organizational goals. Secondly, followership can be an independent role, where followers act independently of their leaders with little necessity for oversight or management. Lastly, followership can take on a shifting role perspective. In some situations, an individual may be a leader and others a follower depending on the context of the organizational goals.

Communication

Communication is the quality of a leader where teacher often leads his / her ideas into activities, which excite pupil to share their views and ideas. The way in which a leader communicates and shares ideas, opinions and feelings with others should be interacting. Communicating is often grouped by authors along with directing, leading, motivating. Much of the communication that takes place in an organization is not from the top to down, but along formal, vertical, or hierarchical lines. In fact, communication determines the organizational effectiveness and efficiency.

Situation

All situations are different. What the leader do in one situation will not always work in another. They must use your judgment to decide the best course of action and the leadership style needed for in each situation. For example, the leader may need to confront an employee for inappropriate behaviour, but if the confrontation is too later or too early, to harsh or too weak, then the results may prove ineffective.

Theories of Leadership

Theories are important in any process and it leads the process in a defined way. It helps the leader to do their duties in proper way.

Trait theories and behavioural theories of leadership are two of the main historical theories developed in the quest to define what good leadership is. The earliest of modern theories was the trait theory of leadership which sought to look beyond the idea of leaders simply as exceptional individuals by characterizing the general qualities exhibited by successful leaders.

Trait theory

According to trait theory, specific traits and characteristics were believed to be associated with an individual's ability to lead. Lists of leadership traits may still be found in many texts, including physical and intellectual characteristics, personality traits, behaviours and skills. Problems identified with traditional trait theory include evidence that different sets of traits will be more effective in different situations; that the long list of traits mixes very different qualities, such as skills, behaviours and abilities, and that traits may be culture and gender specific.

Behavioural theory

Behavioural theories take a different approach, focusing more on patterns of leadership behaviour than on the individual leader. It suggests that certain behavioural patterns may be identified as leadership styles. Applications of behavioural theory promote the value of leadership styles with an emphasis on concern for people and participative decision making, encouraging collaboration and team development by supporting individual needs by aligning individual and

group objectives. In practice, trait and behavioural theories may be used to develop our own ideas about successful leadership, and it may be useful to consider which leadership traits would be beneficial in particular situations. It may also be instructive to consider how behavioural style as a manager affects relationship with the team and promotes their commitment and contribution to the organizational goals.

Situational theory

Situational leadership theories propose that the effectiveness of a particular style of leadership is dependent on the context in which it is being exercised. From situation to situation, different styles may be more appropriate. In situational approaches an emphasis is placed on developing the ability to work in different ways and change management style to suit the situation. Two common situational theories include Fiedler's contingency model and House's path-goal theory.

Fiedler's contingency model theory

Fiedler's contingency model suggests that leadership effectiveness depends on both leadership style (being task or human orientation) and the degree to which the situation gives the leader control and influence. Three factors affecting a leader's control and influence are

- ✓ the relationship between the leader and followers, whereby support may more easily be gained by a liked and respected leader;

- ✓ the structure of the task, whereby clarity of the goals, methods and criteria will promote greater influence, and;
- ✓ the leader's positional power, which may afford the leader greater control.

While Fiedler's work specifically developed the idea of matching the work situation to suit a leader's style, contingency theories also help us to consider how leaders and their followers might behave in different situations.

The path-goal theory

The path-goal theory proposes that the effectiveness of leadership is influenced by the interaction of leadership behaviour and contingency factors, including employee characteristics (ability, experience, need for achievement, etc.) and environmental factors (task structure, authority system, team dynamics, etc.). Path-goal theory suggests that leaders should support their team by setting a clear path to follow by removing roadblocks in order to achieve goals. The leader is expected to adopt different leadership behaviours fluidly according to the situation.

Great Man Theories

Have you ever heard someone described as "born to lead?" According to this point of view, great leaders are simply born with the necessary internal characteristics such as charisma, confidence, intelligence, and social skills that make them natural-born leaders.

Great man theories assume that the capacity for leadership is inherent – that great leaders are born, not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

Participative Theories

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others.

Management Theories

Management theories, also known as transactional theories, focus on the role of supervision, organization and group performance. These theories base leadership on a system of rewards and punishments. Managerial theories are often used in business. When employees are successful, they are rewarded; when they fail, they are reprimanded or punished.

Relationship Theories

Relationship theories, also known as transformational theories, focus upon the connections formed between leaders and followers. Transformational leaders

motivate and inspire people by helping group members see the importance and goodness of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this style often have high ethical and moral standards.

Dimensions of Leadership Behaviour:

Leadership Behaviour dimensions identified for the present study are planning, motivating, organizing, communication, and decision making.

Planning

Planning is important to perform any task. For anything to be successful, it is essential to plan. Planning can be at individual level, group or organizational level. Planning is framing of the work that is to be executed. In planning, the leader sets vision, sets the goals and produces the action plan. Planning helps the leader to do things systematically, reduce uncertainty, eliminate wasteful activities and resources, establish coordination in the team and finally focus attention on achieving objectives.

The steps involved in planning are:

- ✓ To identify the needs of planning.
- ✓ To prioritize the needs.
- ✓ To establish goals.
- ✓ To define the current status.

- ✓ To identify the barriers.
- ✓ To develop action plan.
- ✓ To modify the plan if the situation or task demands.
- ✓ To implement the action plan.

Motivation

One of the Behaviour of leadership is to motivate the students to work together for achieving the goals. One should not expect any team member to remain committed to the goals of the team for a long time without rewards. Rewards should be given to the group members in appropriate ways and at right times to sustain their commitment. Motivation of a person is a combination of desire and energy aimed at achieving a goal. Motivating the followers / students means getting them to do what the leader / teacher expects must be done.

Organization

Organizing involves totality of, and relationship among, the activities such as determination and enumeration of activities necessary to carry out plans, the grouping of activities, the assignment of groups of activities to units headed by administrators, and the delegation of authorities to carry out the activities.

Communication

Communication is the quality of a leader where teacher often leads his/ her ideas into activities, which excite pupil to share their views and ideas. The way in which a leader communicates and shares ideas, opinions and feelings with others should be interacting. Communicating is often grouped by authors along with directing, leading, motivating. Much of the communication that takes place in an organization is not from the top to down, but along formal, vertical, or hierarchical lines. In fact , communication determines the organizational effectiveness and efficiency.

Decision Making

The specific act of choosing one alternative from among a set of alternative is called Decision Making.

One of the Behaviour of leadership is decision making. In fact, leaders are categorized as poor, good and great leaders based on their decision making ability. The quality of the decisions made by leaders is the true measure of their performance. The decision making process is one and the same whether the issue is minor or major. It is important to note that decisions should not be made in a vacuum. The process of decision making involves collection of information and careful analysis of facts for which wisdom and clarity of thought are essential on the part of individual or leader.

Leadership is a process of inspiring and helping pupil to work towards a goal. It doesn't mean, 'taking charge'. It means running at the achievement of the students.

Personality

The word 'Personality' is derived from a Latin word 'Persona' which denotes the mask worn by the actors while playing their role in the drama. Personality is the embodiment of physical, emotional, social, mental, moral and others traits of n a human being.

Personality: Definition

“Personality is the more or less stable and enduring organization of a person's character, temperament, intellect and physique, which determine his unique adjustment to the environment. – H.J. Eysenck.

“Personality is the dynamic organization within the individual of those psycho – physical systems that determine his unique adjustment to his environment.” -Gardon W. Allport.

“Personality is that which permits a prediction of what a person would do in a given situation”. -Raymond B. Catells

Characteristics of Personality

- ❖ Personality is whole rather than in parts.
- ❖ Personality is unique.

- ❖ Personality comprises of heredity and environment.
- ❖ Personality is made up of traits. The traits are unique qualities or peculiarities of a person such as introversion – extroversion , honesty – dishonesty.
- ❖ Personality is dynamic. It is ever growing and evolving.
- ❖ Personality is organized. It means we know what to do, when to do and how to do.

Factors of Personality Development

Man is a member of a complex society. His final aim is self-actualization. His present is determined by the past experiences and future expectations.

Man is born with some inborn capacities for personality pattern. As he grows, the personality pattern is determined by his needs and environment he faces.

Environmental factors activate the individual's personality along with the hereditary factors. The individual personality is not permanent but it is growing and develops its existence. The factors which influence the human personality are:

- ❖ Physique
- ❖ Chemique

- ❖ Environment and
- ❖ Learning

Physique

The physique comprises factors like appearance, complexion, body – built, symmetric- proportion, colour and physical beauty, etc. The individual's personality is not determined by the physique factor directly, but it has its own indirect bearing on the individual's personality development.

Chemique

Chemique means the feasible effects of the ductless (endocrine) glands on human body. The endocrine glands release chemical substance called hormones and spread it into the blood stream. If these glands do not function properly, it will affect the structure of the body and the behaviour, and personality of the individual.

Environment

The growth of individual's personality largely depends upon his environmental factors. Without considering one's environment, the personality of a person cannot be explained. The environment has impact on the personal development. Following are the environmental factors which influence the personality development.

i)Home

Family influences the personality of an individual to a very great extent. The attitude of parents towards the child, towards one another, towards other people, and the events and objects influence one's personality. Family has the predominant role in shaping the individual's personality. The behaviour showed by parents towards the child, relatives and friends and other objects influence one's personality. Unfriendly relationships also affect the individual.

ii)School

The personality of a child is also influenced by the following school factors:

1)Cheerfulness

Cheerfulness means the happy and gay state of mind under all circumstances. In order to teach children to remain cheerful, healthy and cheerful surroundings of things and people should be created and restraints and frustrations should be minimized.

2)Enthusiasm

Enthusiasm means strong eagerness with courage and energy.

In order to infuse the spirit of enthusiasm in children, pleasant and encouraging experiences of life should be taken and stories of romance and adventure should be told to them.

3)Sense of humour

Humour means light mood. It helps a person to take things lightly and to keep irritation away. In order to create sense of humour in children, they should be surrounded with funny and humorous persons and serious attitude in dealings should be avoided.

4)Courage

Courage is exactly opposite of cowardice. Children can be made courageous by telling them about brave and courageous personalities and events of adventure from history and mythology and by teaching them to help themselves.

5)Unselfishness :

Unselfishness is opposite to self-centeredness. Children can be made unselfish by including them to mix with other and to share their joys and sorrows.

6)Sympathy

Sympathy is linked with unselfishness. It means feelings for others.

In order to make children sympathetic towards others, they should be taught to spare their things for others.

7)Calmness

Calmness is opposite of excitedness. It makes a person restful. Calmness can be fostered in children by keeping in them calm and quiet environment by avoiding the situations of tension and excitement.

8)Self – Confidence

Self – Confidence means confidence in one-self. One who lacks self-confidence develops feeling of inferiority. He becomes nervous and feels embarrassed in the presence of strangers or when he is asked to come to the stage to speak, or to sing, or to act. Constant fault-finding in a child and his undue criticism destroy self – confidence. Self – Confidence can be fostered in children by giving them ample opportunities to show their abilities, by praising their efforts, by making them feel that they are capable of doing everything and by encouraging them to do things themselves. Freedom develops self- confidence and helplessness breaks it down.

9)Self-assertiveness

Self-assertiveness means to exert oneself and to take a lead. It is a natural tendency in children and it should not be curbed. In order to

develop self-assertiveness in children, they should be encouraged to assert themselves in various fields, to come forward and to express themselves.

iii)Society

The society and its circumstances, the environments also play a vital role in deciding one's personality development.

iv)Cultural differences

An individual's personality is also determined by the culture in which he/she is brought up.

Theories of personality

The theories of personality are classified under four categories:

1)**Type Theories:** Based upon the physical characteristics the people are categorized into different types.

2)**Trait theories:** Trait means special or peculiar features. This theory explains personality in terms of traits. **Raymond B.Cattell's** theory is the best example of this type theories.

3)**Trait-Cum-Type Theories:** These theories make use of both the the type of trait features. The best known among them is the view of **H.J.Eysenck**.

4)Psychoanalytic Theories: The aim of this theory is to explain the growth and development of personality. The well accepted among them is **Freud's** theory of personality.

1)Type Theory

a) Hippocrates classification

Hippocrates, one of the disciples of the great philosopher Aristotle, grouped personality on the basis of individual's temperament and suggested the following types.

1.Choleric	Emotionally weak, bodily strong and easily tempted.
2.Melancholic	Emotionally and bodily weak- pessimist (who fails to understand what is happiness.)
3.Phlegmatic	Emotionally strong – able to control his emotions – bodily weak- lazy type- always happy.
4.Sanguine	Bodily strong – Energetic-control type – an optimist (who knows, understands what is happiness)

b)Kretschmer's Classification

Ernst Kretschmer, the German Psychologist has classified individuals on the basis of certain body types and assigned personality characteristics to each of them.

Body Type	Body Characteristics	Personality Characteristics
1.Pyknic	Fat types, in whom fat is more than muscle	Social and helping to others.
2.Athletic	Healthy, balance between muscles and bone development	Energetic, optimist, can adjust to any situation.
3.Leptosomatic	Thin, lean and tall, no muscle, only bone.	Unsociable, shy, pessimist, and always alone.

c)Sheldon's Classification

William H. Sheldon also classified certain body type and gave certain personality characteristics.

Body type	Body Characteristics	Personality Characteristics
1.Endomorphic	No muscle development prominent stomach.	Take everything easy, sociable, and affectionate
2.Mesomorphic	Balance between development of stomach and bones.	Likes to work, interested in adventurous activities.
3.Ectomorphic	Weak, tall, thin.	Pessimist, unsociable and alone.

d)Jung's Classification

Jung (Carl Gustav Jung) divided people into three types depending on their social behaviour and status.

1)Introvert

Introvert is one who is more interested in his own thoughts and feelings than in things outside himself. They are interested in writing, reading, day dreaming etc. They want to deliver their views through writing than speaking.

Therefore introverts are the persons who look inward rather than outward. They fix their attention and interests chiefly upon themselves and have little concern with objective things, events, people and activities. A man or woman of an introverted personality lives in an inner world of

ideas, feelings, etc. and he avoids social contacts. He tends to be idealistic rather than realistic.

2)Extrovert

Extroverts are those persons interested in what goes on around them than in their own thoughts and feelings. They are social and friendly with everyone.

Therefore, extroverts are the persons who look outward rather than inwards. They are chiefly interested in objective things, events, other people and their activities.

3)Ambivert

No one is either completely an introvert or an extrovert. Everybody is a combination of the two. If the introversion and extroversion are equally balanced, the person is called ambivert.

II.Trait Theory

According to the famous English Psychologist, R.B.Cattell (1973) an individual's nature and behavioural patterns are fundamental to the study of personality. These are called as personality traits. Any quality which is firm and does not yield to any change easily is called a trait. An individual's personality is a synthesis and collection of all such characteristics or traits. Cattell, classified two type of traits.

a)Surface Traits

We can realize surface traits, external traits in an individual's behaviour. Eg .Irritability.

b)Source Traits

Every individual has his own source traits (internal traits). These are inherent. Surface traits depend on source traits. An individual may have a surface trait of irritability when he has a source trait of emotionality. These traits are permanent. According to Catell, a collection of these traits is an individual's personality.

III.Type – cum – Trait Theory

This theory is a combination of both the type and trait approaches. Eysenck classified four types of personality. They are,

- ✓ Introvert
- ✓ Extrovert
- ✓ Neurotic
- ✓ Psychotic

The above kinds of personality are derived on the basis of a collection of personality traits.

IV.Psychoanalytic Theory

The father of Psychoanalysis, Sigmund Freud (1856-1939) is the founder of the school of psychology which is called as Psychoanalysis. According to him personality consists of Id, Ego and Superego. The Id likes to find pleasure and avoid pains and is impulsive. It works with the pleasure seeking principle. The term 'Id' refers to the totality of biological drives. Ego is an obstacle to the philosophy of Id. It works with the reality principle. Superego refers to conscience. This is made up of the moral values and judgments according conscience.

Role of teachers in the Personality Development of Students:

- Teacher as a “Spiritual Preceptor” as in the Vedic Period.
- Teacher as communicate and provides knowledge.
- Teacher as a learning facilitator.
- Teacher as a gardener or directress of learning in the Naturalist movement in education.
- Teacher as an Ideal Person in the philosophy of Idealism.
- Teacher as a soldier and weapon in Nazism and communism.
- Teacher as an agent of social change in democratic philosophy.
- Teacher as a Mediator between the learner and the subject matter.
- Teacher as a Transmitter of cultural heritage.
- Teacher as the educational media user.

- Teacher as a spearhead of change in society.
- Teacher as the Harbinger of social change.

SECTION B: REVIEW OF RELATED STUDIES

The present study is an attempt to find out the leadership behaviour and personality traits of high school teachers. The Investigator has gone through the studies related to the area and they are presented under :

- (1) Studies on Leadership Behaviour
- (2) Studies on Personality Traits.

These studies are also categorized under two heading,

(a) Studies conducted in India

(b) Studies conducted in Abroad

1) STUDIES ON LEADERSHIP BEHAVIOUR

(a) Studies conducted in India

Bakshi (2013) conducted a study on leadership behaviour and professional self esteem of Heads in Relation to Administrative problems in Himachal Pradesh. The sample consisted of 100 schools of which 50 were rural and 50 were urban schools selected by random sampling techniques. Leadership Behaviour Questionnaire were used to collect data . The major findings showed that there exists no significant difference in the perception of

seriousness of administrative problems in relation to the leadership behaviour of the school principals with regards to the total administrative problems and the major group of problems.

Goutham and Kumar (2013) conducted a study on investigation into leadership styles of secondary school principals and their school climate. The sample consisted of 10 high school principals and 150 students from class IX (15 from each school) who were drawn from Patna district. The sampling method was used for drawing the sample. The Blake and Mouton Managerial Grid Leadership Questionnaire was used as tool. The major findings showed that there was no significant correlation between leadership styles of principals in schools and school climate prevalent therein. The findings of this investigation can of be greater use for the principals of colleges to evaluate their leadership styles.

Misra and Tarasbapathy (2013) conducted a study on ethical leadership behaviour of principals in relation to organizational commitment of B.Ed college teachers of which 100 were male and 100 were females, selected by random sampling techniques. Personal data sheet was constructed for the study. Ethical leadership questionnaire by victor and Cullen was used as tool. The major findings showed that there was a significant difference in organization commitment of B.Ed college teachers having high and low ethical leadership behaviour of principals.

Suresh (2013) conducted a study on leadership behaviour of professors working in arts and science colleges. The sample consisted of 316 professors from arts and science colleges. The investigator has used the descriptive method with normative survey technique for collecting data. Leadership Behaviour scale were used to collect data. The major findings showed that there is no significant difference in leader behaviour of professors working in arts and science colleges with regard to their departments. It seems that the department does not make any influence in leader behaviour.

Khan and Naaz (2012) conducted a study on leadership quality and social maturity of B.Ed Trainees in Aurangabad, India. The sample consisted of 10 B.Ed colleges in Aurangabad city; for each college randomly 25 students were selected; a total of 250 B.Ed students were selected; among them 125 were male and 125 were female students. Leadership Effectiveness Scale prepared by Dr. HaseenTaj were used to collected data. The major findings showed that there was no significant difference in the social maturity of male and female B.Ed trainees in Aurangabad city as the 't' value is 1.4166 which is insignificant at 0.05% level of significance.

Geethu and Minikutty (2011) conducted a study on leadership qualities of higher secondary students using constructivist learning Environment as a Reference. Normative Survey method is used for this study. The sample

consisted of 100 Higher secondary school students. The tool used for this study include leadership questionnaire and constructivist learning environment questionnaire. The findings of the study implies generation of a sustainable constructive learning environment which prepares learners for the development of leadership capacity.

Farooque (2010) conducted a study on the relation between leadership behaviour of the head of the institution and organizational culture in secondary schools. The sample consisted of eighty secondary school teachers randomly selected from secondary schools of Kozhikode Revenue District of Kerala, giving due representation to the strata based on locality and management of the school. Leadership Behaviour perception Questionnaire by Gafoor, A.K. Farook Training College 2003 were used to collect data.. The major findings revealed that the organizational culture in schools has a positive moderate relationship with leadership behaviour of the heads of the institutions.

Giri (2006) conducted a study on leadersipbehaviour of the heads of the secondary schools in relation to the attitude of teachers. The random sampling procedure was adopted to select 26 secondary schools of different categories and each school contributed 5 teachers for this research work. Leadership behaviour description questionnaire were used to collect data. The major findings of the study is Leadership behaviour of the principals is

affected by some demographic factors and differently demonstrated machinery bodies.

Morris (2006) conducted a study on time management and leadership behaviour of secondary school teacher educators. The sample for the present study is confined to 120 teacher educators selected on the basis of random sampling technique from various teacher education institutions of Kerala university. Leadership scale and Time management questionnaire were used to collect data. The major findings showed that the relationship between time management skills and Leadership Behaviour of teacher educators. The co-efficient of correlation between time management skills and leadership behaviour was found to be 0.248. The co-efficient of correlation is significant at 0.01 level.

(b)Studies conducted in Abroad

Carol and Howard (2013) conducted a study on leadership development for experienced newzealand principals: Perceptions of Effectiveness. The sample consisted of the perceptions of approximately 300 experienced Newzealand principals who participated in a pilot leadership development initiative funded by the ministry of education. The findings confirmed that the programme was highly relevant for the participants because it was responsive to individual needs and views as a conduct for personal development and school development.

Arvindekar and Mackasare (2012) conducted a study on academic leadership styles at private management institutions: A Transformational Leadership Perspective. The data were collected by random sampling method. Leadership Questionnaire prepared by the investigator were used to collect data. The sample consisted of 110 management institutions. The major findings show that the obtained value ($r=0.219$) proves that there is significant relationship between the two variables leadership styles and academic factors.

Vilkinas and Richard (2011) conducted a study on leadership behaviour and effectiveness of academic program directors in Australian universities. Data from 90 academic program directors and 710 significant others from four Australian Universities were analyzed. The results lead to the conclusions that these academic programs directors reasonably effective and had the ability to implement and further develop their leadership capabilities, even though they had no formal authority. In their role, these directors mainly focused on getting the job done and working with people.

Florida and Patterson (2011) conducted a study on leadership behaviour of undergraduates in the College of Agricultural and life sciences at the university of Florida. The study also examined the relationship between the current and previous leadership experiences of the students and their current leadership behaviour. The study included 1,156 current undergraduate

students randomly selected from a total population of 3,429 undergraduate students. This population represented 26 major from 35 student organizations in CALS. Student leadership practices inventory were used to collect data. Overall the study indicated that CALS students were highly motivated and exhibited high scores on the LPI leadership behaviour index.

Tabbodi and Lonita (2008) conducted a study on leadership behaviour on job satisfaction and efficacy of university faculty: A comparative study of department of humanities of university of Mysore (India) and university of shiraz (IRAN).The sample comprised 174 members of Departments of Humanities, of whom 93 were from the University of Mysore (India) and 81 from the University of Shiraz (Iran). Leadership Behaviour Questionnaire was used to collect the data. The major findings drawn was that there existed significant relationship was observed between heads of departments leadership behaviour and the two variables of faculty job satisfaction and faculty efficacy, the source of the relationship in Iran and India is different.

Mumthas and Jaleel (2008) conducted a study on school leadership and organizational climate: A Regression Analysis. The purpose of the study was to find out the ability of each of the Leadership Behaviour variables in predicting Organizational climate of private school. For this a representative sample of 400 primary school teachers was selected from eight districts in Kerala and was administered. Leadership Behaviour Scale was administered

by mumthas and jaleel (2006) were used to collect data. The major findings showed that the significant predictors of school organizational climate on the basis of their extent 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 three variables.

Smith (2000) conducted a study on the alumni perceptions of leadership developmental training needs at the undergraduate level at the university of Illinois. The results of the study indicated the alumni clearly believed that leadership can be learned. The alumni stated that leadership skills development should not wait until graduate school and placed a lower value on leadership development at the high school level. The study concluded that there is a need for more and / or better leadership developmental training during the undergraduate years of college.

(2)STUDIES ON PERSONALITY TRAITS

(a)Studies conducted in India

Yadav (2014) conducted a study on the effect of personality dimensions on occupational stress of teachers. This study on relationship between personality and occupational stress of high school teachers. The sample consisted of 200 teachers were 94 government and 106 private school teachers, selected by descriptive survey method. Eysenck personality

questionnaire developed by Eysenck were used to collect data. Correlation co-efficient and regression analysis revealed the relationship and impact between personality and occupational stress. The major findings showed that there was positive correlation between psychoticism and neuroticism with occupational stress of government and private high school teachers. But there was no significant relationship between extroversion and occupational stress of government and private high school teachers.

Pannu (2013) conducted a study on the influence of various factors of personality on academic achievement of adolescent students in relation to their gender. The sample consisted of 1246 students of 585 males and 661 females of senior secondary schools of Amritsar district. The data were collected by using Personality Questionnaire. The major findings showed that there is no significant influence of interaction between gender and personality factor on academic achievement of adolescents.

Husain (2013) conducted a study on Emotional intelligence and personality of the teachers are two important variables in mounting their effectiveness of Secondary School Teachers. The sample selected through random sampling technique comprised 74 secondary school teachers -29 males and 45 females . Secondary school teachers teaching in various schools of Madyapradesh. The major findings revealed that there exists very low and

insignificant correlation ($r=0.167$) between the personality scores and emotional intelligence scores of secondary school teachers.

Vasugi and Mathuravani (2013) conducted a study on personality and teaching competency of secondary grade teacher trainees. The sample consisted of 200 male and female secondary grade teacher trainees in erode district. Multidimensional assessment of personality tool were used to collect data. The investigator has used to the survey method to find out the significant difference in the personality and teaching competency of secondary grade teacher. The major findings of the study revealed that the male and female, science and arts group and I and II year secondary grade teacher trainees have significant difference in their personality.

Annakodi (2013) conducted a study on personality traits and adjustment among B.Ed students. The sample consisted of 300 B.Ed students of which 150 were girls and 150 were boys. They were selected by random sampling techniques. The tools of the study were personal data sheet constructed for the study and personality factors inventory by cattell's adjustment inventory. The major findings revealed that there was no significant relationship between personality traits and adjustment levels of B.Ed students.

Arumugarajan (2012) conducted a comparative study on personality characteristics of secondary school students of coastal areas and island areas. The study used to the random sampling technique. The sample

consisted of 300 students from the schools of Thoothukudi district. Among them 150 were from coastal areas and 150 were from Island areas. The Personality traits Scale were used to collect data. The major findings of the study revealed that there was no significant difference between the secondary school students of coastal areas and island areas in their personality characteristics.

Krishnaveni and Francisca (2012) conducted a study on Personality of a teacher influence the attitude towards mathematics of high school students. Personality of a teacher influences directly and indirectly the students. A sample of 300 mathematics teachers working in high schools of virudunagar district in Tamilnadu and 300 high school students studying in those schools had been drawn by simple random technique. A multidimensional personality inventory with five-point scale and an attitude scale with three-point scale were the tools used to collect the data. The major findings showed that there is significant difference is found in personality of mathematics teachers with respect to age. Significant negative correlation was observed between the personality of high school mathematics teachers and the attitude of high school students towards mathematics.

Premalatha and Porgio (2011) conducted a study on relationship between personality traits and achievement in mathematics of higher secondary students. The sample consisted of 400 students from higher secondary

school. To find out where there exist any significant difference in Personality traits based on temperament and adjustment of higher secondary students with reference to the background variables namely gender differences, nature of higher secondary school and type of the higher secondary school. The major findings of this study indicated that, high percentage of higher secondary students (91.25%) have good temperament and (74%) have poor adjustment.

Naik (2006) conducted a study on effect of teachers personality, attitude and teaching effectiveness rating on students academic achievement. A tool of 208 teachers teaching physical science, rated by 624 students from 101 schools in around Dharwad constituted the sample for the study. Introversion - Extroversion Inventory and Teacher attitude Inventory and Teacher effectiveness Scale were used to collect data. The major findings of the study revealed that was no significant difference between the interaction effects of Male teachers Introversion / Extroversion personality type and Favourable and Unfavourable attitude towards profession on the academic achievement of their students.

Suresh (2006) conducted a study on personality adjustment and academic achievement of mathematics students of higher secondary schools. The sample consisted of 526 students of eleventh standard drawn from Thiruvananthapuram revenue district of Kerala by random sampling

techniques. Personality adjustment scale were used to collect data. The major findings of the study was that the positive correlation there existed between home adjustment and academic achievement in mathematics of boys and girls students.

Usmani and Pandey and Ahmad (2006) conducted a study on teachers job satisfaction in relation to their personality type and type of school. The sample of the study comprises 450 teachers of higher secondary schools selected randomly from 30 schools (30× 15 teachers). Schools were also selected randomly. AB Behaviour Pattern Scale (ABBPS) were used to collect data. The major findings revealed that there exists significant difference in the level of job satisfaction of teachers of Government and Private schools and between Government – aided and unaided or private schools.

Bajwa and Virk (2006) conducted a study on academic achievement in relation to personality, stress and well being. The study was conducted on sample of ISO students of XI class drawn randomly from various schools of karnal. Eysenck's Personality questionnaire were used to collect data. The product moment method of correlation was used in this study. The major findings of the study suggested to take efforts, both by teacher and parents, to enhance personality development and sense of well being of students.

Shinija (2002) conducted an investigation on teacher attitude and personality of prospective teachers. Objectives of the study were to examine the significant difference, if any between male and female prospective teachers with five personality traits endurance, happy – go – lucky, justice, kindness and optimism. Total sample was 400 prospective teachers. Teacher attitude scale and Attour personality inventory were used for data collection. The major statistical procedure were used t- test and correlation. Major findings showed that there was no significant difference between the male and female prospective teachers in the personality traits endurance and happy – go- lucky and there was no significant difference between the urban and rural prospective teachers in the personality traits justice, kindness and optimism.

(b) Studies conducted in Abroad

Sunil and Jitender (2014) conducted a study on the personality traits of children of working and nonworking mothers in high schools of gurgaon district. The sample consisted of 200 students of which 100 were students of working mothers, and 100 were students of non working mothers, selected by random sampling techniques. Catells HSPQ Personality test was used as tool. The major findings showed that there was a mean score of group A (Children of non working mothers) and group B (Children of

working mothers) is 3.8 but the Standard deviation of group B is more than Standard deviation of group A which is insignificant.

Khanmohammadi and Bahram (2013) conducted a study on the role of personality dimensions in learning English through distance learning. The sample consisted of 137 distance education university students in Iran. They were randomly selected for the study. Personality style inventory were used to collect data. The major findings showed that there was a significant and positive relationship between learning English and introversion and a negative relationship between learning English and extroversion.

Burkett and Michad (2011) conducted a study on the relationships among teacher's personality, leadership style, and efficacy of classroom management. The sample consisted of 600 high school teachers selected by random sampling technique. Multifactor Leadership Questionnaire were used to collect data. The major findings revealed significant difference among transformational leadership, the personality factors for openness and conscientiousness, and efficacy of classroom management. The results may indicated a need to better provide classroom teachers with leadership learning environment.

Conroy and Meredith (2011) conducted a study on the effects of personality on susceptibility to media frames. Research has shown that personality traits may be linked directly to certain behaviours that in turn

might be associated with framing effects. The data for this analysis come from a web – based experimental survey that they designed and that was administered by knowledge networks in the spring of 2010 to a national sample of 809 participants. The result show that certain personality traits, particularly openness, agreeableness, and conscientiousness mediate framing effects. These findings open a new direction for research on variation in susceptibility to framing effects.

Schneider and Patrice (2011) conducted a study on exploring the motivation and personality traits of adventure travelers: A hierarchical model approach. A multi personality approach was to develop the survey instrument. Self – administered questionnaires were mailed to a stratified random sample (N = 1000) of subscribers to National Geographic Adventure magazine N= (220847) and data was collected during the fall 2007. The findings of this study enhance knowledge and understanding of the relationship between personality and tourism behaviour in addition to addressing the many problems that result from research which lacks m a theoretically based organizing structure.

Menk and Bryan (2011) conducted a study on the impact of materiality , personality traits, and ethical position on whistle – blowing intentions. The study tested Multiple hypotheses using Survey data collected from upper level accounting students attending a 4 year university. The findings of this

study indicate that the ethical position of an individual is most strongly related to an individuals intention to engage in whistle blowing activities. The presence of more pro-social personality related to the decision to whistle – blow but not as significantly as ethical position.

Ryan (2011) conducted a study on Personality characteristics of 2009 National Teacher of the year candidates. The sample of highly effective teachers included 17 of the 56 National teacher of the year candidates 2009. Five factor inventory prepared by the investigator were used to collect data. The major findings was that the study can contribute to positive social change by informing curriculum within teacher education programs and in- service training opportunities to model and encourage classroom teaching behaviours which have been demonstrated to be related to truly effective teachers.

Brandon (1999) conducted a study on Personality characteristics associated with academic achievement among developmental college students. The main objective was to determine whether there exists correlation between personality and performance. The sample consisted of 113 students were selected. Personality Inventory were used to collect data. Mean , Standard deviation, t- test and correlation were used for analysis. The major findings indicated that personality contributed to and enhanced the academic performance of development students.

CRITICAL REVIEW

The investigator reviewed 37 studies related to leadership behaviour and personality traits, among which 16 were related to leadership behaviour and 21 were to personality traits. Most of the studies have employed survey method. In many of the studies, random sampling techniques have been used for selecting sample. Best of investigator's knowledge there is no study conducted to find out the Leadership Behaviour and Personality Traits of high school teachers. The present study differ from the above studies in terms of area, population, and sample. It is also clear from the above study of the literature that so for a wide range of factors have been investigated by many in relation to leadership behaviour and personality traits. In this present study the researcher tried to find out, leadership behaviour and personality traits of high school teachers in kanyakumari district.

METHODOLOGY

SECTION A : Test development

Leadership Behaviour Scale

Personality Inventory

Personal Information Schedule

SECTION B : Research Design

Plan and procedure

Tools used for the present study

Dimensions of the tools

Sampling techniques used

Details of sample

Administration of the tools

Scoring and tabulation

Statistical techniques used

The Research for knowledge through objective and systematic method of finding solution to a problem is research. As such the term ‘ Research’ refers to the systematic method consisting of enunciating the problem, formulating hypotheses, collecting of facts or data , analyzing the data and reaching conclusion.

Methodology is defined as “The study of methods by which we gain knowledge.” It deals with the cognitive procedure imposed on research due to the problem arising from the nature of its subject matter.

Research methodology is a way to solve the research problem systematically. Methodology occupies a very important place in any type of research as the validity and reliability of the findings depend upon the method adopted.

Research Methodology involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusion. The role of the methodology is to carry on the research work in a scientific and valid manner. The methodology consists of procedure and techniques for conducting a study.

The Methodology of the present investigation has been presented in this chapter under two sections.

Section A deals with the details of constructed and validated of tools used for study namely Leadership Behaviour Scale and development of tool used for the study namely Personality Inventory by Sindhu and Dr.Sreelatha (2011). The personal Information Schedule for collecting personal information is also explained.

Section B deals with the details of research design, plan and procedure including the sample selected , data collection procedure and statistical techniques used.

SECTION – A: TEST DEVELOPMENT

Collection of relevant data is one of the most important steps in any research especially in the field of education. An appropriate instrument or tool is very essential to serve this purpose. In certain research , the investigator carries out of the study using readymade tools. But in some other cases such tools may not work suitably with the variable selected for the study. In such cases the investigator has to prepare suitable Scale and Inventory which will work adequately with the subject selected for the study. This study necessitates the following Scale and Inventory namely,

(1)Leadership Behaviour Scale

(2)Personality Inventory

(3)Personal Data Sheet

The details of procedure followed in the development of the tools are presented below.

(1)Leadership Behaviour Scale:

The following are the steps followed in the construction of the scale.

(a)Collection of Statements

The first step that the investigator had to follow was the collection of many statements regarding the problem under study. The statements were collected on the basis of a detailed review of literature related to the problem. The investigator collected ideas from magazines, journals, newspapers, education reports, textbooks etc. Consultations and discussions were also made with experts in the field of education , Psychology and sociology.

(b)Screening of the Statements

The scale was then submitted to the guide and experts in the field of education, psychology, and sociology to judge the suitability of the statements. All the statements was then thoroughly screened and edited according to the suggestions given by them. The statements which seemed overlap with one another were critically examined and revised. The

statements were either modified or replaced by new ones. With the revised items, the scale consists of 68 statements. Of these 38 have positive polarity and 30 have negative polarity.

(c)Pre – try out

After preliminary screening and editing of items, the scale was pre tried out on 15 high school teachers in order to find out the accuracy and relevance of each statement. Difficulties in responding the items were found out. After this minor changes were made out in the language and sentence construction in some of the items.

(d)The draft scale and its administration

The draft form of Leadership Behaviour Scale of five dimensions. There are 68 items under five dimensions; out of which 42 items are spread into three dimensions: Planning, Motivation, and organization and the remaining 26 items are spread into two dimensions: communication and decision making.

The investigator visited selected schools in kanyakumari district. The tool was administrated individually to the high school teachers. Proper instructions were given about the tool. After marking their responses the investigator collected from a sample of 400 teachers.

Table : 3.1 Dimensions of Draft Leadership Behaviour Scale

S.I NO	Nature of the Dimensions	Total No of the Statements
1	Planning	14
2	Motivation	14
3	Organization	14
4	Communication	13
5	Decision Making	13

(e)Instructions for scoring

The scoring was done as follows in leadership behaviour scale for positive statements a score of 5,4,3,2,1 was given to the categories namely: A – Always, F – Frequently, O – Occasionally, S – Seldom, N – Never. The score was reversed for negative statements. The score for Leadership behaviour scale was the total of the scores obtained for all the statements.

(f)Item Analysis

Item were analyzed both quantitatively and qualitatively. Qualitative analysis includes the consideration of content validity and evaluation of items in terms of effective item writing procedures. Quantitative analysis is done in terms of statistical properties. Item analysis makes it possible to shorten a test and on the other hand to increase its validity and reliability.

The investigator used the method of item analysis by Mathew(1982) called the “Mathew Item Analysis Procedure.”

The response sheets were arranged in the order of the criterion score (the total score of the trial form of the test). Hundred response sheets each from the highest and lowest criterion score were taken as the upper tail and lower tail respectively.

PL : Percentage of individuals in the lower tail marking the keyed answer.

PU : Percentage of individuals in the upper tail marking the keyed answer.

From the “Mathew Item Analysis Table”, for each item, PL value of the item was located first, then in that section, PU value of the item along the left margin was located and the corresponding ‘Phi’ and ‘P’ values were noted.

(g)Item Selections

From the items having highest correlation values (Phi Values) and medium ‘P’ values the required numbers of items were selected. The special feature about the phi value is, that since (phi value) is found to be high for items having medium ‘P’ value, Item Selection based on ‘Phi’ values below 5 percent level of significance are not considered usually.

It may be mentioned here that ‘Phi’ values were compared for every combination of PL and PU values by means of “Guilford’s”(1954) formula.

Care was taken to include equal number of positive and negative items in the final list.

The least and the highest 'Phi' values of the selected items were 0.15 and 0.64 respectively. Similarly, the least and highest 'p' values of the selected items were 15 and 92 respectively.

LEADERSHIP BEHAVIOUR SCALE - ITEMS SELECTED

Items	PL	PU	Phi	P	
1	86	95	0.15	91	selected
2	04	25	0.30	15	Selected
3	39	52	0.13	46	–
4	68	73	0.06	71	–
5	64	81	0.19	73	Selected
6	83	99	0.28	91	Selected
7	76	91	0.20	84	Selected
8	29	60	-0.31	45	–
9	39	53	0.14	46	–
10	74	94	0.27	84	Selected
11	26	73	0.47	50	Selected
12	67	86	0.22	77	Selected
13	55	76	-0.22	66	-
14	04	10	0.12	07	–
15	88	96	0.15	92	Selected
16	03	09	0.13	06	–
17	53	58	0.05	56	–

18	55	84	0.32	70	Selected
19	85	96	0.19	91	selected
20	51	64	0.13	58	–
21	65	93	0.34	79	selected
22	38	46	0.08	46	-
23	33	47	0.14	40	–
24	55	83	0.30	69	selected
25	77	95	0.26	86	selected
26	54	66	0.12	60	–
27	53	74	0.22	64	selected
28	56	92	0.41	74	selected
29	86	87	0.02	87	–
30	46	66	0.20	56	selected
31	39	95	0.60	67	selected
32	23	87	0.64	55	selected
33	26	70	0.44	48	selected
34	80	94	0.21	87	selected
35	48	87	0.42	68	selected
36	19	59	0.41	39	selected
37	60	70	0.11	65	–
38	85	94	0.15	90	selected
39	71	90	0.24	81	selected
40	92	93	0.02	93	–
41	85	93	0.13	89	–
42	37	97	0.64	67	selected
43	24	37	0.14	31	–
44	62	78	0.18	70	selected
45	76	86	0.13	81	–

46	50	91	0.45	71	selected
47	33	88	0.56	61	selected
48	18	37	0.21	28	selected
49	39	83	0.45	61	selected
50	59	71	0.13	65	–
51	08	44	0.41	26	selected
52	84	88	0.06	86	–
53	76	82	0.07	79	–
54	88	95	0.13	92	–
55	90	96	0.12	96	–
56	26	56	0.31	41	selected
57	81	94	0.20	88	selected
58	15	26	0.14	21	–
59	47	73	0.27	60	selected
60	15	49	0.36	32	selected
61	54	77	0.24	66	selected
62	35	50	0.15	43	selected
63	77	85	0.10	81	–
64	66	80	0.16	73	selected
65	49	60	0.11	55	–
66	51	58	0.07	55	–
67	28	53	0.26	41	selected
68	90	97	0.14	94	–

h)Selecting the final list of the statements

The draft form of the leadership behaviour scale contains 68 items. After the item analysis, the final leadership behaviour scale consisted 40

items. The researcher has taken all statements without any change but the personal care taken for item selection in the final list of selected items 1,5,10,11,15,18,19,27,32,33,34,36,47,48,49,51,56,57,60,67, are positive polarity and 2,6,7,12,21,24,25,28,30,31,35,38,39,42,44,46,59,61,62,64 are of negative polarity.

i) Establishing reliability and validity of the test

(1) Reliability of the test

A test is reliable to the extent that it measures whatever it is measuring consistently. In tests that have a high co-efficient of reliability, errors of measurements have been reduced to a minimum. Reliable tests are stable in whatever they measure and yield comparable scores on repeated administration. There are two essential characteristics of good measuring instruments: their reliability and validity. Reliability is one of the important characteristics of any test and measuring instrument. Reliability refers to the accuracy of the measurement. It also refers to the extent to which a test is internally consistent, that is, consistency of scores obtained throughout the test administration.

According to Best (1978) "A test is reliable to the extent that it measures accurately and consistently from one another".

Split half method was used for establishing the reliability of the tool. For calculating the split half reliability of the test scores obtained by a

sample of 100 High school teachers were used. The scores on odd numbered items and even numbered items were taken separately and correlation were calculated. The co-efficient of correlation is calculated for two halves of scores. The co-efficient of correlation is indicates the reliability of half length of the test. The correlation co-efficient of the whole test is then estimated by using Spearman – Brown Prophecy formula,

$$r = \frac{2r_{1/2}}{1+r_{1/2}}$$

Where,

r = reliability co-efficient of the full test.

$r^{1/2}$ = reliability co-efficient obtained between the two halves of the test.

Table No : 3.2

Reliability Co – efficient of the Leadership Behaviour Scale

Reliability Coefficient of the leadership behaviour scale			
S.No	Variable	Correlation between odd half and even half	Reliability coefficient of the whole test
1	Leadership Behaviour	0.8059	0.8925

2)Validity of the test

The validity of a test means the degree to which the test actually measures which it purports to measure. The validity provides a direct check on how well the test fulfils its function. The empirical definition of validity refers to the extent of correlation. The theoretical meaning of validity refers to the purposiveness or truthfulness of test scores.

The two types of validity established for this tool were face validity and content validity.

(a)Face Validity

Face Validity means that the given tool appears or seems to measure what it measure. The tool was submitted to a panel of experts and in their opinion it appeared to measure relevant objectives of the tool. A close look on the items on the scale reveals that each and every item is capable of reflecting the subject Leadership Behaviour. This provided the face validity for the tool.

b)Content Validity

Content Validity of the test was also established by verifying the comprehensiveness of coverage of the content of the test using authentic literature and opinion of experts. There ascertained that the tool has moderate content validity.

Distribution of statements, response sheet, scoring key and scoring manual are given in the appendix.

SECTION – B

Plan and procedure

Research methods are of almost importance in research process. They describe the various steps of the plan of attack to be adopted in solving a research problem, such as the manner in which the problem is formulated, the operational definitions of terms, the choice of subjects for investigation, the collection, analysis and interpretation of data, and process of inferences and generalization. The validity and reliability of the findings also depends on the method adopted. A suitable method helps the researcher to explore the diverse stands of the study and adequately measures them so as to satisfy the requirements and thus it is means to an end.

Some of the popular methods of educational research are historical method, survey methods and experimental methods, In addition above methods are casual comparative studies, case study method, genetic method etc.

a)Method for the present investigation

For the Present Study the investigator used normative survey method. The survey is the most appropriate and widely used research method. This method of investigation attempts to describe and interpret what exists at

present in the form of condition, practice, process, trends, effects, attitudes belief. It is concerned with the phenomena that are typical of normal conditions.

Sample

A sample is a small portion of a population selected for observation and analysis. A sample reflects the characteristics which define the population from which it is selected, 400 samples were selected for the present investigation and random sampling technique was used.

According to George J. Mouly 1964, "Modern Statisticians feel that taking a complete census is frequently a sign of statistical (sampling) incompetence. Not only is sampling more practical than a complete census but by permitting greater control over every aspects of the selection of the cases, it actually procedure more accurate result."

The sample of this study consisted of teachers who are teaching in High School of Kanyakumari District. While selecting the subjects the representations were given to factors which as gender, locale educational qualifications, years of experience and type of management.

Details of Sample

Table No: 3.3

List of Schools selected

S.No	Selected Schools	Total
1	Yettacode Higher Secondary School, Yettacode	32
2	Government High School, Villunnikonam	12
3	Child Jesus Matriculation Higher Secondary School, <u>Unnamalaikadai</u>	28
4	L.M.S. Boys Higher Secondary School, Marthandam	32
5	L.M.S. girls Higher Secondary School, Marthandam	30
6	Government Boys Higher Secondary School, Kuzhithurai	32
7	Government Girls Higher Secondary School, Kuzhithurai	30
8	Hindu Vidhyalaya Matriculation Higher Secondary School, Marthandam	28
9	Amsi High School , Amsi	10
10	Vivekananda Matriculation Higher Secondary School, Paraicode	32
11	Arunachalam Higher Secondary School	30
12	Government High School, <u>Unnamalaikadai</u>	13
13	Government Higher Secondary School, Munchirai	35
14	Government Higher Secondary School, Vilavancode	30
15	VidhyaJothi Higher Secondary School , Marthandam	26
	Total	400

Table No: 3.4

Gender – wise Distribution of sample

S.No	Gender	Total No of teachers	Percentage
1	Male	185	46.25
2	Female	215	53.75
3	Total	400	100

The sample consists of 400 High School teachers in which 185 males and 215 females. The percentage corresponding to males and female teachers are 46.25 % and 53.75 % respectively.

Figure No: 3.1

Gender –wise Distribution of sample

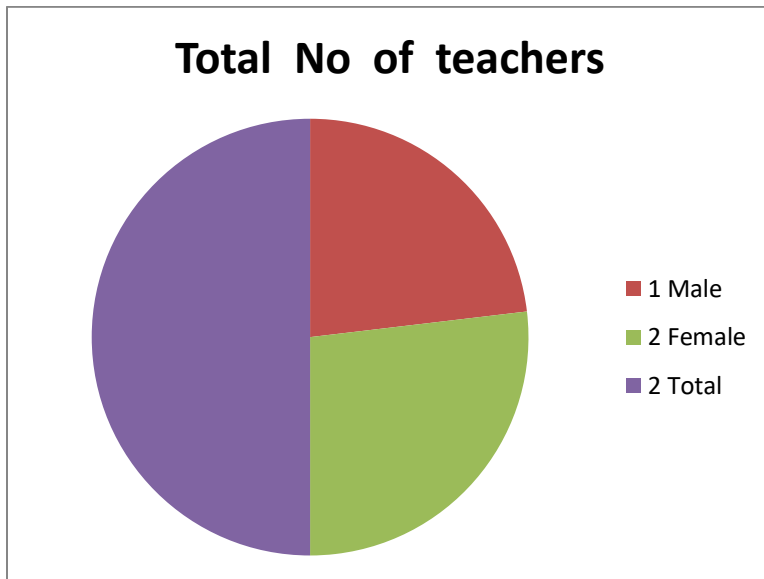


Table No: 3.5

Locale - Wise Distribution of sample

S.No	Locality	Total No of teachers	Percentage
1	Rural	208	52.00
2	Urban	192	48.00
3	Total	400	100

The sample consists of 400 High School teachers in which 208 rural schools and 192 urban schools. The percentage corresponding to rural and urban school teachers are 52% and 48 % respectively.

Figure No: 3.2

Locale - Wise Distribution of sample

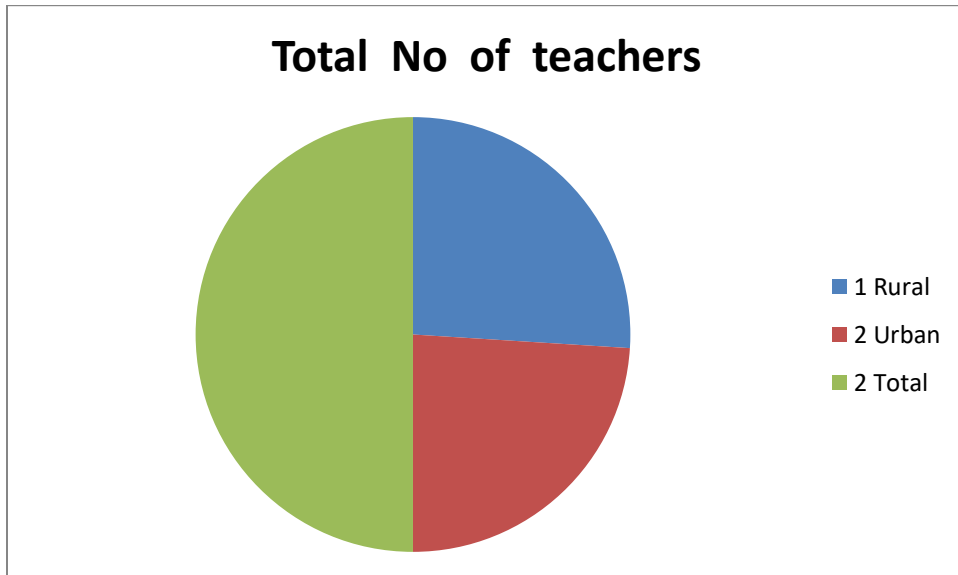


Table No: 3.6

Educational Qualifications – Wise Distribution of sample

S.No	Educational Qualifications	Total No of teachers	Percentage
1	UG	124	31.00
2	PG	276	69.00
3	Total	400	100

The sample consists of 400 High School teachers in which 124 UG and 276 PG qualified teachers . The percentage corresponding to UG and PG qualified teachers are 31% and 69% respectively.

Figure No: 3.3

Educational Qualifications – Wise Distribution of sample

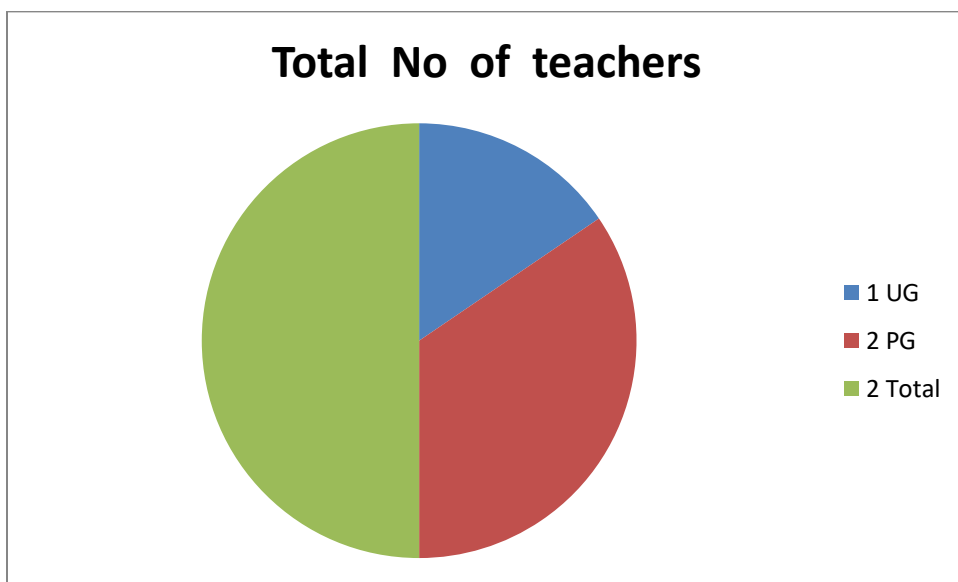


Table No : 3.7

Years of Experience - Wise Distribution of sample

S.No	Years of Experience	Total no of teachers	Percentage
1	0-5 years	95	23.75
2	6-10 years	179	44.75
3	Above 10 years	126	31.50
4	Total	400	100

The total sample consists of three major groups 0 – 5 Years , 6 – 10 Years and above 10 Years experience of 400 high school teachers, in which 95 were 0 - 5 Years, 179 were 6 – 10 Years and 126 were Above 10 years experienced teachers. The percentage corresponding to 0 - 5 Years, 5– 10 Years and above 10 Years experienced teachers are 23.75% , 44.75% , and 31.50% respectively.

Figure No : 3.4

Years of Experience - Wise Distribution of sample

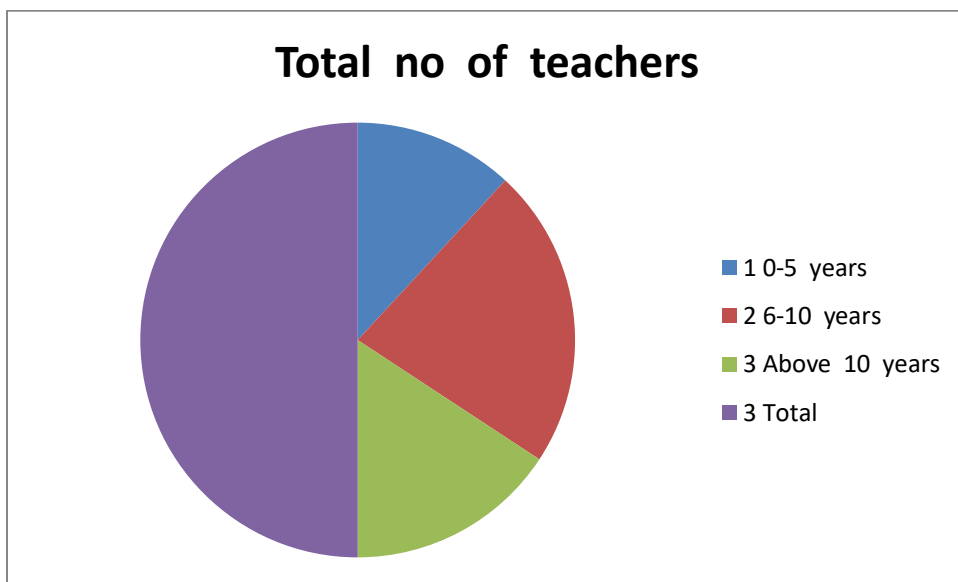


Table : 3.8

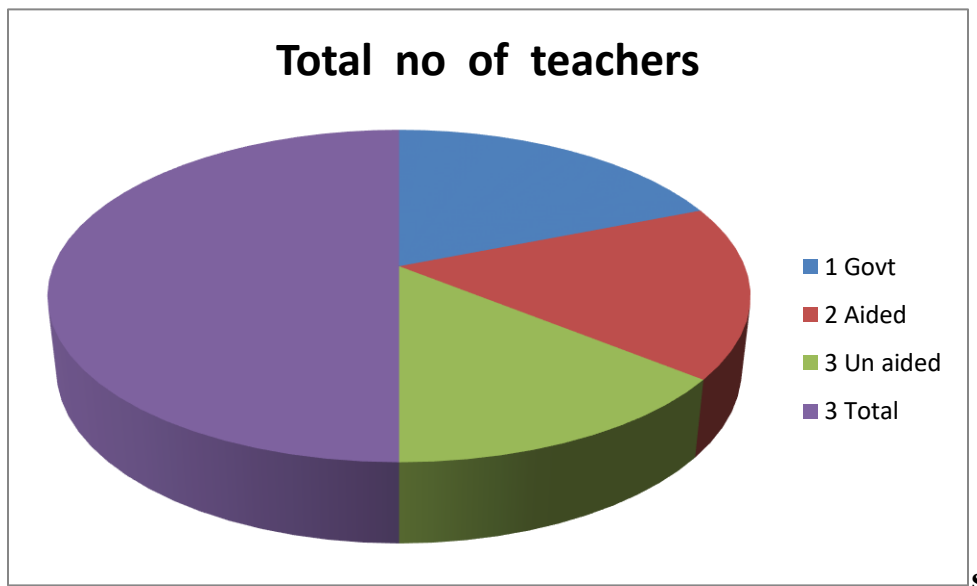
Type of Management - wise Distribution of sample

S.No	Type of Management	Total no of teachers	Percentage
1	Government	152	38.00
2	Aided	134	33.50
3	Un aided	114	28.50
4	Total	400	100

The total sample consists of three major groups government , aided and unaided of 400 high school teachers, in which 152 were government schools teachers, 134 were aided school teachers and 114 were unaided school teachers. The percentage corresponding to government, aided and unaided school teachers are 38%, 33.50% and 28.50% respectively.

Figure No : 3.5

Type of Management -wise Distribution of sample



B)Tools used for the present study

The data are necessary for carrying out research. It must be collected with carrying out research. It must be collected with some special instrument or devices. The successful outcome of research mainly depends upon the proper selection of research tools. The nature of the tool depends on the variable included in this study. So the investigator used the following tools in present study.

1)Leadership Behaviour Scale

2)Personality Inventory

3)Personal Data Sheet

i)Leadership Behaviour Scale

The Leadership Behaviour Scale was constructed and validated by the investigator with the help of the guide. This scale consists of four dimensions namely Planning, Motivation, Organization, Communication and Decision making. Each dimension consists of eight statements.

Table No: 3.9

The number of items in each dimensions of Leadership Behaviour

S.No	Dimensions	No of items
1	Planning	8
2	Motivation	8

3	Organization	8
4	Communication	8
5	Decision Making	8
	Total	40

ii)Personality Inventory

The Personality Inventory was prepared and validated by T. Sindhu and Dr. S.Sreelatha (2011). There are 32 items in the Personality Inventory.

iii)Personal Data Sheet

The Personal data sheet contains information about High School teacher's Gender, Locale, Educational Qualifications, Years of experience and Type of management.

c)Procedure of data collection

Data collection is done to gather information from the sample of High School teachers. For administering the tool, the investigator visited the schools as per the schedule fixed.

The tools were administered to the sample under standard condition. Personal information schedule was administered first. After the completion of it, Leadership Behaviour Scale and the Personality Traits Inventory was given to the subjects. The subjects are assured of the maintenance of conditionality of their response.

d)Scoring Procedure

The collected data were scored systematically using scoring key prepared by the investigator. In Leadership Behaviour scale a score of 5,4,3,2,1 was given to the category Always, Frequently, Occasionally, seldom, Never for a positive statement. The score is reversed for negative statement. In Personality Inventory a score of 5,4,3,2,1 was given to the category Always, Frequently, Occasionally, seldom, Never for a positive statement. The score is reversed for negative statement. After the completion of the scoring, the data was organized and tabulated from analysis and interpretation.

e)Statistical Techniques Used

For the analysis of the data collected, following Statistical techniques were adopted. They were namely,

- Arithmetic mean
- Standard Deviation
- Pearson's Product Moment Method of Correlation Co-efficient
- t - test
- ANOVA

i) Arithmetic Mean

It is the most widely used measure for representing entire data by one value. It is the center of gravity in a distribution and is useful for further statistical interpretation.

$$\text{Arithmetic mean}(X) = A + \frac{\sum fd}{N} \times C$$

Where,

A= Assumed mean of the score obtained

F= Frequency of each class interval

d= Deviation of Scores from the assumed mean $\sum fd^2_{21}$

N= Total frequency

C= Class interval of the frequency distribution.

ii) Standard Deviation

It measures absolute dispersion. The greater the amount of variability the greater the standard deviation. It reveals high degree of uniformity of observation.

$$\text{Standard Deviation (SD)} \sigma = C \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

Where, σ = Standard deviation

C= Class interval

d= Square of deviation of scores from the assumed mean.

f= frequency

N= Total frequency

iii) Co-efficient of correlation

Co-efficient of correlation is the term used to refer to an underlying relation between any two or more variables.

Product Moment Correlation

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)} \times \sqrt{(N\sum Y^2 - (\sum Y)^2)}}$$

Where,

r= The Pearson's Product Moment correlation co-efficient

N= Total number of pairs of X and Y

X= Raw score on the X variable

Y= Raw score on the Y variable.

iv) t- test

It is used for finding significant level of difference between two groups of population. From the mean and standard deviation 't' value can be calculated.

The 't' test is calculated by using the formula

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

M_1 = Arithmetic mean of first group

M_2 = Arithmetic mean of second group

σ_1 = Standard deviation of first group

σ_2 = Standard deviation of second group

N_1 = Size of the first group

N_2 = Size of the second group

v) ANOVA

The analysis of variance (ANOVA) is used when there is any significant difference between more than two groups. This is calculated by the F- distribution of sample.

$$F = \frac{V_b}{V_w}$$

V_b = Mean square variance between the groups

V_w = Mean squares within the groups

Scheffee's Procedure

This is a test of Posthoc Analysis. A significant F obtained as the result of ANOVA does not indicate which of the groups differ among themselves. In such cases, the comparison of the differences between means for any two groups is done during Scheffee's Procedure (Scheffe's 1957). Scheffee's test is one of the well known multiple group comparison test

ANALYSIS AND INTERPRETATION

Percentage wise analysis

Different analysis

Correlation analysis

Analysis means the categorizing, ordering, manipulating, and summarizing of data to obtain answers to research questions. Interpretation takes the results of analysis, makes inferences pertinent to the research relations studied, and draws conclusions about these relations. The researcher who interprets research results searches them for their meaning and implications.

Analysis and Interpretation are central steps in the research process. The goal of analysis is to summarize the collected data in such a way that they provide answers to the question that triggered the research. Interpretation is the search for the broader meaning of research findings. Analysis is not complete without interpretation; and interpretation cannot proceed without analysis. Both, are, thus interdependent.

The problem should be analyzed in detail to see what data are necessary in its solution and to be assured that the methods used will provide for definite answers. The researcher must determine or not the factors chosen for study will satisfy all the conditions at the problem and if the source to be used will provide the requisite data.

The data collected from the sample were analyzed using appropriate statistical techniques like arithmetic mean, standard deviation, Pearson's product moment method, t-test, and ANOVA followed by scheffe procedure and result of the analysis are presented under the following sections.

I. Assessment of the level of Leadership Behaviour and Personality Traits

II. Differential Analysis

III. Correlation Analysis

I. Assessment of the level of Leadership Behaviour and Personality Traits

The purpose of this analysis is to find out the Leadership Behaviour and Personality Traits of high school teachers. For this purpose, the high school teachers were grouped into three levels, namely high, average and low based on their scores in Leadership Behaviour and Personality Inventory. The mean and standard deviation of the total scores were calculated. Those getting scores at or above $M + \sigma/2$ were grouped those having leadership behaviour and those getting scores below $M - \sigma/2$ were grouped as those with low leadership behaviour and those getting scores between $M + \sigma/2$ and $M - \sigma/2$ were grouped as average leadership behaviour group. The same procedure is followed for personality traits scores also.

Level of Leadership Behaviour of high school teachers

Table No: 4.1

Percentage wise distribution of different level of leadership behaviour

Leadership Behaviour	Count	Percentage
Low	74	18.50
Average	246	61.50
High	80	20.0
Total	400	100.00

From the above table, it is clear that the 61.50% of the teachers have average level of leadership behaviour. Hence the leadership behaviour of the high school teachers in average.

Table No : 4.2

Descriptive Statistics for Leadership Behaviour

Mean	124.25
Standard Deviation	30.24
Count	400

For the present study the investigator collected Leadership Behaviour of high school teachers. The above table gives details about the whole performance showed by the sample in their leadership behaviour. The total count of the sample collected is 400. The mean score scored by the high school teachers in their leadership behaviour is 124.25 and the standard deviation calculated is 30.24.

level of Personality Traits of High School teachers

Table 4.3

Percentage wise distribution of different level of Personality Traits

Personality Traits	Count	Percentage
Low	85	21.25
Average	234	58.50
High	81	20.25
Total	400	100.00

From the table 4.3, it is clear that 58.50% of the teachers have average level of personality traits. Hence the personality traits of the high school teachers is average.

Table 4.4

Descriptive Statistics for Personality Traits

Mean	95.68
Standard Deviation	16.94
Count	400.00

For the present study the investigator collected Personality Traits of high school teachers. The above table gives detail about the whole performance showed by the sample in their personality traits. The total count of the sample collected is 400. The mean score scored by the high school teachers in their personality traits is 95.68 and the standard deviation calculated is 16.94.

II. DIFFERENTIAL ANALYSIS

i) Comparison of leadership behaviour of high school teachers based on background Variables

(a) Sex wise Comparisons of leadership behaviour of high school teachers

Two groups of high school teachers namely male and female have been subjected for study as per the analysis given in the table 4.5.

Table 4.5

Comparison of scores of leadership behaviour of male and female teachers

Null hypothesis

There is no significant difference in the mean scores of leadership behaviour of high school teachers based on gender.

Gender	Mean	SD	N	t Value	P Value	Level of Significance
Male	123.46	29.43	185	0.48	0.629	NS
Female	124.92	30.96	215			

The calculated t value ($t = 0.48$; $P > 0.05$) is not significant at any level. Therefore the null hypothesis “there will be no significant difference between male and female teachers in their leadership behaviour is accepted”. That is there existed no significant difference between male and female teachers in their leadership behaviour. That is leadership behaviour of the high school teachers does not statistically differ with their gender.

(b) Locale wise comparison of Leadership Behaviour of High School teachers

Two groups of high school teachers namely rural and urban have been subjected for study as per the analysis given in the table 4.6

Table 4.6

Comparison of scores of leadership behaviour of rural and urban school teachers

Null hypothesis

There is no significant difference in the mean scores of leadership behaviour of high school teachers based on their locale.

Locality	Mean	SD	N	t Value	P Value	Level of Significance
Rural	121.11	29.61	208	2.17	0.031	Sig at 0.05 level
Urban	127.65	30.61	192			

From the above table it is inferred that the calculated t value ($t = 2.17$; $P < 0.05$) is significant at 0.05 level. Therefore the null hypothesis ‘ There is no significant differences between rural and urban school teachers in their leadership behaviour is rejected’. That is there existed significant difference between rural and urban school teachers in their leadership behaviour.

(c) Educational qualification wise Comparison of leadership behaviour of high school teachers

Two groups of high school teachers namely undergraduate (UG) and post graduate (PG) have been subjected for study as per the analysis given in the table 4.7.

Table 4.7

Comparison of scores of leadership behaviour of undergraduate and postgraduate teachers

Null hypothesis

There is no significant difference in the mean scores of leadership behaviour of high school teachers based on their educational qualification.

Educational Qualifications	Mean	SD	N	t Value	P Value	Level of Significance
UG	123.00	30.73	124	0.55	0.586	NS
PG	124.80	30.05	276			

The calculated t value ($t = 0.55$; $P > 0.05$) is not significant at any level. Therefore the null hypothesis “there will be no significant difference between UG and PG teachers in their leadership behaviour is accepted”. That is there existed no significant difference between UG and PG teachers in their leadership behaviour. That is leadership behaviour of the high school teachers does not statistically differ with their educational qualification.

(d) Years of experience wise Comparisons of leadership behaviour of high school teachers

Three groups of high school teachers namely 0 to 5 years, 6 to 10years, and above 10 years experienced teachers have been subjected for study as per the analysis given in table 4.8.

Table 4.8

Comparison of scores of leadership behaviour of teachers based on years of experience

Null hypothesis

There is no significant difference in the mean scores of leadership behaviour of high school teachers based on their years of experience.

Years of experience	Mean	S.D	Source	Sum of squares	df	Mean Squares	F	P	Level of Significance
0-5 Years	120.33	29.73	Betw een GP	13280.00	2	6910.00	7.82	0.000	Sig at 0.01 level
5-10 Years	120.22	26.65	Withi n GP	350980.00	397	884.08			
Above 10Years	132.91	33.64	Total	364800.00	399				

The calculated F value ($F=7.82$; $P > 0.01$) is significant at 0.01 level. Therefore the null hypothesis “There is no significant difference between 0 to 5 years , 5 to 10 years and above 10 years experienced teachers in their leadership behaviour is rejected”. It showed that there exist significant difference between the years of experience of high school teachers in their leadership behaviour.

The result does not help to identify exactly the pairs group which differ significantly. Hence Scheffe’s multiple comparison is used for further analysis.

Table 4.9

Result of Scheffe Procedure for the various experiences

Years of Experiences	N	Pair	P(Scheffe)	Level of Significance
0 – 5 Years (A)	95	A Vs B	1.000	NS
5 – 10 Years(B)	179	B Vs C	0.001	Sig at 0.01 level
Above 10 Years (C)	126	A Vs C	0.008	Sig at 0.01 level

The result showed that there existed significant difference between teachers with 5-10 years of experience and above 10 years of experience in the leadership behaviour of high school teachers. The other group does not

differ significantly. The high school teachers having more than 10 years experience have more leadership behavior than others.

Type of Management wise comparison of leadership behaviour of high school teachers

Three groups of high school teachers namely government, aided, and unaided have been subjected for study as per the analysis given in table 4.10.

Table 4.10

Comparison of leadership behaviour of high school teachers having varying Type of Management

Null hypothesis

There is no significant difference in the mean scores of leadership behaviour of high school teachers based on their Type of Management.

Type of management	Mean	S.D	Source	Sum of squares	df	Mean Squares	F	P	Level of Significance
Govt	130.39	33.31	Between GP	10754.85	2	5377.43	6.03	0.03	Sig at 0.01 level
Aided	122.73	25.84	Within GP	354045.14	397	891.80			
Unaided	117.82	29.41	Total	364799.99	399				

The calculated F value ($F=6.03$; $P < 0.01$) is significant at 0.01 level. Therefore the null hypothesis “There is no significant difference between Government, Aided and Unaided school teachers in their leadership behaviour is rejected”. That is there exists significant difference among the type of management of high school teachers in their leadership behaviour.

The result does not help to identify exactly the pairs group which differ significantly. Hence Scheffe’s multiple comparison is used for further analysis.

Table 4.11

Result of Scheffe Procedure for the various management

Type of management	N	Pair	P(Scheffe)	Level of Significance
Govt (A)	152	A Vs B	0.097	NS
Aided (B)	134	B Vs C	0.436	NS
Unaided (C)	114	A Vs C	0.003	Sig at 0.01 level

The result showed that there existed significant difference between government and unaided school teachers in their leadership behaviour of high school teachers. The other two groups does not differ significantly. The government school teachers have high leadership behavior than others.

ii) Comparison of Personality Traits of high school teachers based on background Variables

(a) Sex wise comparison of personality traits of high school teachers

Two groups of high school teachers namely male and female have been subjected for study as per the analysis given in the table 4.12.

Table 4.12

Comparison of scores of Personality Traits of male and female teachers

Null hypothesis

There is no significant difference in the mean scores of leadership behaviour of high school teachers based on gender.

Gender	Mean	SD	N	t Value	P Value	Level of Significance
Male	95.76	17.69	185	0.01	0.99	NS
Female	95.61	16.49	215			

The calculated t value ($t = 0.01$; $P > 0.05$) is not significant at any level. Therefore the null hypothesis “there will be no significant difference between male and female teachers in their personality traits is accepted”. That is there existed no significant difference between male and female

teachers in their personality traits . That is personality traits of the high school teachers does not statistically differ with their sex.

(b) Locality wise comparison of Personality Traits of High School teachers

Two groups of high school teachers namely rural and urban have been subjected for study as per the analysis given in the table 4.13.

Table 4.13

Comparison of scores of Personality Traits of rural and urban school teachers

Null hypothesis

There is no significant difference in the mean scores of personality traits of high school teachers based on their locality.

Locale	Mean	SD	N	t Value	P Value	Level of Significance
Rural	95.69	16.63	208	0.01	0.09	NS
Urban	95.67	17.31	192			

The calculated t value ($t = 0.01$; $P > 0.05$) is not significant at any level. Therefore the null hypothesis “there will be no significant differences between rural and urban school teachers in their personality traits

is accepted.” That is there existed no significant difference between rural and urban school teachers does not statistically differ with their locale.

(c) Educational qualification wise comparison of personality traits of high school teachers

Two groups of high school teachers namely undergraduate (UG) and post graduate (PG) have been subjected for study as per the analysis given in the table 4.14.

Table 4.14

Comparison of scores of personality traits based on Educational qualifications of teachers

Null hypothesis

There is no significant difference in the mean scores of personality traits of high school teachers based on their educational qualification.

Educational Qualifications	Mean	SD	N	t Value	P Value	Level of Significance
UG	94.85	16.86	124	0.66	0.512	NS
PG	96.05	16.99	276			

The calculated t value ($t = 0.66$; $P > 0.05$) is not significant at any level. Therefore the null hypothesis “there will be no significant difference between UG and PG teachers in their personality traits is accepted”. That is there existed no significant difference between UG and PG teachers in their

personality traits . The personality traits of the high school teachers does not statistically differ with their educational qualification.

(d) Years of experience wise comparison of personality traits of high school teachers

Three groups of high school teachers namely 0 to 5 years, 5 to 10 years, and above 10 years experienced teachers have been subjected for study as per the analysis given in table 4.15.

Table 4.15

Comparison of scores of personality traits of teachers based on years of experience

Null hypothesis

There is no significant difference in the mean scores of personality traits of high school teachers based on their years of experience.

Years of experience	Mean	S.D	Source	Sum of squares	df	Mean Squares	F	P	Level of Significance
0-5 Years	94.75	17.45	Betwe en GP	2162.3	2	1081.13	3.82	0.023	Sig at 0.05 level
5-10 Years	93.79	16.07	Within GP	112290.78	397	282.85			
Above 10Years	99.06	17.36	Total	114453.04	399				

The calculated F value ($F=3.82$; $P > 0.05$) is significant at 0.05 level. Therefore the null hypothesis “There is no significant difference between 0 to 5 years , 5 to 10 years and above 10 years experienced teachers in their personality traits is rejected”. It showed that there exist significant difference among the years of experience of high school teachers in their personality traits.

The result does not help to identify exactly the pairs of group which differ significantly. Hence Scheffe’s multiple comparison is used for further analysis.

Table 4.16

Result of Scheffe Procedure for the various experiences

Years of Experiences	N	Pair	P(Scheffe)	Level of Significance
0 – 5 Years (A)	95	A Vs B	0.904	NS
5 – 10 Years(B)	179	B Vs C	0.027	Sig at 0.05 level
Above 10 Years (C)	126	A Vs C	0.170	NS

The result showed that there existed significant difference between teachers with 5-10 years of experience and above 10 years of experience in the personality traits of high school teachers. The other group does not differ significantly. The high school teachers having more than 10 years experience have more personality traits others.

Type of Management wise Comparison of personality traits of high school teachers

Three groups of high school teachers namely government, aided, and unaided have been subjected for study as per the analysis given in table 4.17.

Table 4.17

Comparison of personality traits of high school teachers having varying Type of Management

Null hypothesis

There is no significant difference in the mean scores of personality traits of high school teachers based on their Type of Management.

Type of management	Mean	S.D	Source	Sum of squares	df	Mean Squares	F	P	Level of Significance
Govt	97.38	17.23	Betwe en GP	2683.0	2	1341.51	4.76	0.009	Sig at 0.01 level
Aided	97.24	16.7	Within GP	111770.0	397	281.54			
Unaided	91.58	16.26	Total	114453.0	399				

The calculated F value (F=4.76; P <0.01) is significant at 0.01 level.

Therefore the null hypothesis “There is no significant difference between Government, Aided and Unaided school teachers in their leadership

behaviour is rejected". That is there exists significant difference among the type of management of high school teachers in their personality traits.

The result does not help to identify exactly the pairs group which differ significantly. Hence Scheffe's multiple comparison is used for further analysis.

Table 4.11

Result of Scheffe Procedure for the various management

Type of management	N	Pair	P(Scheffe)	Level of Significance
Govt (A)	152	A Vs B	0.098	NS
Aided (B)	134	B Vs C	0.031	Sig at 0.05 level
Unaided (C)	114	A Vs C	0.021	Sig at 0.05 level

The result showed that there existed significant difference between aided and unaided school teachers in their personality traits . The other group does not differ significantly. The government school teachers have high personality traits than others.

III. CORRELATION ANALYSIS

i) Correlation between leadership behaviour and personality traits of total sample and sub samples

Correlation between leadership behaviour and personality traits of the total sample and subsamples are calculated and presented in table 4.19.

Table 4.19

Pearson correlation between leadership behaviour and personality traits of high school teachers based on background characteristics

Background Characteristics		Pearson correlation	P	Level of Significance
Total		0.733	0.000	Sig at 0.01 level
Gender	Male	0.776	0.000	Sig at 0.01 level
	Female	0.697	0.000	Sig at 0.01 level
Locality	Rural	0.762	0.000	Sig at 0.01 level
	Urban	0.711	0.000	Sig at 0.01 level
Educational Qualifications	UG	0.705	0.000	Sig at 0.01 level
	PG	0.745	0.000	Sig at 0.01 level
Years of experience	0-5 Years	0.732	0.000	Sig at 0.01 level
	5-10 Years	0.711	0.000	Sig at 0.01 level
	Above 10 Years	0.744	0.000	Sig at 0.01 level
Type of Management	Govt	0.756	0.000	Sig at 0.01 level
	Aided	0.712	0.000	Sig at 0.01 level
	Unaided	0.722	0.000	Sig at 0.01 level

Table 4.20

The correlation between leadership behaviour and personality traits of high school teachers

Variable	Variable	Pearson Correlation	Remark
Leadership Behaviour	Personality Traits	0.733	Sig at 0.01 level

From the above table it is inferred that there exist significant high positive correlation between Leadership Behaviour and Personality Traits of high school teachers.

TENABILITY OF HYPOTHESES

- 1) The first null hypothesis “There exists no significant difference between male and female high school teachers in their leadership behaviour” is accepted.
- 2) The second null hypothesis “There exists no significant difference between rural and urban high school teachers in their leadership behaviour” is rejected.

- 3) The third null hypothesis “There exists no significant difference between undergraduate and postgraduate high school teachers in their leadership behaviour” is accepted.
- 4) The fourth null hypothesis “There exists no significant difference between years of experience of high school teachers in their leadership behaviour” is rejected.
- 5) The fifth null hypothesis “There exists no significant difference between type of management of high school teachers in their leadership behaviour” is rejected.
- 6) The sixth null hypothesis “There exists no significant difference between male and female high school teachers in their personality traits” is accepted.
- 7) The seventh null hypothesis “There exists no significant difference between rural and urban high school teachers in their personality traits” is accepted.
- 8) The eighth null hypothesis “There exists no significant difference between years of experience of high school teachers in their personality traits” is accepted.
- 9) The ninth null hypothesis “There exists no significant difference between years of experience of high school teachers in their personality traits” is rejected.

10)The tenth null hypothesis “There exists no significant difference between type of management of high school teachers in their personality traits” is rejected.

CONCLUSIONS AND SUGGESTIONS

Study in retrospect

Objectives of the study

Hypotheses framed

Methodology in brief

Major findings and conclusions

Education implication of the study

Suggestion for the further research

THE STUDY IN RETROSPECT

The Study under investigation is entitled as “Leadership Behaviour and Personality Traits of High School Teachers”. This chapter attempts to summarize all the findings and conclusions drawn from the present investigation. The educational implications of the study and suggestions for further research are also given.

OBJECTIVES OF THE STUDY

- To construct and validate a Leadership behaviour scale for high school teachers.
- To study the leadership behaviour of high school teachers.
- To study the personality traits of high school teachers.
- To compare the mean scores of leadership behaviour of high school teachers with respect to the background variables namely gender, locale, educational qualifications, experience and type of management.
- To compare the mean scores of personality traits of high school teachers with respect to the background variables namely gender, locale, educational qualifications, experience and type of management.

- To study whether there is any significant correlation between leadership behaviour and personality traits of High school teachers.

HYPOTHESES

The null hypotheses framed for the study are as follows.

- There exists no significant difference in the mean scores of leadership behaviour of male and female high school teachers.
- There exists no significant difference in the mean scores of leadership behaviour of rural and urban high school teachers.
- There is no significant difference in the mean scores of leadership behaviour of high school teachers based on their educational qualifications.
- There is no significant difference in the mean scores of leadership behaviour of high school teachers based on their experience.
- There exists no significant difference in the mean scores of leadership behaviour of government aided and unaided high school teachers.
- There is no significant difference in the mean scores of personality traits of male and female high school teachers.
- There is no significant difference in the mean scores of personality traits of rural and urban high school teachers.

- There exists no significant difference in the mean scores of personality traits of high school teachers based on their educational qualifications.
- There exists no significant difference in the mean scores of personality traits of high school teachers based on their experience.
- There exists no significant difference in the mean scores of personality traits of government, aided and unaided high school teachers.
- There is no significant correlation between leadership behaviour and personality traits of high school teachers.

METHODOLOGY IN BRIEF

a)Method adopted

Normative survey method was used for this study.

b)Sample for the study

The study was conducted on a sample of 400 high school teachers of various schools in kanyakumari district.

c)Tools of the study

The tools used for the study were as follows.

* Leadership behaviour Scale (Constructed and validated by the investigator.)

*Personality Inventory (Constructed and validated by T. Sindhu& Dr. Sreelatha2011.)

*Personal Data sheet

d) Data collection procedure

The investigator visited, selected high schools in kanyakumari district. The Leadership Behaviour Scale and Personality Inventory were administered individually to the high school teachers. Proper instructions were given by the investigator. Prospective teachers were instructed to read the statements carefully and mark their responses in the response sheet.

e) Scoring and tabulation

The data collected were scored systematically using scoring keys. In Leadership Scale, for positive items, the score was 5,4,3,2,1, and for negative items the score were reversed. In Personality Inventory for positive items, the score was 5,4,3,2,1 and for negative items the score was reversed. After completion of scoring, the data were organized and tabulated for analysis and interpretation.

f)Statistical Techniques Used

For the analysis of the data collected, following statistical techniques were adopted. Arithmetic mean, Standard Deviation, Pearson Product moment correlation method , t – test, and ANOVA followed by Scheffee’s Procedure.

MAJOR FINDINGS AND CONCLUSIONS

Following were the important findings of the present investigation.

1) There existed no significant difference between the male and female high school teachers in their leadership behaviour. This finding was supported by the following result ($t = 0.48$; $P > 0.05$ which is not significant at any level).

2) There existed significant difference between the rural and urban high school teachers in their leadership behaviour. This finding was supported by the following result ($t = 2.17$; $P < 0.05$ which is significant at 0.05 level).

3) There existed no significant difference between the UG and PG high school teachers in their leadership behaviour. This finding was supported by the following result ($t = 0.55$; $P > 0.05$ which is not significant at any level).

4) There existed significant difference among the 0 – 5 years, 5 – 10 years and above 10 years experience of high school teachers in their leadership behaviour. This finding was supported by the following result ($F = 7.82$; $P < 0.01$ which is significant at 0.01 level).

5) There existed significant difference between the government, aided and unaided high school teachers in their leadership behaviour. This finding was supported by the following result ($F = 6.03$; $P < 0.01$ which is significant at 0.01 level).

6) There existed no significant difference between the male and female high school teachers in their personality traits. This finding was supported by the following result ($t = 0.09$; $P > 0.05$ which is not significant at any level).

7) There existed no significant difference between the rural and urban high school teachers in their personality traits . This finding was supported by the following result ($t = 0.01$; $P > 0.05$ which is not significant at any level).

8) There existed no significant difference between the UG and PG high school teachers in their personality traits . This finding was supported by the following result ($t = 0.66$; $P > 0.05$ which is not significant at any level).

9) There existed significant difference among the 0 – 5 years, 5 – 10 years and above 10 years experience of high school teachers in their personality traits . This finding was supported by the following result ($F = 3.82$; $P < 0.05$ which is significant at 0.05 level).

10) There existed significant difference between the government, aided and unaided high school teachers in their personality traits . This finding was supported by the following result ($F = 4.76$; $P < 0.01$ which is significant at 0.01 level).

11) There existed significant relationship between leadership behaviour and personality traits of high school teachers . This finding was supported by the following result ($r = 0.733$; which is significant at 0.01 level).

12) There existed significant relationship between leadership behaviour and personality traits of the male teachers . This finding was supported by the following result ($r = 0.776$; which is significant at 0.01 level).

13) There existed significant relationship between leadership behaviour and personality traits of the female teachers . This finding was supported by the following result ($r = 0.697$; which is significant at 0.01 level).

14) There existed significant relationship between leadership behaviour and personality traits of rural school teachers . This finding was supported by the following result ($r = 0.762$; which is significant at 0.01 level).

15) There existed significant relationship between leadership behaviour and personality traits of urban school teachers . This finding was supported by the following result ($r= 0.711$; which is significant at 0.01 level).

16) There existed significant relationship between leadership behaviour and personality traits of UG teachers . This finding was supported by the following result ($r= 0.705$; which is significant at 0.01 level).

17) There existed significant relationship between leadership behaviour and personality traits of PG teachers . This finding was supported by the following result ($r= 0.745$; which is significant at 0.01 level).

18) There existed significant relationship between leadership behaviour and personality traits of below 5 years experienced teachers . This finding was supported by the following result ($r= 0.732$; which is significant at 0.01 level).

19) There existed significant relationship between leadership behaviour and personality traits of 5 – 10 years experienced teachers . This finding was supported by the following result ($r= 0.711$; which is significant at 0.01 level).

20) There existed significant relationship between leadership behaviour and personality traits of above 10 years experienced teachers . This

finding was supported by the following result ($r= 0.744$; which is significant at 0.01 level).

21) There existed significant relationship between leadership behaviour and personality traits of government school teachers . This finding was supported by the following result ($r= 0.756$; which is significant at 0.01 level).

22) There existed significant relationship between leadership behaviour and personality traits of aided school teachers . This finding was supported by the following result ($r= 0.712$; which is significant at 0.01 level).

23) There existed significant relationship between leadership behaviour and personality traits of unaided school teachers . This finding was supported by the following result ($r= 0.722$; which is significant at 0.01 level).

CONCLUSIONS

1) A considerable proportion of the high school teachers have average level of leadership behaviour.

2) A reasonable proportion of the high school teachers have average level of personality traits.

3) A considerable proportion of the high school teachers have positive type of leadership behaviour.

4) There exists significant correlation between leadership behaviour and personality traits of total sample and sub samples.

5) Urban high school teachers have more leadership behaviour when compared to rural high school teachers.

6) Above 10 years experience high school teachers have more leadership behaviour when compared to 0 – 5 years and 5 – 10 years experienced high school teachers.

7) Above 10 years experience high school teachers have more personality traits when compared to 0 – 5 years and 5 – 10 years experienced high school teachers.

8) Aided school teachers have more leadership behaviour when compared government and unaided high school teachers.

9) Government school teachers have more personality traits than aided and unaided high school teachers.

Educational Implications of the study

The present investigation aimed at studying the leadership behaviour and personality traits of high school teachers. The findings of the study have certain implication in improving leadership behaviour and personality traits of high school teachers.

The study revealed that there exists positive and significant relationship between leadership behaviour and personality traits of high school teachers. The effectiveness of the leadership depends on leadership behaviour. For that personality traits are the essential factor. Also it was learned when the leadership behaviour is high, then the personality traits are also high. From this, it was concluded that leadership behaviour is an important factor of personality traits. The study revealed that the leadership behaviour of male teachers were less when compared to female teachers. It may be because of the reason that female teachers have patience and they may work for a long time. Personality development programs can be organized periodically to improve the leadership behaviour.

Leadership behaviour is very important to create personality among teachers. To improve leadership behaviour and personality traits the high school teachers should teachers should develop effective communication in various social relationships.

SUGGESTIONS FOR FURTHER RESEARCH

- a) The present study was confined only to high school teachers. Further studies can be carried out to higher secondary school teachers and primary school heads and school headmasters.
- b) The present study was confined to kanyakumari district only. Similar Studies can be conducted among other districts.
- c) The study was conducted on a few dimensions only, (Planning, Motivation, Organization, Communication, and Decision Making). So it can be extended for studying other dimensions also (Controlling, Coordinating, Time Management, Directing, Coaching, Supporting, Delegating, Mentoring).
- d) The present study is limited only to 400 samples. This can be extended above 400 for further research.

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APPENDICES

APPENDIX-A

DRAFT SCALE

LEADERSHIP BEHAVIOUR SCALE

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2013-2014

INSTRUCTION

Given below are a few statements related to various aspects of Leadership Behaviour. Read carefully and indicate your response in the appropriate place with a tick (V) mark (A/F/O/S/N). Your answer will be used for research purpose only.

(A - Always , F - Frequently , O – Occasionally , S – Seldom , N – Never)

S.No	STATEMENT	A	F	O	S	N
1	I think many times before implementing a plan into action.					
2	I never discourage anyone's ideas while planning.					
3	Before performing a work, I train my group members to achieve goal as fast as they could.					
4	I set goals constantly, take action to achieve them, and continually review the goals and modify it when necessary.					
5	I act as a role model by showing loyalty , self - sacrifice and service to my group members beyond the duty.					
6	I never allow my group members to take part in					

	the planning and problem solving process.					
7	I believe that planning is not important for a leader to perform a task.					
8	I plan in such a way that difficult subjects are scheduled in fresh hours with more time and easy subjects with less time.					
9	I always want my group members to focus on the long-term objective, rather than the short term objective.					
10	I have a good planning skill.					
11	I can formulate strategies, plan and organize any activity.					
12	I do not make suitable decisions in critical situations.					
13	I take decisions after seeking guidance and advice from experienced people.					
14	I can deal all situations wisely.					
15	I shall inspire and motivate my group by showing myself as a model.					
16	I neither initiate group members in positive, nor constructive thinking.					
17	When my group members achieve something, I do not appreciate them.					
18	Though I am strict, I praise and speak kind words of encouragement.					
19	I encourage every members to actively participate in every events.					
20	I never encourage my group members to do					

	challenging, exciting and meaningful tasks.					
21	I encourage my group members not to work together.					
22	I help my group members to sustain their motivation in realizing the goals of my team.					
23	As a leader, I commit myself to self improvement rather than group improvement.					
24	I am not capable of building a team .					
25	I am not a good team player.					
26	I motivate my team members to achieve higher levels of output and performance.					
27	I do not like to criticize my friends for their facilities.					
28	I am not really interested in other's problem.					
29	I always focus on what my team members can do, and not what they can't.					
30	I never approach the members in an optimistic way.					
31	I do not have the ability to connect people together by vision.					
32	I never accept my group members flaws and imperfections.					
33	I have enough confidence to implement the vision into action.					
34	I develop moral and team sprit among my group members.					
35	As a leader I always disrespect ethics and values.					
36	As a leader, I try to understand my team's					

	strength and weakness.					
37	I treat everyone equally and I do not show favouritism.					
38	I look every failure and problem as a curse in disguise.					
39	I do not like other's advise .					
40	As a leader, I do not like to draw attention to myself.					
41	I am some times rude to others.					
42	I never feel guilty about things beyond the control of my group members.					
43	I monitor my group members work to achieve the desired goal.					
44	I never forgive and forget my group members mistakes.					
45	I collect all the information about the problem and arrange in a logical form and sequence.					
46	As a leader I cannot control my emotion.					
47	I solve problems from the experience of myself and also of others.					
48	I use decision making skill as a tool to solve the problems.					
49	I approach the situation with confidence and willingness .					
50	I expect the members to be punctual, sincere and honest in their work.					
51	I select a choice option and implement it to attain the goal.					

52	I devote my time for an appropriate solution for the problem.					
53	I do not need the help of others to take decisions.					
54	As a leader I never try to be punctual.					
55	I am a democratic leader.					
56	I want to communicate with all the member's of my group to know about their feelings.					
57	I want to interact with the members both directly and directly.					
58	I always maintain good relationship with my fellow members.					
59	I never show interest in listening to the group members.					
60	I interact with my group members to evoke expectation of theirs.					
61	I do not conduct debates on key issues.					
62	I never clarify the doubts of my follower by interacting with them which would result in better performance.					
63	I interact with my group members to establish specific desires and objectives.					
64	I neither listen nor understand other's point of view.					
65	I never speak through eye contact and address people by their names.					
66	I always avoid talking about others behind their back.					

67	As a leader I avoid misunderstandings while communicating with my group members.					
68	I am not bothered about the opinions of others.					

**DETAILS OF ITEM SELECTION OF LEADERSHIP BEHAVIOUR
SCALE**

Items	PL	PU	Phi	P
1*	86	95	0.15	91
2*	04	25	0.30	15
3	39	52	0.13	46
4	68	73	0.06	71
5*	64	81	0.19	73
6*	83	99	0.28	91
7*	76	91	0.20	84
8	29	60	-0.31	45
9	39	53	0.14	46
10*	74	94	0.27	84
11*	26	73	0.47	50
12*	67	86	0.22	77
13	55	76	-0.22	66
14	04	10	0.12	07
15*	88	96	0.15	92
16	03	09	0.13	06
17	53	58	0.05	56
18*	55	84	0.32	70
19*	85	96	0.19	91
20	51	64	0.13	58
21*	65	93	0.34	79
22	38	46	0.08	46
23	33	47	0.14	40
24*	55	83	0.30	69

25*	77	95	0.26	86
26	54	66	0.12	60
27*	53	74	0.22	64
28*	56	92	0.41	74
29	86	87	0.02	87
30*	46	66	0.20	56
31*	39	95	0.60	67
32*	23	87	0.64	55
33*	26	70	0.44	48
34*	80	94	0.21	87
35*	48	87	0.42	68
36*	19	59	0.41	39
37	60	70	0.11	65
38*	85	94	0.15	90
39*	71	90	0.24	81
40	92	93	0.02	93
41	85	93	0.13	89
42*	37	97	0.64	67
43	24	37	0.14	31
44*	62	78	0.18	70
45	76	86	0.13	81
46*	50	91	0.45	71
47*	33	88	0.56	61
48*	18	37	0.21	28
49*	39	83	0.45	61
50	59	71	0.13	65
51*	08	44	0.41	26
52	84	88	0.06	86

53	76	82	0.07	79
54	88	95	0.13	92
55	90	96	0.12	96
56*	26	56	0.31	41
57*	81	94	0.20	88
58	15	26	0.14	21
59*	47	73	0.27	60
60*	15	49	0.36	32
61*	54	77	0.24	66
62*	35	50	0.15	43
63	77	85	0.10	81
64*	66	80	0.16	73
65	49	60	0.11	55
66	51	58	0.07	55
67*	28	53	0.26	41
68	90	97	0.14	94

Note: Selected items are marked with asterisks.

FINAL SCALE

LEADERSHIP BEHAVIOUR SCALE

Prepared by Manju.T and Devika.S

2013-2014

INSTRUCTION

Given below are a few statements related to various aspects of Leadership Behaviour. Read carefully and indicate your response in the appropriate place with a tick (V) mark (A/F/O/S/N). Your answer will be used for research purpose only.

(A - Always , F - Frequently , O – Occasionally , S – Seldom , N – Never)

S.No	STATEMENT	A	F	O	S	N
1	I think many times before implementing a plan into action.					
2	I never discourage anyone's ideas while planning.					
3	I act as a role model by showing loyalty , self - sacrifice and service to my group members beyond the duty.					
4	I never allow my group members to take part in the planning and problem solving process.					
5	I believe that planning is not important for a leader to perform a task.					
6	I have a good planning skill.					

7	I can formulate strategies, plan and organize any activity.					
8	I do not make suitable decisions in critical situations.					
9	I shall inspire and motivate my group by showing myself as a model.					
10	Though I am strict, I praise and speak kind words of encouragement.					
11	I encourage every members to actively participate in every events.					
12	I encourage my group members not to work together.					
13	I am not capable of building a team .					
14	I am not a good team player.					
15	I do not like to criticize my friends for their facilities.					
16	I am not really interested in other's problem.					
17	I never approach the members in an optimistic way.					
18	I do not have the ability to connect people together by vision.					
19	I never accept my group members flaws and imperfections.					
20	I have enough confidence to implement the vision into action.					
21	I develop moral and team sprit among my group members.					
22	As a leader I always disrespect ethics and values.					

23	As a leader, I try to understand my team's strength and weakness.					
24	I look every failure and problem as a curse in disguise.					
25	I do not like other's advise .					
26	I never feel guilty about things beyond the control of my group members.					
27	I never forgive and forget my group members mistakes.					
28	As a leader I cannot control my emotion.					
29	I solve problems from the experience of myself and also of others.					
30	I use decision making skill as a tool to solve the problems.					
31	I approach the situation with confidence and willingness .					
32	I select a choice option and implement it to attain the goal.					
33	I want to communicate with all the member of my group to know about their feelings.					
34	I want to interact with the members both directly and directly.					
35	I never show interest in listening to the group members.					
36	I interact with my group members to evoke expectation of theirs.					
37	I do not conduct debates on key issues.					
38	I never clarify the doubts of my follower by					

	interacting with them which would result in better performance.					
39	I neither listen nor understand other's point of view.					
40	As a leader I avoid misunderstandings while communicating with my group members.					

REQUIREMENTS OF A TEST

The most important requirements of the test validity, reliability, objectivity and practicability.

Validity

The scale is found to be having both face validity and content validity. The term face validity means whether the tool in its appearance looks valid particularly to those who are in the field. The face validity of the present scale was determined by submitting it to a panel of three experts. By verifying the content of the tool using authentic literature, the content validity of the tool was also established. It was also made sure with the help of the experts in the field.

Reliability

A test is reliable to the extent that it measures whatever it is measuring consistently. This test have a high co – efficient of reliability and the errors of measurements have been reduced to a minimum.

Reliability Co-efficient of the Leadership Behaviour Scale

Reliability co-efficient of the Leadership Behaviour Scale			
S . No	Variable	Correlation between odd half and even half	Reliability co-efficient of the whole test
1	Leadership Behaviour Scale	0.8059	0.8925

Objectivity

Objectivity is ensured by including objective type items and providing a scoring key.

Practicability

Duration of the test, Objective types items and provision of scoring key ensures practicability.

RESPONSE SHEET

S.No	A	B	C	D	E
1					
2					
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SCORING KEY

Item No	A	B	C	D	E
1	5	4	3	2	1
2	1	2	3	4	5
3	5	4	3	2	1
4	1	2	3	4	5
5	1	2	3	4	5
6	5	4	3	2	1
7	5	4	3	2	1
8	1	2	3	4	5
9	5	4	3	2	1
10	5	4	3	2	1
11	5	4	3	2	1
12	1	2	3	4	5
13	1	2	3	4	5
14	1	2	3	4	5
15	5	4	3	2	1
16	1	2	3	4	5
17	1	2	3	4	5
18	1	2	3	4	5
19	5	4	3	2	1
20	5	4	3	2	1
21	5	4	3	2	1
22	1	2	3	4	5
23	5	4	3	2	1
24	1	2	3	4	5
25	5	4	3	2	1

26	5	4	3	2	1
27	5	4	3	2	1
28	5	4	3	2	1
29	1	2	3	4	5
30	1	2	3	4	5
31	1	2	3	4	5
32	1	2	3	4	5
33	5	4	3	2	1
34	5	4	3	2	1
35	1	2	3	4	5
36	5	4	3	2	1
37	1	2	3	4	5
38	1	2	3	4	5
39	1	2	3	4	5
40	5	4	3	2	1

SCORING MANUEL

Preparation of Test Manuel

This is a scale to measure the Leadership Behaviour of high school teachers of various levels. This scale includes 40 items with equal numbers of positive and negative polarity. For each statement there are five responses such as A, B, C, D, E. 'A' denotes Always, 'B' denotes Frequently, 'C' denotes Occasionally, 'D' denotes Seldom and 'E' denotes Never. The responses are to be marked in separate response sheet by putting a v mark in the appropriate place. Higher scores indicate high leadership behaviour. The statement number 1,3,6,7,9,10,11,15,19,20,21,23,25,26,27,28,33,34,36,40,represents positive polarity and remaining are negative statement with the scoring in the reverse order as 1,2,3,4,5 The sum of scores of all the 40 statements constitute the total score of the scale. The maximum possible score is 200 and minimum score is 1. There is no time limit for providing responses. Answering key is provided for scoring purpose.

**DISTRIBUTION OF STATEMENTS IN LEADERSHIP
BEHAVIOUR SCALE**

S.No	Dimensions	Serial No of the Statements		Total Statements
		Positive items	Negative items	
1	Planning	1,3,6,7	2,4,5,8	8
2	Motivation	9,10,11,15	12,13,14,16	8
3	Organisation	19,20,21,23	17,18,22,24	8
4	Decision Making	25,26,27,28	29,30,31,32	8
5	Communication	33,34,36,40	35,37,38,39	8

APPENDIX- B

PERSONALITY INVENTORY

T.Sindhu and Dr.S.Sreelatha (2011)

INSTRUCTION:

You are requested to answer each statement and indicate the extent of your opinion through careful reading and put a tick (√) mark on the correct answers – Always / Frequently / Occasionally / Seldom / Never. I assure you that the information collected from you will be used only for my educational purpose.

S.No	STATEMENT	A	F	S	O	N
1	I do not like to depend on anybody.					
2	I expect others sincere in all matters.					
3	I start conversations usually.					
4	I can deal all situations cunningly.					
5	I feel it right to criticize the authorities.					
6	I don't act according to the pressures of others.					
7	I always like to give a helping hand to the needy people.					
8	I am very talkative.					
9	I feel lonely even in the midst of others.					

10	I like to establish my opinion in a group.					
11	I don't like to criticized my friends for their facilities.					
12	I am ready to accept the facts as such.					
13	I don't like to draw attention to myself.					
14	I always mingle with people with greater ease.					
15	I hope for a high level administrative performance.					
16	I am easily get irritated by the action of my colleagues.					
17	I sympathize with other's feeling.					
18	I am quiet around strangers.					
19	I find it very difficult to imitate conversation.					
20	I can always take appropriate decisions.					
21	I take time out for others.					
22	I believe that I have good command of language.					
23	I don't like to change my decision frequently.					
24	I am not really interested in others problem.					
25	I get nervous easily.					
26	I wish I had the ability to face and discuss things with other teachers.					
27	I am not easily disturbed.					

28	I tend to find fault with others.					
29	I am relaxed most of the time.					
30	I often criticize people.					
31	I often worry about seven silly matters.					
32	I seek the advice of others in all my activities.					

RESPONSE SHEET

Item No	A	B	C	D	E
1					
2					
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APPENDIX – C

PERSONAL DATA SHEET

Respected Sir / Madam,

Certain personal data regarding you are required for research purposes. The information given you will be kept confidential and will be used for the research purpose only.

Thank You,

Yours Sincerely

T.Manju

M.Ed Student

N.V.K.S.D.College of Education

Name :
Name of the school :
Sex : Male / Female
Locale : Rural / Urban
Educational Qualifications : UG / PG
Years of Experience : Less than 5 Years/5-10 Years/ Above 10 Years
Type of Management : Government/ Aided/ Un Aided