CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Review of related studies pertaining to the problem under investigation is of fundamental importance to provide insight into the problem, broaden the general concepts and principle and sharpen understanding. It reveals all the different approaches adopted by various researches in dealing with the research problem, pertaining to the subject matter of the present study on Personality Behaviour, Leadership Behaviour and Management Skills.

2.1 RELATED STUDIES ON PERSONALITY BEHAVIOUR

Boyce, Christopher J.(2013)

Personality is the strongest and most consistent cross-sectional predictor of high subjective well being. Less predictive economic factors, such as higher income or improved job status, are often the focus of applied subjective well-being research due to a perception that they can change whereas personality cannot. As such there has been limited investigation into personality changes and how such changes might bring about higher well-being. In longitudinal analysis of 8625 individuals examined Big five personality measures at two time points to determine whether an individual’s personality changes and also an extent to which such changes to personality can predict changes in life satisfaction. We find that personality that changes at least as much as economic factors and relates much more strongly to changes in life satisfaction. Our results therefore suggest that personality can change such change is important and meaningful. Our findings may help inform policy over how to help individuals and nations improve their well-being.
Baudson, Tanja Gabriete; Preckel, Franzis (2013)

The implicit theories teachers hold about the gifted influence their perception and behaviour towards highly able students, this impacting the latter’s educational opportunities. Two persistent stereo type about the gifted can be distinguished the harmony hypothesis (gifted students are superior in almost all domains) and the disharmony hypothesis (giftedness implies maladaptive social behaviour and emotional problems). The present study investigated whether teachers’ implicit personality theories about the gifted are in line with the harmony or disharmony hypothesis. Using an experimental vignette approach, they examined 321 prospective and practicing teachers’ implicit personality theories (based on the big five personality framework) about students described along three dimensions (ability level, gender, and age, resulting in 8 different vignettes), controlling for teachers’ age, gender, experience with gifted students and knowledge about giftedness. Ability level had the strongest effect on teachers’ ratings (partial (et.al.) $\eta^2 = 0.60$). Students described as gifted were perceived as more open to new experiences, more introverted, less emotionally stable, and less agreeable ($<0.001$). No differences were found for conscientiousness. Gender and its interaction with ability level had a small effect. Thus, teachers’ implicit personality theories about the gifted were in line with the disharmony hypothesis. Possible consequences for gifted identification and education are discussed.

B. Ahadi, M. Narimani (2012)

The aim of the present study was to explore the relationship between personality traits, educational stress, and educational performance in college students. Methods: On a random sample of 419 students (166 male and 253 female), the short form of the Big Five Inventory and Student-Life Stress Inventory were applied. The relations between personality traits, educational stress, and educational performance were studied using correlation and hierarchical regression analysis. Results: The results showed that there was a significant positive correlation between conscientiousness, extroversion, and openness to experience, agreeableness and educational performance and there was a significant negative correlation between neuroticism factor and educational performance. A significant negative correlation
was found between educational stress and educational performance. Also, the significant negative correlation was found between extroversion and conscientiousness and educational stress and a significant positive correlation was found between neuroticism and educational stress. Hierarchical regression indicated that personality traits accounted for variance in educational stress: 5% by extroversion and 3% by neuroticism. Also, hierarchical regression analysis predicting educational performance indicated that personality traits and educational stress accounted for variance in educational performance: 12% by conscientiousness, 10% neuroticism and 6% educational stress. Conclusions: The finding emphasizes the need recognized the role of personality traits in educational stress and the role of personality traits and educational stress in educational performance. Implications of these findings for improving educational performance are discussed.

**Schofied, Thomas J (2012)**

Investigated the degree to which parent positive personality characteristics in terms of conscientiousness, agreeableness, and emotional stability predict similar adolescent personality traits over time, as well as the role played by positive parenting in this process. Mothers and fathers of 451 White adolescents (52% female, mean age = 13.59 years) were assessed on three occasions, with 2-year lags between each assessment. Parent personality and observed positive parenting both predicted 12th graders personality. Additionally, we found evidence for an indirect link between parent personality and later adolescent personality through positive parenting. The results suggest that parents may play a significant role in the development of adolescent personality traits that promote competence and personal well-being across the life course.

**Carr, Joel L (2010)**

The purpose of this study is to examine the differences between groups of psychology students and groups of psychology professionals based on the personality traits of Extraversion, and its facets, as measured by the NEO Personality Inventory – Revised (NEO PI-R; Costa & McCrae, 1992). This research
does not seek to predict students performance in graduate programs, a factorial
analysis of variance research design (2x2 ANOVA) is utilized to provide
preliminary data concerning potential personality (i.e. Extraversion and its facts in
particular) differences between clinically and research-oriented students and
professionals based on professionals orientation and skill level. No significant
differences were found between clinical and research psychology students, and
clinical and research psychology professionals on the Extraversion trait; however,
significant differences were found between clinical and research psychology
professionals on two facets of Extraversion, Warmth and Gregariousness.

E. Tory Higgins (2010)

The investigator propose that personality does not provide unique
explanations for human behaviour. Two principles, accessibility as a `cognitive'
principle and regulatory focus as a `motivational' principle, are used to illustrate how
personality can be re-conceptualized as a cross-person source of variability in the
functioning of general psychological principles that have situational sources of
variability have similar effects For each of these principles, evidence is presented
that `persons' and `situations' as sources of variability have similar effects. I then
provide some other examples of psychological principles having similar effects
when either persons or situations are the source of variability. I discuss the utility of
a `general principles' perspective for understanding the many ways that persons,
groups, and situations can contribute to manifesting the same pattern of principles,
and how some patterns are more adaptive than others. The implications of there
being multiple ways of manifesting the same pattern are then considered for the
classic issues of when personality is revealed and what its range of applicability is.

St. Olaf College (2010)

Studies show that introverts are more sensitive to sensory stimuli than are
extraverts (Eysneck & Eysneck, 1967). In an attempt to support this hypothesis, we
conducted a lemon juice experiment to determine if introverts produced more saliva
in response to lemon juice than extraverts. In addition, participants completed a
variety of personality inventories, and correlations were conducted between
extraversion and noise sensitivity, impulsiveness, and sensation seeking. Our results show a significant positive correlation between extraversion and sensation seeking, but failed to produce any other significant results.

Wilfred A. Johnsoni (2009)

Study provides information regarding the personality traits of students making special education-behaviour disorders a career choice. The major objectives of the study were to: (a) review the similarities within and between two groups of students on personality measures; (b) identify the personality traits presented by good special education teachers of the behaviourally disordered; and (c) suggest a screening process that might assist in the selection of students for special education training. Ninety-eight students enrolled in either regular education-elementary or special education-behaviour disorder at a large mid-western university responded to the Edward Personal Preference Schedule, Strong Vocational Interest Blank — Male/Female, and the Minnesota Teacher Attitude Inventory. This battery was found to be useful for discriminating regular and special pre-service trainees.

Furnham, Adrian; Monsen, Jeremy; Ahmetoglu, Gorkan (2009)

Both ability (measured by power tests) and non-ability (measured by; preference tests) individual difference measures predict academic school outcomes. These include fluid as well as crystalized intelligence, personality traits, and learning styles. This paper examines the incremental validity of five psychometric tests and the sex and age of pupils to predict their General Certificate in Secondary Education (GCSE) test results. Aims: The aim was to determine how much variance ability and non-ability tests can account for in predicting specific GCSE exam scores. Sample: The sample comprised 212 British schoolchildren. Of these, 123 were females. Their mean age was 15.8 years (SD 0.98 years). Method: Pupils completed three self-report tests: the Neuroticism-Extroversion-Openness - Five-Factor Inventory (NEO-FFI) which measures the "Big Five" personality traits, (Costa & McCrae, 1992); the Typical Intellectual Engagement Scale (Goff & Ackerman, 1992) and a measure of learning style, the Study Process Questionnaire (SPQ; Biggs, 1987). They also completed two ability tests: the Wonderlic Personnel Test (Wonderlic, 1992) a short
measure of general intelligence and the General Knowledge Test (Irving, Cammock, & Lynn, 2001) a measure of crystallized intelligence. Six months later they took their (10th grade) GCSE exams comprising four "core" compulsory exams as well as a number of specific elective subjects. Results: Correlational analysis suggested that intelligence was the best predictors of school results. Preference test measures accounted for relatively little variance. Regressions indicated that over 50% of the variance in school exams for English (Literature and Language) and Maths and Science combined could be accounted for by these individual difference factors. Conclusions: Data from less than an hour's worth of testing pupils could predict school exam results 6 months later. These tests could, therefore, be used to reliably inform important decisions about how pupils are taught.

Borkenau, Peter (2007)

In, "Idiographic Filters for Psychological Constructs," Nesselroade, Gerstorf, Hardy, and Ram study patterns of variation within individuals. In this context they make an important suggestion: to test for invariant relations among latent variables, but to allow the relations between these latent variables and their indicators to vary between persons. This is illustrated with reference to intra-individual variations of affective experiences across time: According to a confirmatory P-technique factor analysis, correlations among latent factors in affective experiences can be constrained to be the same for all persons, if the relations between these latent factors and their measured indicators are allowed to vary across persons. The author agrees with Nesselroade and other prominent psychologists that to study patterns of variation within individuals is important - for personality research, as these patterns may be regarded as the building blocks personality. According to Gordon Allport (1937), they reflect a person's equivalence classes of situations and behaviors. However, the author is less enthusiastic concerning the specific suggestions made in the target article. Identifying invariants in the intra- and inter individual variability of human behavior is an important goal of psychological research, and thus Nesselroade et al. investigated an important problem.

The trait-based perspective of leadership has a long but checkered history. Trait approaches dominated the initial decades of scientific leadership research. Later, they were disdained for their inability to offer clear distinctions between leaders and non-leaders and for their failure to account for situational variance in leadership behavior. Recently, driven by greater conceptual, methodological, and statistical sophistication, such approaches have again risen to prominence. However, their contributions are likely to remain limited unless leadership researchers who adopt this perspective address several fundamental issues. The author argues that combinations of traits and attributes, integrated in conceptually meaningful ways, are more likely to predict leadership than additive or independent contributions of several single traits. Furthermore, a defining core of these dominant leader trait patterns reflects a stable tendency to lead in different ways across disparate organizational domains. Finally, the author summarizes a multistage model that specifies some leader traits as having more distal influences on leadership processes and performance, whereas others have more proximal effects that are integrated with, and influenced by, situational parameters.


Correlational analyses of the personality traits measured by the Revised NEO Personality Inventory (NEO PI-R; Costa & McCrae, 1992) and three leadership styles, that is, Change, Production, and Employee (CPE) measured by Ekvall and Arvonen's (1991) CPE questionnaire, were performed. The sample was 106 Norwegian leaders. Three common factors comprising leadership styles and personality domains were interpreted as "looking for new possibilities," "hard working," and "dealing with people." Considering personality traits as behaviour tendencies in unspecified situational contexts and leadership styles as behavioural tendencies in the leadership context, and due to the self-report nature of the data, it is argued that the factors show consistency in self-perceptions independent of context. The strongest predictors of the CPE total score were Conscientiousness and Extraversion; Openness and Agreeableness were specific predictors of Change and Employee, respectively.
Carducci, Bernardoj. (2001)

Probably no other concept comes closer to encompassing the core of personality Psychology than the concept of the self. This teaching activity provides instructors with a self-contained teaching module including lecture material, an in-class activity, suggestions for in-class discussion, and supporting references on the topic of identity orientations, which take into consideration a recent development in the study of self-concept. It can be used to illustrate an example of a contemporary area of research on the topic of the self-concept and/or a topic to support more traditional lecture material on the topic of self-concept, such as self-esteem and self-monitoring. The activity can be used in both introductory or advanced psychology courses.

Mittag, Kathleen Cage; Agnello, Mary Frances (1999)

This study surveyed the personality types, as measured by the Personal Preferences Self-Descriptive Questionnaire (PPSDQ), of 226 preservice secondary teachers at a large, urban, public university. The study was designed to determine whether certain personality types gravitated to the teaching profession in secondary schools and to compare the results with results from other studies. Participating students completed the questionnaire during the fall of 1997, spring of 1998, and fall of 1998. Students from the fall of 1998 also specified their area of certification. Data analysis indicated that the results agreed with some prior research and disagreed with other prior research. The respondent group had an unusually large percentage of troubleshooters and more visionaries than found in previous research. The study group did not have an even distribution when classified by the 16 personality type combinations, and the distribution was statistically different from the national group. The study group had an unusually large number of introverts and intuitives compared to the national group and an unusually small number of extroverts and sensors. The analysis of the relationship between academic certification area and personality type was not statistically significant.
2.2 RELATED STUDIES ON LEADERSHIP BEHAVIOUR

Se-Hyung (David) Oh (2012)

In a leaderless autonomous work team context, if people have a high motivation to lead (MTL) others and actively engage in leadership behaviours, these motivations and behaviours would distinguish them from other group members, leading them to be recognized as leaders of their groups. Therefore, MTL is an important determinant of leadership emergence in autonomous work teams. With a sample of 136 participants in a leadership development program, I examined the relationship between individual differences in internal (i.e., need for cognitive closure [NFC]) and external factors (i.e., seniority, culture) and MTL in the autonomous work team environment. The data showed that high NFC individuals had high non-calculative and social-normative MTL and, thus, were more likely to become leaders in their work teams. There was also a significant interaction between culture and gender in regard to social-normative MTL. Seniority was not an influential predictor for social-normative MTL.

Sarah-Genevieve Trepanier, Claude Fernet, and Stephanie Austin (2012)

The purpose of the study was to gain a better understanding of the social and motivational antecedents of transformational leadership perceptions. Drawing on self-determination theory, a model was proposed in which perceptions of quality of relationships predict perceptions of transformational leadership behaviour through autonomous motivation and self-efficacy. Data were collected from 568 school principals. Results from SEM analyses provide support for the proposed model. Specifically, results indicate that the more principals perceive their workplace relationships as positive, the greater are their autonomous motivation and self-efficacy in managerial abilities, which in turn contribute to self-reported transformational leadership behaviour. Implications for theories of leadership and management practice are discussed.
Abdulzahra Naami, Parva Asadi (2011)

This study has been investigated based on considering the mediating role of innovative climate in the relationship between transformational leadership style and innovative behaviour of workers. Due to this reason, 150 of the workers of an industrial company in Khoozestan have been selected out of 471 workers through simple random sampling methods. Our finding showed the mediating role of innovative climate in the relationship between intellectual stimulation, inspirational motivation, individual consideration and innovative behaviour (P<0.01), but the mediating role of innovative climate in the relationship between ideal influence and systematic problem-solving method (P<0.01) was not proved.

Hetty van Emmerik et. al., (2010)

Top management teams are worldwide largely composed of men, with relatively few female members. The gender ratio in top management is indicative of the position of women in management within the organization, as well as related to leadership behaviours of male and female managers. In the present study, the relative importance of societal culture, organizational, and individual characteristics in explaining leadership behaviours and the associations of gender and gender ratio with leadership behaviours are studied. Hypotheses are tested with multi-level analyses using a dataset with information from subordinates rating leadership behaviours of 12,546 managers in 437 organizations in 32 countries. The results show that in a three-level model (i.e., societal, organizational, and individual level) to explain leadership behaviours, differences in leadership behaviours are predominantly explained by individual differences, followed by organizational and societal differences. Further, after controlling for societal influences, a higher gender ratio (relatively more female managers), was positively associated with consideration and negatively related to initiating structure. Moreover, for male managers, there was a negative association between gender ratio and initiating structure, indicating that male managers in organizations with more female managers tend to engage less in initiating structure, whereas the leadership behaviours of female managers were not associated with the gender ratio.
Pacey Foster (2009)

This article addresses the concern that business schools are not adequately developing the practical leadership skills that are required in the real world of management. The article begins by discussing the limitations of traditional case methods for teaching behavioural skills. This approach is contrasted with an alternative case method drawn from action inquiry (AI) that uses ongoing student cases to develop more effective leadership behaviours. The student-centered case approach is distinguished from traditional case teaching by tracing an important similarity between AI and Socratic pedagogy. A leadership workshop for evening MBAs that uses AI pedagogy to help students improve their leadership behaviours at work and in the class is also described. The article concludes with a discussion of the significant benefits and challenges associated with helping students develop new leadership behaviours.

Thenmolli Vadeveloo et al., (2009)

People in organizations develop in their minds an implicit theory of leadership describing how an effective leader should act, and a leader prototype or mental image of what characteristics of effective leader should have. This paper aims to empirically determine the level of leadership effectiveness and leaders' behaviour from subordinates' perception. This study is a cross-sectional research by distributing a set of questionnaire to academicians at local university, University Technology MARA, Terengganu. A sample of 128 of academicians from seven faculties responded to a questionnaire which measured the leadership effectiveness and leaders' behaviour. Decision making, leadership performance, personal characteristics and communication skill are identified as the most important areas for effective leaders' behaviour. Leadership effectiveness model was adopted from Cumming. The findings show that the score for leadership effectiveness is the highest, followed by decision-making skill, leadership performance, communication skill and personal characteristic are significantly positive correlated to leadership effectiveness. Leadership effectiveness has been significantly explained by the four independent variables that are leadership performance, decision making skill, communication skill and personal characteristic.

For the first time, the associations among the relatively new construct of self-leadership (SL; Neck & Houghton, 2006) and socio-emotional intelligence (SEI; Riggio & Reichard, 2008) are examined. One hundred and sixty-eight participants gave self-reports on SL and SEI. Generally, SL and sub facets correlated positively with SEI and sub facets, however, strong associations were found for social sensitivity and emotional expressivity, but no associations were found for emotional control. Findings are discussed in light of SL regulation strategies concerning cognition, emotion, and behaviour.

Johannes Rank et al. (2009)

This study examined self-related subordinate variables as moderators of relationships between supervisors' leadership behaviours (transformational as well as active-corrective transactional leadership) and subordinates' innovative behaviour and task performance. Based on behavioural plasticity and self-monitoring theory, we hypothesized that these associations would be moderated by subordinates' organization-based self-esteem and by their propensity to modify self-presentation, a major facet of the self-monitoring construct. Field survey data (N = 161) collected in research and development, marketing and human resources departments of several German companies revealed that transformational leadership positively predicted both criteria, whereas active-corrective transactional leadership negatively predicted innovation. As hypothesized, transformational leadership related more strongly and positively to innovation for subordinates low in organization-based self-esteem. When subordinates were low in self-presentation propensity, active-corrective transactional leadership was negatively, and transformational leadership was positively associated with task performance.

Ali Asgari (2008)

The current study explored the relationship between transformational leadership behaviours, and organizational justice and organizational citizenship behaviour (OCB), that mediated by LMX, POS and Trust. Survey data was collected from a sample of 162 employees in five ministries in Putra Jaya city of Malaysia.
The results of structural equation modeling showed that the hypothesized model fit the data very well. There are positive and direct relationship between transformational leadership behaviours (transformational and transactional), and organizational justice (distributive, procedural, and interactional justice) and OCB with leader-member exchange (LMX), perceived organizational support (POS), and Trust as the mediators

**Mikolajczak, Nelis, Hansenne, and Quoidbach (2008)**

Highly emotionally intelligent individuals use adaptive strategies in order to regulate negative emotions and maintain positive ones. Negative emotions are dampened, so that more positive emotions can be experienced. Closely associated with emotion regulation is self-regulation (Carver & Scheier, 1998), which is a basic component of SL. According to Neck and Houghton (2006), the strategy domain of constructive thought patterns has a positive influence on self-regulation processes.


A supervisor's behaviour may not be the only factor that determines the performance of team members (Kerr & Jermier, '978). Taking this postulation as a basis, we formulated a model to describe how service climate moderates the effects of the leadership behaviour of supervisors. When the organization and working environment are not conducive to providing a good service to colleagues and customers, the supervisor's leadership behaviour makes an important difference. However, when the service climate is good, a supervisor's leadership behaviour makes no substantial difference. This hypothesis was supported in an examination of the service quality of 5" frontline service providers as sampled from 55 work groups in 6 service organizations. The employee service quality was low when both the service climate and the supervisor's leadership behaviour were lacking. However, when the service climate was unfavourable, effective leadership behaviour played a compensatory role in maintaining performance standards towards external customers. When the leadership was ineffective, a favourable service climate nullified the negative effect on service quality to internal customers.

D’Intino et al. postulate that people scoring high on EI should also be competent self-leaders. Thus, EI and SL may complement each other: a person high in EI can also utilize higher levels of SL and a person with high levels of SL should also be more emotionally intelligent.

SL consists of three primary strategy dimensions: (1) behaviour-focused strategies (self-goal-setting, self-reward, self-punishment, self-observation, self-cueing), (2) natural reward strategies (e.g., intrinsic motivation), and (3) constructive thought patterns (visualizing successful performance, self-talk, evaluating beliefs and assumptions). These domains may be associated with different components of socio-emotional intelligence (SEI). According to D’Intino et al. (2007), behaviour-focused skills should be associated with EI; and according to Depape, Hakim-Larson, Voelker, Page, and Jackson (2006), self-talk predicts EI (cf. Lane, Thelwell, Lowther, & Devonport, 2009). Boss and Sims (2008) also point out an association between SL and emotion regulation, especially the behaviour-focused strategy of self-observation (a sub-facet), and the dimension of constructive thought patterns have a close link to emotion regulation.

Dr. Ashish Sinha (2005)

Globalization has created the need for leaders to become competent in cross-cultural awareness and practice. Culture is dynamic and transmitted to others. Adler and Bartholomew (1992) contend that global leaders need to develop five cross-cultural competencies. In short, culture is the way of life, customs, and script of a group of people (Gudykunst & Ting-Toomey, 1988). A culture provides people with a set of values and assumptive beliefs as well as implicit inferences about how the world operates, which enable them to find meaning in and make sense of the events of their lives.

There are two concepts which are closely related to culture and leadership: ethnocentrism and prejudice and have an impact on how leaders influence others. Hofstede identified five major dimensions on which cultures differ: power distance, uncertainty avoidance, individualism-collectivism, masculinity-femininity, and long-
term-short-term orientation. Business Culture differs from country to country. Even according to implicit leadership theory, individuals have implicit beliefs and convictions about the attributes and beliefs that distinguish leaders from non-leaders and effective leaders from ineffective leaders. From the perspective of this theory, leadership is in the eye of the beholder (Dorfman, Hanges, & Brodbeck, 2004). House & Javidan (2004) identified six global leadership behaviours: charismatic/value based, team oriented, participative, humane oriented, autonomous, and self-protective.

**John Patrickii, Gemma Scrase, Afia Ahmed and Michal Tombs (2002)**

This study analysed qualitatively the nature of instructor behaviours and their relationship to leadership. The Critical Incident Technique was used to collect effective and ineffective incidents of instructor behaviour in military training from both instructors' and trainees' perspectives (total incidents = 1150, effective = 696, ineffective = 494), across the three UK Armed Services. Nine dimensions of instructor behaviour were developed with high inter- and intra-coder reliability. No differences were found between instructor and trainee generated incidents or among the three Armed Services. About 82% of the incidents could be recorded with high inter-coder reliability into categories of both transformational and transactional leadership. Strong relationships emerged between the following dimensions of both instructor behaviour and leadership respectively.

**Ann Candler (1997)**

This study was concerned with the relationship between authoritarianism and tendencies toward behaviour modeling in a population of 23 students involved in a teacher training program at the University of Houston. Of specific interest was whether or not subjects rated as highly authoritarian demonstrate a significantly greater tendency to model neutral teaching behaviour than do subjects who were rated as less authoritarian. Selected items of the Rokeach Scale of Dogmatism (D Scale) were used to measure authoritarianism. Subjects observed a videotaped model while die taught a linear math concept, then each subject was asked to teach the same concept. A panel of five judges observed the teaching performance and rated
subjects according to the degree of imitative behaviour which was evidenced. A Kendall's tau was used to investigate the relationship between level of authoritarianism and degree of imitative behaviour. This procedure yielded a correlation of $t = 0.47$ and a $z$ of $2.879$. These results indicated a statistically significant ($p < 0.002$) relationship between subjects' ratings on the authoritarian variable and their tendencies to model the behaviour of teaching experiences which they observed.

**Cannon-Bowers, Oser, & Flanagan (1992)**

In an autonomous work team every team member is required to share the responsibility for the teamwork and result. A designated leadership is uncommon in the initial stage of an autonomous work team. However, in previous leadership emergence studies it has been found that a clear formal or informal leadership soon arises in an initial stage of operation of an autonomous work team (Neubert & Taggar, 2004; Taggar, et.al. 1999) leadership motivation is an important factor for the emergence of this leadership. In most cases, there is no particular tangible reward for the leader in an autonomous work team because the members share the rewards and responsibilities of their work evenly (Taggar et al., 1999). If one group member shows a higher level of leadership motivation and participates actively in leadership behaviours, this person is more likely to be recognized as a formal or informal leader (Sorrentino & Field, 1986). In other words, in the work environment of an autonomous work team, leadership motivation is much more influential on the actual leadership emergence than is the case in other work settings.

### 2.2.1 GENDER ROLE EXPECTATION IN A COLLECTIVIST/INDIVIDUALIST CULTURE AND MOTIVATION TO LEADERSHIP

In gender role theory it is argued that there is a difference in socially expected roles for men and women. Males are expected to demonstrate task-oriented and managing attributes whereas women are expected to show communal and social qualities (Eagly, 1987; Eagly & Wood, 1982). Men are encouraged to become task leaders and women to become social organizers (Kent & Moss, 1994). A person with greater task contribution than others in the group is more likely to emerge as a
leader in a task-oriented, leaderless group (Sapp, Harrod, & Zhao, 1996). Researchers in this field have suggested that there is a social-normative expectation for men, rather than women, to become leaders in task-oriented autonomous work. (Javidan, Dorfman, de Luque, & House, 2006; Yukl, 2002).

Asian and Latin American countries commonly hold collectivist cultural values (Gupta, Hanges, & Dorfman, 2002; Hofstede, 1980, 1984). In Hofstede's (2001) study of cultural dimensions, in which a score of 100 represented a strongly individualist society and 0 a strongly collectivist society, the mean individualism score of Asian countries was 24 and that of Latin American countries was 28. In collectivist cultures, the cultural norm is strongly paternalistic and male-dominating in character (Hofstede, 1980). Although this is steadily changing, in the 21st century there is still a strong emphasis on the role of women as daughters, mothers, and wives in collectivist cultures (Agarwal, 1991; LeVine & Correa, 1993). Based on gender role expectation theory, it is reasonable to expect that women in a collectivist culture would feel less pressure to assume a leadership role. It is also reasonable to expect that men in a collectivist culture would have greater social-normative pressure to become leaders. In other words, men in a collectivist culture would show higher social-normative MTL than would women.

In an individualist culture, such as that found in North America and in Western Europe, a gender role expectation about leadership taking would be similar for both genders. (Javidan et al. 2006) Gender egalitarianism in the workplace is emphasized more strongly in individualistic cultures than in collectivist cultures (Chang, 1999). Both men and women are expected to be financially independent, prepare for a career, and strive to obtain recognition from coworkers in countries with an individualistic culture (Fiorentine, 1988). Female leaders are more common in organizations in individualist countries compared to collectivist countries (Wright, Baxter, and Birkelund, 1995).

Top management teams are worldwide largely composed of men, with relatively few female members. The gender ratio in top management is indicative of the position of women in management within the organization, as well as related to leadership behaviours of male and female managers. In the present study, the
relative importance of societal culture, organizational, and individual characteristics in explaining leadership behaviours and the associations of gender and gender ratio with leadership behaviours are studied. Hypotheses are tested with multi-level analyses using a dataset with information from subordinates rating leadership behaviours of 12,546 managers in 437 organizations in 32 countries. The results show that in a three-level model (i.e., societal, organizational, and individual level) to explain leadership behaviours, differences in leadership behaviours are predominantly explained by individual differences, followed by organizational and societal differences. Further, after controlling for societal influences, a higher gender ratio (relatively more female managers), was positively associated with consideration and negatively related to initiating structure. Moreover, for male managers, there was a negative association between gender ratio and initiating structure, indicating that male managers in organizations with more female managers tend to engage less in initiating structure, whereas the leadership behaviours of female managers were not associated with the gender ratio.

Top management teams are worldwide largely composed of men, with female top managers being a minority. Gender ratio in top management, being the percentage of female and male managers in the team, is seen as an important indicator of both the percentage of women in management in the organization, as well as the styles in leadership behaviour in that organization of female and male managers.

Tharenou, Latimer, & Conroy, 1994)

Theorizing in gender ratio within organizations and on particular proportions of women in predominantly male groups (for instance tokens), argued that groups with varying proportions of men and women differ qualitatively in dynamics and processes and that varying proportions reflect contacts between groups of employees as a function of their proportional representation in the system. It is therefore not surprising that there has been a notable interest in the study of gender, gender ratio, cultural processes, and their association with leadership behaviours. However, evidence of a strong association of gender, gender ratio, and cultural processes with leadership behaviours has not yet been conclusively established, although some
studies indeed support this relationship (Dobbins & Platz, 1986; Eagly & Johannesen-Schmidt, 2001; Eagly & Johnson, 1990; Konrad, Corrigall, Lieb, & Ritchie, 2000; Lewis & Fagenson-Eland, 1998). The current research on gender differences in leadership is overwhelmingly based on Western (mostly US based) data and there is a need to incorporate studies in non-Western cultures (Eagly, 2007; Eagly, Johannesen-Schmidt, & Van Engen, 2003). We have a great deal to learn about the effects of gender, as it relates to international leadership (Scandura & Dorfman, 2004). The global leadership and organizational behaviour (GLOBE) researchers (House, Hanges, Javidan, Dorfman, & Gupta, 2004) found statistically significant, but not substantial, gender differences in respect to most of the GLOBE leadership dimensions (e.g., endorsement of team orientation as contributing to outstanding leadership). These differences are most prevalent in societies with larger cultural differences regarding male and female roles (Emrich, Denmark, & Den Hartog, 2004). In line with this, Paris (2003) also found that gender differences in leadership are moderated by the level of gender egalitarianism in the societal culture. These are results in previous cross-cultural studies on gender and leadership and we agree with Dorfman, Hanges, and Brodbeck (2004) who conclude, based on the globe study: 'we have a great deal to learn about gender differences across cultures.

2.3 RELATED STUDIES ON MANAGEMENT SKILLS

2.3.1 STUDIES RELATED TO LEARNING MANAGEMENT SKILLS

Wright, April L (2012)

Article explores how insights from the broader education literature on threshold concepts and conceptions can be applied to improve the teaching of undergraduate introductory management courses. The authors propose that these courses are underpinned by the threshold conception, or "underlying game," that management is a practice informed by theory. This threshold conception is both troublesome and transformative for novice management students. Using the redesign of the undergraduate introductory management course the authors teach as an exemplar, they demonstrate how student learning can be improved by designing
learning activities and assessment that help students "see" the threshold conception that connects management theory and practice.

Green, Lucy Santos; Inan, Fethi A.; Denton, Bree (2012)

The purpose of this study was to determine factors that influenced student satisfaction with a new learning management system and to identify which of these factors were most important. The data was collected using an online survey tool that was administered to students enrolled in courses designed and taught by faculty who participated in a pilot group testing a new learning management system (LMS). The findings support previous research in this area, indicating that usability of the LMS and availability of technical assistance is strongly correlated with student satisfaction. Study findings will be used to improve LMS training and institution-wide technology support.


In this paper, we first demonstrate that an instructional design process of Technology Enhanced Learning (TEL) systems based on a Model Driven Approach (MDA) addresses the limits of Learning Technology Standards (LTS), such as SCORM and IMS-LD. Although these standards ensure the interoperability of TEL systems across different Learning Management Systems (LMS), they are generic and lack expressiveness. In addition, the use of LTS limits designers to using a compliant LMS. MDA addresses these limits by allowing pedagogic modeling based on specific modeling languages and by ensuring interoperability across Learning Management Systems based on model transformations. In the context of an MDA-based design process, we propose a novel approach, named ACoMoD, to help designers to bridge the gap between pedagogic modeling and LMS specifications, based on graphic and interactive model transformations. Our approach, implemented with a tool called Gen-COM, enables designers to choose more effective LMS tools, based on a contextual recommendation of best practice for LMS tool use. Gen-COM and its evaluation with designers are described in this paper. The main results show, first, the usefulness of tailoring pedagogy with LMS tools based on the proposed solution. Second, the results show different levels of usefulness of the proposed
assistance according to different situations that will be detailed. Some improvements are suggested and are in progress concerning the extension of Gen-COM to offer assistance to designers based on their profiles.

Arora, Anshu Saxena (2012)

The research study seeks to explore the relationship among strategic gaming, the learning organization model and approach, and transfer of learning as key success strategies for improved individual and organizational performance and sustainable competitive advantage. This research aims to identify and elaborate on the strategic integration of interdisciplinary organizational areas leading to the development of a learning organization. The paper utilizes an innovative research stream highlighting the relationship among the use of strategic gaming, becoming a learning organization and transfer of learning for effective learning and knowledge management.

Joham et. al., (2012)

Paper explores problem-based learning (PBL) as a vehicle for developing critical management skills and preparing students for their future careers. Using student reflections and facilitator observations the paper presents the nature of individuals' experiences with learning and teaching in a PBL setting in the management discipline. The study investigates: (1) how students engage in and experience the learning process in a PBL context, particularly in relation to the development of group processes; and (2) the skills developed through both learning and assessments in a PBL course. The paper concludes that, for management educators, successful PBL requires adequate structure and support to ensure that students move through the PBL cycle identified by Hmelo-Silver.

Lin, Hung-Ming; Tsai, Chin-Chung (2011)

Study investigates the differences between students' conceptions of learning management via traditional instruction and Web-based learning environments. The Conceptions of Learning Management Inventory (COLM) was administered to 259 Taiwanese college students majoring in Business Administration. The COLM has
six factors (categories), namely, learning management as memorizing, testing, applying, gaining higher status, understanding, and seeing in a new way. These categories are considered as being in a hierarchical order, from lower-level to higher-level. The results suggest that the students agree more with the "seeing in a new way" category when learning management in a Web-based environment, while they show stronger acknowledgement of the conceptions of the "memorizing", "testing", "gaining higher status", and "applying" categories when learning management via traditional instruction. It is suggested that Web-based instruction can promote students' higher-level conceptions of learning management.

Borredon, Liz, Deffayet, Sylvie (2011)

Drawing from the reflective teaching and learning practices recommended in influential publications on learning styles, experiential learning, deep learning, and dialogue, the authors tested the concept of "learning teams" in the framework of a leadership program implemented for the first time in a top French management school ("Grande Ecole"). Qualitative feedback and personal observations on the implementation and outcomes of using this new learning paradigm reveal that although the steps from teaching to learning initially tested for MBA students in the United States are widely accepted, there were unexpected obstacles and opportunities in setting up the model in France. Some of these differences can be attributed to culture, particularly to immensely different educational philosophies that shape attitudes and norms within French classrooms and to the notion of learning itself, which is normalized by the social expectations of careers in management forged in French history. This article provides the theoretical basis of the particular learning model tested, describes the conditions within which it was implemented in one French "Grande Ecole," and reports unexpected obstacles and favorable outcomes of the teaching/learning experiences from a cross-cultural perspective. The authors conclude with recommendations on implementing learning models across cultures.
Klein, Barbara D., Rossin, Don (2010)

Authors investigated the effects of flow on learning outcomes in a graduate-level operations management course. Flow was assessed through an overall flow score, four dimensions of flow, and three characteristics of flow activities. Learning outcomes were measured objectively through multiple-choice quiz scores and subjectively using measures of students' perceived learning of the subject matter, students' perceived skill development, and student satisfaction. The findings show that flow affected students' perceived learning of the subject matter and student satisfaction but did not affect learning performance as measured through multiple-choice quizzes. Partial support is found for an effect of flow on students' perceived skill development.

http://www.eric.ed.gov/ERICWebPortal/search/recordDetails.jsp?searchtype=advanced&pageSize=10&ERICExtSearch_Operator_2=and&ERICExtSearch_SearchValue_0=learning+management&ERICExtSearch_EDJEJSearch=elecBoth&ERICExtSearch_SearchType_2=kw&ERICExtSearch_Operator_1=and&eric_displayStartCount=1&ERICExtSearch_SearchType_1=kw&ERICExtSearch_PubDate_From=0&ERICExtSearch_PubDate_To=2013&ERICExtSearch_ShowRecordCount=2&_pageLabel=RecordDetails&objectId=0900019b8064c7c2&accno=EJ993167&_nfls=false

Kocak Gaziosmanpa (2008)

Effects of cooperative learning on selected psychological and social traits were investigated. The sample of the study included 114 freshmen and sophomores in a psychology of learning and a fundamental mathematics course, in a public university in Turkey. The University of California-Los Angeles Loneliness Scale (R-UCLA; Russell, Peplau, & Cutrona, 1980), the Toronto Alexithymia Scale (TAS; Taylor, 1984), the Liebowitz Social Anxiety Scale (LSAS; Liebowitz, 1991), the Self-Monitoring Scale (SMS; Snyder, 1972), and the Happiness Scale (HS; Fordyce, 1988) were used to assess the levels of loneliness, alexithymia, social anxiety, self-monitoring, and happiness. Results show that cooperative learning was effective in reducing the levels of loneliness and social anxiety and increasing the levels of
happiness among the participants. However, it was found that cooperative learning was not effective in increasing students' self-monitoring skills or decreasing their alexithymia levels.

**Holamreza Jandaghi, et. al., (2009)**

Organizational Learning means acquisition and application of knowledge and skills and recording them in the organizational memory. In the past decades, numerous researches have been accomplished in this regard and the factors which pave the way for facilitation of Organizational Learning are taken into account. The goal of this research is perusing the relationship between management skills and Organizational Learning based on the conceptual model, presented in Katz and Marquardt Theories. The type of this research is correlation and it is applied with regard to the target. Statistic population and the sample in this research are 39 senior and middle rank managers of Rah Shahr Co. and all of them have been taken into census. The data of this research is based on the responses recorded in two questionnaires, which are regulated based on Cronbach's Alfa and have appropriate reliability. In addition, the content validity of the two questionnaires is also confirmed by experts. Using the statistic methods of Pierson and Partial correlation, hypotheses of this research have been tested. Findings of this research show that Organizational Learning variable among the managers of company is partly desirable. On the other hand, the outcomes of survey about human skills of the managers explain that this variable is ideal. The findings also show that among the triple skills, human skill has a more meaningful share in the process of Organizational Learning. At the end, it is necessary to remind that the findings of this research is discussed and concluded based on former results and applied proposals for research are offered accordingly.

**Webber, Trix (2004)**

This article identifies the orientations to learning of a group of mature students, all practicing managers, who were on part-time postgraduate management courses. The orientations to learning approach provided an effective framework for gaining insights into the complexities of learner motivations and how these influence learning behaviour. A social cognitive framework was used to analyse the processes by which orientations to learning develop, and this enabled a systematic
investigation to be carried out of the meanings that managers made of their management education experience, as well as the significance that the learning outcomes from courses assumed in their professional and personal lives. The typology of orientations to learning reported here differs significantly from those found in earlier studies and provides some basis for a consideration of the elements which appear to be common to different sectors of the student population and those which are specific to a particular set of student characteristics. The findings also begin to establish a link between orientations to learning and different learning outcomes.

2.3.2 STUDIES RELATED TO SELF MANAGEMENT SKILLS

Simon Cassidyiv (2007)

Study sought to establish the level of students' self-assessment skill particularly inexperienced students and to examine the relationship between self-assessment skill and learning style, student perceptions of academic locus of control and academic self-efficacy. Students were asked to evaluate and provide estimated marks for their own work, were which compared with tutors' actual marks. Students also completed measures of learning style, academic locus control and academic self-efficacy. Comparisons of student estimated and tutor marks indicated a good level of self-assessment skill in the majority of students. A significant minority of students did however fail to exhibit such skills. There was also some evidence of a tendency for students to underestimate their performance. While both strategic and deep approaches to learning, were shown to be positively correlated with tutor mark, only surface approach was negatively correlated with students' estimated mark, suggesting that surface learners are inclined to provide lower evaluations of their own performance. Deep approach was also correlated with accuracy of student self-assessment skill, suggesting that deep learning is associated with self-assessment competency. No clear or convincing associations between self-assessment skill and perceptions of academic locus of control or academic self-efficacy were identified. Findings suggest that while self-assessment skill undoubtedly develops, becoming more effective during students' academic career, inexperienced students do have the capacity for self-evaluation and should therefore be included in self-assessment
activities. In the light of findings related to learning style and the heterogeneous nature of student groups, student monitoring and skill development are proposed in order to allow the integration of self-assessment into the learning and assessment process.

Zubin Austin, PhD, and Paul A. M. Gregory, MLS (2007)

To evaluate the accuracy of self-assessment skills of senior-level bachelor of science pharmacy students. A method proposed by Kruger and Dunning involving comparisons of pharmacy students' self-assessment with weighted average assessments of peers, standardized patients, and pharmacist-instructors was used. Eighty students participated in the study. Differences between self-assessment and external assessments were found across all performance quartiles. These differences were particularly large and significant in the third and fourth (lowest) quartiles and particularly marked in the areas of empathy, and logic/focus/coherence of interviewing. The quality and accuracy of pharmacy students' self-assessment skills were not as strong as expected, particularly given recent efforts to include self-assessment in the curriculum. Further work is necessary to ensure this important practice competency and life skill is at the level expected for professional practice and continuous professional development.

Trish Hafford-Letchfield & Diana Bourn (2005)

The acquisition of advanced skills and knowledge in leadership and management is cited as key to delivering a vision for quality care services. Managers need concrete tools for promoting their own learning within organizational cultures for self-managed learning to thrive. We report on the application of a tailor-made multi-source feedback tool to promote the advancement of management skills on a post-qualifying award for social work managers. This particular tool was based on English national leadership and management standards and its 10 'key principles'. Managers were required to analyse and reflect on their current level of skill using line-management, peer, supervisee, staff and service user appraisal. They then developed a work-based learning and development plan, supported by mentoring and supervision. How we actually measure skill and associated knowledge and values is an under-researched area. Determining the ideal structure for defining and
measuring outcomes of skill development highlights the complexities involved. Data from the managers' own evaluations are used to debate the value of using skill definitions flexible enough to enable individual use and interpretation but not so general as to be meaningless. The discussion suggests that use of a multi-source assessment tool and the process were found to be useful on a number of dimensions

The aim of this study was to determine whether the level of use of pragmatic and analytical reading strategies significantly differs among prospective elementary school teachers in terms of ten sub-dimensions of learning and study strategies. The sub-dimensions used were attitude, motivation, time management, anxiety, concentration, information processing, selection of the main ideas, study aids, self-testing and test-taking strategies. The participants in the study were 159 prospective elementary school teachers from the Department of Elementary Education at Adnan Menderes University in Turkey.

As a result, it was found that the prospective elementary school teachers used both analytical and pragmatic strategies. In this context, the most important thing that effected learning and study strategies is reading strategies' attitude and study aids.

Paul Rose • JongHan Kim (2002)

In complex markets characterized by abundant choice, many people assume the roles of opinion leaders and opinion seekers. Understanding people who gravitate toward these roles is a priority for consumer psychologists, because the effectiveness of large-scale persuasion often depends on word-of-mouth or peer-to-peer communication. In this study we tested a model, inspired by prior research, which included self-monitoring, status motivation and belonging motivation as predictors of both opinion leadership and opinion seeking. Self-monitoring was a significant predictor of opinion leadership and status motivation mediated this relationship. Self-monitoring was not a significant predictor of opinion seeking, but belonging motivation was. The study highlights motivations associated with self-monitoring and also suggests that the socio-motivational bases of opinion leadership and opinion seeking differ.

Albert Bandura (2000)

How behaviour is viewed determines which facets of human functioning are studied most thoroughly and which are ignored or disavowed. Conceptions thus
delimit research and are, in turn, shaped by findings from paradigms embodying that particular view. Theorists who exclude self-regulatory functions from their concept of human potentialities restrict the scope of their research to external influences on behaviour. Detailed analysis of behaviour as a function of external consequences provides confirmatory evidence that behaviour is indeed subject to external control. However, limiting the scope of scientific inquiry not only yields redundant results but, by disregarding other significant determinants and processes, it can reinforce a truncated image of human nature.

2.3.3 STUDIES RELATED TO TIME MANAGEMENT SKILLS

Morris, Pamela (2013)

Investments in early childhood programs are widely viewed as a promising strategy to improve the future educational achievement of disadvantaged young children. However, it can be difficult for teachers to maintain program quality if children in the classroom display challenging behaviours. For example, when some children act out aggressively or become sad and withdrawn, teachers may be diverted from instructional time to manage these behaviours. Not surprisingly, these diversions have a ripple effect on the entire classroom of children. This report presents the final implementation, impact, and cost findings from the Foundations of Learning (FOL) demonstration. The FOL demonstration was designed to increase productive classroom time by using intensive professional development, including in-classroom consultation with trained practitioners, to improve teachers' classroom management skills and the social and emotional competence of children who exhibit challenging behaviour. The report concludes that the FOL intervention was delivered with relatively high levels of dosage (amount of services) and quality (as rated by teachers) in both cities, with some differences in the focus of in-classroom consultation between Newark and Chicago. The program had a positive impact on teachers' classroom management, increased instructional time, and improved children's social and emotional competence during the year of the intervention's implementation.
Dr. Yogesh Maheswari (2013)

In this article effective management of time has been identified as one of the most important behavioural competencies necessary for managerial excellence that need to be possessed by an administrator. It also attempts to identify the major time-wasters as perceived by them. Further, the study intends to assess their perception with respect to some commonly-held misconception about the time management. The study attempts to come out with some specific suggestion with a view to make an administrator/management of time effective through development, time utilization pattern. This study reveals the major area related misconceptions of time management; it is also the fact that all the organizations are more or less are suffering the same problem. It is clear from the study that it is high time now to revamp the organizational policies and strategies so to give importance at each level of the organization.

Jacques van der Meer, Ellen Jansen and Marjolein Torenbeek (2008)

This article discusses the findings related to a number of research projects investigating students' expectations and experiences of the first year in higher education. In particular, findings with regard to first-year students' expectations and challenges with issues of time management are reported. It was found that many students were realistic about having to plan their work independently, and having to spend a good amount of their time during the week on self-study. However, many students found it difficult to regulate their self-study and keep up with the work. They were also not always sure how they were to organise their self-study time. It is argued that universities could and should play a more active role in helping first-year students to make sense of time management.

P. J. Van der Lem (2005)

Ph.D., regulations indicate minimum and maximum duration, greatly influenced through sensitive direction for the various stages to completion. Identification of stages that characterize the nature of work is a helpful tool that minimizes unproductive efforts. Research familiarization, identification of a focus, formulation of intent, completion and an impact and result description require a
careful balancing act. When the research focus is identified, research methodologies tend to drive the project in hand; however the identification of a worthwhile research issue is initially a process that should be free from any methodological constraint. Such initial freedom of choice allows for creative leaps, essential conditions for progression to firmer ground in research. Evidence of familiarization with the current state of affairs is a stepping-stone in research description. Thereafter results funnel into a methodological framework to secure a sound outcome. Each stage requires a shift of attitude in research student and supervisor.


Noted that a person's perceptions of behavioural control can be a key predictor of his or her behaviour in situations that are not completely under the person's volitional control, such as in an employment setting. That is, when behavioural intentions are held constant, perceptions of behavioural control should account for considerable variance in actual behaviour.

**2.3.3.1 STUDIES EXAMINING THE EFFECTIVENESS OF TIME MANAGEMENT**

The empirical literature review identified five studies that examined the effectiveness of time management training programs. Three of the studies examined employed adults (i.e., Macan, 1994; 1996; Orpen, 1993) while Woolfolk and Woolfolk (1986) examined pre-service teachers and DiPipi-Hoy and colleagues (2009) examined adolescents with exceptionalities. The DiPippi-Hoy et al. (2009) study is unique in the population of study and the observational checklist method used to assess time management behaviours. Results suggested that participants increased their time management at work and generalized their skills to the community site following intervention (Di-Pippi-Hoy et al., 2009). Results of the two early studies (i.e., Orpen, 1993; Woolfolk & Woolfolk, 1986) which focused on the time management work by Lakein (1973) indicated that time management training has significant immediate and long-term effects on time management attitudes and behaviours and that those who receive time management training rate their time management effectiveness more highly than those who do not. In
comparison, two later studies (i.e., Macan, 1994; 1996) which utilized the Time Management Behaviour scale developed by Macan et al. (1990) found time management training to be only minimally related to subsequent use of time management behaviours. However, individuals who participated in a time management program did perceive more control over their time after the program. Perceived control over time was related to positive outcomes: Individuals who perceived having more control over their time reported fewer job induced tensions, fewer stresses, and greater job satisfaction than individuals who did not perceive themselves as having control over their time.

Furthermore, the 1994 study by Macan was the first study to empirically examine the relationship between time management behaviours and the Theory of Planned Behaviour (TPB) by investigating the relationships between the elements of the TPB and perceived control over time. This model suggested that learning time management skills and consequently engaging in time management behaviours would lead to a greater perception of control over time. Support was found for the process model of time management.

2.4 RELATED STUDIES ON TEACHERS


In this study 732 Taiwanese kindergarten teachers, divided into 4 regional areas: northern, central, southern, and eastern, completed a questionnaire about their work performance and how it is affected by principals' leadership behaviours. Regression and structural equation modeling analysis showed that the use of empathetic concern by kindergarten principals had a positive effect on teachers' work performance. Although assertive orders were found to have a positive influence, the correlation with work performance was lower than that with empathetic concern. Rewards and punishments had no significant effect on improving teachers' work performance. Emotion-based leadership in the form of showing empathetic concern could be used to improve kindergarten teachers' work performance.
In terms of the administrative management of schools, many kindergarten principals are concerned about their effective leadership of staff who require rewards, authority, and may exhibit emotional reliance (Hadjithoma-Garstka, 2011). It can be difficult to manage teachers effectively in order to enhance their work performance. Currently, early education institutions in many advanced nations are facing an adverse environment created by a low birth rate and a consequent rapidly decreasing number of young children, making it necessary to retain good teachers who attract enrolments in their institution. Thus, in terms of the human resource management and leadership of kindergartens, it is important to choose the optimal leadership behaviour that can minimize teachers' dissatisfaction and enhance teachers' work performance.

Nerina L Jimmieson (2012)

The present study; investigated the impact of teachers' organizational citizenship behaviours (OCBs) on student quality of school life (SQSL) via the indirect effect of job efficacy. A measure of teacher OCBs was developed, tapping one dimension of individual-focused OCB (OCBI - student-directed behaviour) and two dimensions of organization-focused OCB (OCBO - civic virtue and professional development). In line with previous research suggesting that OCBs may enhance job efficacy, as well as studies demonstrating the positive effects of teacher efficacy on student outcomes, we expected an indirect relationship between teachers OCBs and SQSL via teachers' job efficacy. Hypotheses were tested in a multi-level design in which 170 teachers and their students (N = 3,057) completed questionnaires. A significant proportion of variance in SQSL was attributable to classroom factors. Analyses revealed that the civic virtue and professional development behaviours of teachers were positively related to their job efficacy. The job efficacy of teachers also had a positive impact on all five indicators of SQSL. In regards to professional development, job efficacy acted as an indirect variable in the prediction of four student outcomes (i.e., general satisfaction, student-teacher relations, achievement, and opportunity) and fully mediated the direct negative effect on psychological distress.
Dr. Manjinder Kaur Thandi Priyanka Sethi (2011)

Education is always a search for quality and excellence. It opens the horizon of the human mind full of prospects and possibilities, visions, and fulfillments. Today, the system as whole of higher education in India has grown. However, we fail to maintain quality along with growth. The quality of education depends upon the quality of teacher education. The age-old contents, methods, and teaching materials have made teacher education unattractive and delinked from its present objectives. Teacher education programmes should exhibit a positive approach in building up the knowledge base in fostering innovative, interactive transactions strategies, and in broadening continuous and comprehensive evaluation. All these add to build the profile of teachers' confidence in the competitive world. They would exhibit a perfect blend of professionalism and value with enshrined personality, aiming for professional growth, and employability in a global prospective. Therefore, a sound programme of professional education of school and college teacher is essential for the qualitative improvement of education. Investment in teacher education can bring rich dividends, because the financial resources required are small when measured against the resulting improvement in the education of the millions of the boys and girls.

Joo-Ho Park and Dong Wook Jeong (2011)

Many countries design and implement school change with a focus on the fundamental reconfiguration in the structures of schooling. In this article, we examined the relationship between principal leadership and teacher resistance to school reforms driven by external interveners. For an empirical analysis, we took advantage of extensive data derived from 967 teachers and 32 principals in Korean vocational high schools that are now experiencing school reforms launched by the government. Our results revealed the importance of human aspects of school changes and reforms, in particular, driven by the external intervener. We first showed that a principal's initiative leadership is significantly related to the reduction of teacher resistance to change, in particular on the emotional and behavioural dimensions. Not surprisingly, teachers showed a higher level of resistance when their schools participate in the government-driven reform. Finally, teacher resistance
depended upon characteristics of teachers as well as principals. These findings provide some useful policy implications for facilitating successful school reform efforts. Foremost, school reformers are advised to rethink the school change model design in a way of fully capturing human aspects in the reform process.

**Durmu and Kiliq (2006)**

The purpose in this study was to investigate the democratic attitudes of prospective teachers in line with certain variables. The study was carried out with 233 randomly selected teacher trainees during the 2005-2006 academic year. A democratic attitude scale was applied to student teachers while they were freshmen in 2002 and seniors in 2005. Results showed that democratic attitudes of the student teachers did not change over time.


Skilled interpersonal relations are crucial for effective teaching and learning but much professional knowledge here is tacit and thus not easily communicated. This article presents the results of a study that examined the tacit knowledge of trainee and experienced teachers in relation to various problematic interpersonal aspects of school life. Trainee (n = 501) and experienced (n = 163) teachers in secondary schools were presented with a series of hypothetical vignettes and asked to rate each of 128 potential response options. Trainees completed the survey at the beginning and end of their professional training year. It was found that experience appeared to be related to the capacity to identify 'bad' responses, but there was little difference in relation to the identification of 'good' responses. Further differences between novice and experienced teachers in relation to preferred strategies are reported. Implications for teacher education and for future research are identified and discussed.

**2.4.1 EFFECTIVENESS OF INSTRUCTOR BEHAVIOURS AND THEIR RELATIONSHIP TO LEADERSHIP**

Training or retraining is increasingly relevant with galloping technology and more competitive global markets. Despite the vast amount of research that has been
carried out into the design of training (e.g. Goldstein, 1993; Merrill, 2002; Millward, 2005; Patrick, 1992), a substantive literature search revealed that few studies have identified and analysed important instructor behaviours and these are limited to the educational context (Blase & Blase, 2000; Harari & Zedeck, 1973; Lowenberg, 1979; Short, 1995). Given that good analysis is the cornerstone of training, this is somewhat paradoxical because in most training situations the delivery of effective instruction will depend not only on training design principles but also on the development of instructors' skills and competences, which in turn will depend upon their accurate identification. Therefore the first aim of the present study is to address this gap in the literature by developing key dimensions of instructor behaviour using the Critical Incident Technique (CIT; Flanagan, 1954) and, in order to achieve this, common methodological criticisms of the CIT (e.g. Lowenberg, 1979) will be overcome, making the process more reliable and valid. The second aim is to determine the relationship between instructor behaviours and leadership. The reason for this is that despite the wealth of leadership research (e.g. London, 2002; Yukl, 2002), and a number of studies devoted to leadership training both in the military (Csoka & Fiedler, 1972; Dvir, Eden, Avolio, & Shamir, 2002; Gibson, 2005; Hirai & Summers, 2005; Masi, 2000; Van Hoose, 1999) and civilian contexts (Barling, Weber, & Kelloway, 1996; Frese, Beimel, & Schoenborn, 2003; Kelloway, Barling, & Helleur, 2000), the relationship between instructor behaviour and leadership has been neglected.

In the educational context, Lowenberg (1979) carried out two studies collecting 565 and 1,963 incidents from students of effective and ineffective instructor behaviour. However the primary goal of this study was to examine the consistency of classification of these incidents by different judges although, in the second study, seven effective and three ineffective dimensions of instructor behaviour were reported. Effective behaviours included 'reduction of vagueness', 'discipline methods', use of less conventional methods', 'relating to personal experience' whereas ineffective behaviours were 'poor preparation', 'inefficient use of time' and 'belittling the class'. In contrast, Blase and Blase's (2000) study collected data from 809 teachers in order to develop a model of effective instructional leadership consisting of two major dimensions, entitled 'talking with teachers to
promote reflection' and 'promoting professional growth'. The former included behaviours such as: giving feedback, modelling, giving praise, listening, sharing their experiences, and using examples and demonstrations. The latter dimension of promoting professional growth involved strategies concerned with providing opportunities to learn new techniques, supporting collaboration, and developing a climate for encouraging redesign of courses and peer coaching. However all of the above studies are limited to the traditional educational context and we need evidence not only of the generalisability of these instructor behaviours across contexts but also the extent that they map on to leadership skills.

2.4.2 STUDIES RELATED ON TEACHERS BASED ON MANAGEMENT SKILLS

Karen Edge and Khatera Khamsi (2012)

The UK government has recently demonstrated an unprecedented interest in global learning within primary and secondary schools. While the adoption and implementation of the global dimension varies, international school partnerships (ISPs) have been identified as a key vehicle for harnessing the potential of the global dimension in schools. Despite increasing global policy and practice interest in ISPs, little empirical research examines the influence of ISPs on students, teachers and leaders. Drawing on evidence nested in our 3-year research and development study of the British Council's Connecting Classrooms-Sub Saharan Africa programme, this paper examines students' own view of their international school partnership participation. We employ a multidimensional citizenship framework to frame our analysis of 694 student surveys from 66 schools across 12 countries. Based on this evidence, we argue that the influence of ISPs on global learning can be enhanced by intentionally designing partnerships to: celebrate school-based learning linked to international partners; create opportunities for students to engage in activity-based communication-driven ISP related learning; and, deliberately encourage students to discuss their partnership work with friends and family. We also make recommendations for policy and practice leaders and researchers.
Hulya Qermik (2011)

The qualities that an ideal primary school teacher has to have according to the view of 109 teacher trainees were investigated. Data were collected from an open-ended question in which the participants' views about the ideal primary school teacher and the reasoning behind those views were explored. Content analysis, frequency analysis, and percentage techniques of the collected data resulted in 6 themes: ethical and humanistic values; teaching skills; cultural and scientific knowledge; personal qualities; interaction with society, environment, and parents; and self-values.


Studies on special education teacher time use (TTU) have indicated that special education teachers spend small percentages of their day teaching. The authors examined goal setting and self-monitoring to change the time use of 4 teachers. In terms of TTU, each teacher articulated goals for increasing some tasks (e.g., instruction) and decreasing others (e.g., paperwork). Data indicated that self-monitoring of time use produced medium and moderate effects for 1 teacher and small effects for another. Data for the 2 other teachers suggested that there are institutional barriers to increasing instructional time, even for highly motivated teachers. This unique and preliminary study on changing TTU articulated teacher beliefs regarding barriers to changing teacher time. In addition, this study mirrored R. Ingersoll's (1996, 2003) theoretical work, which indicated that teachers across the United States work every day in conditions shaped and controlled by a system that they do not control.

2.5 CONCLUSION

Based on the concepts of Personality Behaviour, Leadership Behaviour and Management Skills the present study focuses on their importance and interdependence in the field of education, similar and relevant researches and studies that have been attempted by the scholars in the field of education are discussed. Design of the study and method of investigation is discussed in the next chapter.