CHAPTER 1

INTRODUCTION

Leadership is the process whereby one individual influences other members of the group towards the attainment of defined group or organizational goals. Success of different organizations, especially educational institutions depends on effective and efficient Principals. In an organization, the associated efforts of many individuals are necessary. To a considerable degree, the actions of human beings in society are determined by their association with formal organization. Formal organizations have leaders and purposes. Achievement of objectives, which have been set, depends upon the cooperative efforts of individuals. Many times organizations have failed when either their leaders have been of low caliber or there has been lack of cooperative effort among members or the objectives have not been in conformity with what is essential and good for society.

A school can not succeed if the teachers in it work only as individuals and not as a group. But just as every group needs a leader, so also a school must have a leader who would stimulate and direct its work. Such a leader is the principal/headmaster of the school. In the school administration he occupies a unique position. He is in the strategic centre of the web of instructional relationships viz teacher-pupil, teacher-parent and teacher-teacher. His leadership behaviour affects the behavioural quality of teachers as well as academic environment of the school and finally students’ academic achievements.

1.1 CONCEPT OF LEADERSHIP

Leadership comes from the Anglo-Saxon word ‘leaden’, meaning to go, and is defined as guiding, conducting, proceeding and being foremost. Leadership has been defined in terms of individual’s traits, leadership behavior, Interaction patterns, role expectations, follower perceptions,
influence over followers, influence on task goals, and influence on organizational culture. Stogdill (1974) reviewed seventy-two definitions of leadership advanced by writers from 1902 to 1967 under the following headings:

Leadership as: (1) a focus of group processes; (2) a personality and its effects; (3) art of inducing compliance; (4) exercise of influence; (5) act or behaviour; (6) a form of persuasion; (7) an instrument of goal achievement; (8) an effect of interaction; (9) a differential role; (10) the initiation of structure.

According to Goods Dictionary of Education, (1959) leadership is the ability and readiness to inspire, guide or manage others. Dictionary of Behavioural Sciences (1973) defined that leadership is the exercise of authority in initiating, directing, or controlling the behaviour or attitudes of others, and bring out with their consent, those qualities of personality and training, which make the guidance and control of others successful. According to Hemphill (1949), leadership is the initiation of a new structure or procedure for accomplishing the organizational goals and objectives for changing an organization’s goals and objectives. Tannenbaum, et al. (1961) explained leadership in terms of interpersonal influence, which is defined as influencing people to co-operate towards some goals, which they come to find desirable. Halpin (1966) stated that a successful leader contributes towards group objectives and group relationships. He described leadership behaviour in two dimensions of initiating structure and consideration. Davis (1986) said that leadership is the ability to persuade others to seek defined objectives enthusiastically, to bind human factor of a group together while motivating it towards its goals.

McGregor (1978) defined it as leaders inducing followers to act for certain goals that represent the values and motives; the wants and needs; the aspirations and expectations of both leaders and followers. Leadership is thus inseparable from the followers' needs and goals. As leadership
occurs in a group, therefore, this term refers to leadership behaviour in the group rather than to any set of traits or personal attributes. It is functional and consists of leadership behaviour and operations. This shift from personal attributes to functional behaviour has marked a significant change in our understanding of the process of leadership. Leadership, therefore, may be considered as a process through which others are influenced towards desired direction.

Lipham (1974), described leadership as that behaviour of an individual which initiates a new structure in interaction within a social system; it initiates change in the goals, objectives, configuration, procedures, inputs, processes and ultimately the outputs of social systems. The definition takes into account effectiveness and efficiency measures. Leadership is dynamic since it involves social system in action and interaction. Leadership is commonly defined as the process of influencing others in a manner that enhances their contribution to the realization of group goals Hollander (1995); Smith (1995). This process is widely seen to involve the positive impact of one person on the behaviour of many others, and for this reason it is often viewed as the key to effective and efficient organizations.

According to Hersey and Blanchard (1988) leadership is a process of influencing the activities of an individual within a group in its efforts towards goal achievement in a given situation. Koontz and Weihrich (1998), opined that leadership is an influence, that is, the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. Yuki and Vanfleelin (1998) defined that leadership is viewed as a process that consists influencing the task objectives and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification and influencing the culture of the organization. According to Terry (1988) leadership is essentially a continuous process of influencing behavior. A leader breathes life into group and motivates it towards goals.
A most recent definition of leadership is as follows: leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives (Keys and Case, 1990).

Stogdill (1950) opined that most of the managements agree that leadership is the process of influencing the activities of an individual or an organized group in its efforts towards goal achievement. Filley, et al. (1977) in an attempt to define leadership differentiated between power, authority and influence. These three ways help in changing the behaviour of the individual or groups. In order to understand the concept of leadership clearly, these three concepts need to be explained. Power is an ability or capacity in a person to change the behaviour of another person or group by manipulation of reward and punishment. This type of power may be Coercive power (concerned with physical harm), Remunerative power (monetary benefits), normative power, (giving recognition or medal). Whereas power is ability, authority is right. In fact, authority is legitimized power. There are various types of authority like traditional authority (kings), and bureaucratic authority (through rules and regulations). Influence is an ability in a person to change the behaviour of other person or group without manipulation of reward and punishment.

Moreover, in an organization like school, there are two major kinds of powers: positional power and personal power. Positional power refers to the power which an individual derives from a particular office or rank in a formal organized system. Personal power refers to the power, which a leader derives from followers. Therefore, French and Raven (1959) identified five common and important types of powers: (a) reward (b) coercive, (c) legitimate (d) referent and (e) expert. Each of these types of power increases a leader's capacity to influence the attitudes, values and general behaviour of others.

Furthermore, authority and power are important in effective organizational leadership as well as in the more day-to-day aspects of
administration, because these are parts of the influence process in any organization. Despite the multitude of ways in which the leadership has been conceptualized, several components can be identified as central to the phenomenon of leadership. These are (a) leadership occurs within a group context, (b) leadership is a process, (c) leadership involves influence (d) leadership involves goal attainment, and (e) leadership is interaction of power between leader and others. Based on these components, the following definition of leadership is used in this present research.

Leadership is a process whereby an individual such as school principal influences a group of individuals like teachers and pupils to achieve common organizational goals.

1.2 Functions of a Leader

To understand the basic nature of leadership, which is considered a part of directive function, one should look into the role played by the leader in a group. The role of leader can be defined in terms of various functions performed by him. Leader performs these functions in many situations. He takes initiative to form a group by bringing members together, infuses life in it and makes it operational for seeking common goals. He also establishes interpersonal relations with members, inspires them, guides them, and helps them to march in the given direction. He takes care of the members by making adequate provisions to satisfy their personal needs and interests so that members can stay in a group for a longer period.

Broadly, it is a leader who makes the group march towards the achievement of objectives. To perform in a better way he maintains high morale among the members of the group led by him. Manz and Sims (2002) argued that the leader is one who has power, authority, or charisma enough to command others.

In this regard, Krech and Crutchfield (1962) have pointed out that all leaders must perform the following functions at least to some degree:
(a) as an executive, (b) as a planner, (c) as a policy maker, (d) as an expert, (e) as a group representative (f) as an arbitrator and (g) as a model of behaviour.

The essential function of a leader is to work towards unity and cohesiveness in the organization and to see that members have a pleasant satisfying experience. According to Killan’s (1952) study brought out by the American Management Association, the following are the five functions of leadership;

1. Leadership makes decisions (not a reckless shooting from the tip but a calculated searching for and weighing of facts).
2. Leadership renders a service (by multiplying the contribution of every individual who is its beneficiary).
3. Leadership achieves results (by guiding human energy in a definite direction for a specific purpose).
4. Leadership elicits response (leading others to sufficient understanding and to motivate the response necessary for accomplishing the task at hand).
5. Leadership is willingness to be different (a discipline and standard of performance higher than that followed by non-leader).

According to Moshal (1998) the more common functions of leadership may be enumerated as under: (a) motivating members, (b) morale boosting, (c) support function, (d) satisfying needs of members, (e) accomplishing common goals, (f) representing members, (g) creating confidence (h) implementing change and resolving conflicts.

Gross and Herriott (1965) suggest that influence based on personal power is associated with greater effectiveness. They identified six important leadership functions:
1.2 Objectives of a school principal:

1. To develop goals, policies, and directions.
2. To organize the school and design programmes to accomplish the goals.
3. To monitor progress, solve problems, and maintain order.
4. To procure, manage, and allocate resources.
5. To create a climate for the personal and professional growth and development.
6. To represent the school to the district office and the outside world.

1.3 LEADERSHIP BEHAVIOUR

The leadership describes a relation between persons. It refers to interplay among persons. This means one person having for a time the major responsibility for the activities. This person affects another persons or a group of persons in such a way that common direction is given to their efforts through this one person. Leadership is always accomplished in relation to others and never alone (Notle, 1966). The Principal is the index of the institution. His personal performance is evaluated daily by different individuals and groups with which he has to contact. He must possess the qualities of head and heart.

A principal in the school may have developed good school policies and procedures. He may have skillfully classified his duties and responsibilities but all the above he needs to function as a good personnel manager. Insight, personal security, sensitivity, mature behaviour, flexibility and personal fulfillment are some of the ingredients of good leadership behaviour. The Principal of a school has to keep in forefront not only the major objectives of the institution in the entire planning but he has to strive towards their execution also. He cannot work single handed in his enterprise, but has to seek the cooperation of his entire staff. He has to
develop a team spirit amongst his colleagues (Mukherji 1970).

The Principal must have the ability to work with teachers and laymen so that the best educational plans can be formulated and executed. The school as well as class room climate depends upon the leadership behaviour of the Principal of the school. The Principal has certain special problems in developing optimum conditions for learning, such as the procurement of competent, qualified and intellectually alert leaders for the supporting positions, to limit the budget supporting materials and supplies; best execution of co-curricular activities; growth and development of personnel both certified and non-certified last but not the least the improvement of educational opportunities for the community.

The role of Principal as a leader has been a subject of considerable debate and research in education. Many programmes are designed to improve Principal's leadership capacity and skills. Initial studies of school effectiveness identified the "Principal as instructional leader," as one of several critical factors in effective schools. The concept of leadership has gained a lot of importance due to the fact that schools and colleges are no more simple institutions of learning like the older days of 'Gurukuls'. It is well said that an institution is what its head makes it. "As is the headmaster so is the school" is well quoted maxim. He is responsible for creating an image of his institution whether it is good or bad. He can increase the morale of his teachers. The quality of institution depends upon his initiative and on his efficiency as an institutional leader. The efficiency of teachers and their contribution to education depends to a large extent upon what kind of leadership is provided by the head of the institution.

The UCEA (University Council for Educational Administration) identified six domains of leadership behaviour providing a framework for the development of competency based programmes. These are:-

1. Initiating and responding to change.
2. Decision making
4. Human relations and morale.
5. Evaluating school processes and products.
6. Responding to problematic situations.

_Sharlurile (1958)_ says that in the study of leadership behaviour, it seems important to consider the environment setting in which the principal works, as well as his personal performance is equally important. He further states that it refers to the leadership acts of an individual in a given office or position of high influence/potential. The Principal has a locus only in an organization which is conditioned by environment or the social system in which he functions.

_Getzel (1958)_ believes that administration is conceived structurally as, the hierarchy of subordinate-superordinate relationships within a social system. The social system is comprised of two dimensions - "the nomethetic" which consists of the institution and "the ideographic" which consists of the individual, his personality and his need disposition.

He also includes a few other variables influencing these two dimensions. The nomethetic and ideographic dispositions are conditioned by culture, its ethos, the values and environments, its resources and limitations. The two dimensions interact with each other and this interaction gives rise to a third dimension that is, the informal group its climate and norms. Finally, all these dimensions result in the behaviour observed in the social system.

### 1.4 ATTITUDE TOWARDS TEACHING

Education is one of the factors affecting the physical and mental growth of an individual. Today, education is seen as a series of teaching, thinking,
learning experiences which serve to change student's behavior in a specified desired manner. Educational objectives are no longer limited to three R's-Reading, Writing and Arithmetic. From philosopher to laymen everyone eulogizes the teacher as mason who builds the fabric of society, the students being bricks and mortar of the future. From earliest times the teachers had a hazardous and onerous task to perform- to mould body, mind and soul. A teacher is no longer viewed as the transmitter of knowledge or dispenser of wisdom but as diagnostician, guide, assistant whenever appropriate – encourager, stimulator, promoter and interactive participant in the educational process. A teacher walks on the tight rope between the reality of today and the anticipation of tomorrow and the distant future.

“No system of education, no syllabus, no methodology, no textbooks can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers” Mathew

National Policy on Education 1986 emphasizes the teacher and his important role in bringing about the desirable changes in education. It says, “The government and community should endeavour to create conditions which will help, motivate and inspire teachers on constructive and creative lines. Teachers should have freedom to innovate; to devise appropriate methods of communication and activities relevant to the needs and capabilities of pupils and the concerns of the community.”

The Vedas have observed’ “Maturdevo Bhavo, Pitri deva Bhavo, Acharya Devo Bhava” i.e. the parents and teachers were given the highest regard by ancient society. As the teacher is next to parents of student, his words are considered to be the final verdict by the students. Teaching is noble and pious profession and teacher has the power to mould the personality of the student as per his requirements and also as per the latest needs of the society.
The teacher has to have abiding love for the student under his care. He has to be aware of individual differences in the form of intelligence, emotional quotient and capacity to respond to emergency academic situations and has to attune his teaching to varied requirements of subjects. Tagore very aptly remarked, “A lamp can never light another lamp unless it continues to burn its own flame. A teacher can never truly teach unless he is learning himself”.

A teacher should deal with his students with a deep sense of moral obligation and treat them with affection. For students, a good teacher is nearer to God. A true teacher is like the trunk of a tree and students are its branches bearing fruit of the knowledge imparted by him. The future of a country is not built by bricks but by brains, not by cement but by high moral values of life.

Sri Aurobindo, with his divine foresight has summed up the fundamental change that has occurred in the role of teacher as “the first principle of true teaching is that nothing can be taught. The teacher is not an instructor or task master; he is a helper and a guide. His business is to suggest and not to impose. He does not actually train the pupils’ mind; he only shows him how to perfect his instruments of knowledge and helps and encourages him in this process. He does not call for the knowledge that is written he only shows him where it lies and how it can be habituated to the services”.

According to Kothari Commission, “the destiny of nation is being shaped in class rooms”. The teacher has the responsibility to shape this destiny. He is an educational leader and decision maker who directly affects and indirectly influences students. It is the responsibility of the teacher to guide and inspire students, to enrich his discipline and to inculcate values, which are inconsonance with our cultural heritage and social objectives.
Education is a powerful instrument for social, political and economic development of a country. To gear up education towards the desired end, teaching as a profession assumes a great importance. Education is a guiding force of human growth and development. Teacher provides pupils with experiences that will make worthwhile contribution to their mental, physical, social and emotional growth. Education is not only exclusively a pedagogical process. It has expanded to include the development of wholesome attitudes in youth, proper channeling of youthful emotions and growth on the part of the young in social living as well as academic scholarship.

Teaching, as a performance activity is viewed in terms of providing the pupil with opportunity to learn. Its direct purpose is to arrange the contingencies of classroom so that pupil will have experience and engage himself in activities favourable to learning.

It is universally accepted fact that the attitude of an individual plays an important role in determining his role performance with respect to particular object. In teaching, how a teacher performs his duty as a teacher depends upon great extent on his attitude, values and beliefs. A positive attitude makes the work not only easier but also more satisfying and professionally rewarding. The attitude of a teacher towards teaching is of crucial importance in explaining his teaching productivity. Attitude towards teaching is an enduring perceptual organization of teacher belief and learned tendency to react favourably or unfavorably in different degrees which determine his actual response towards teaching.

In the words of Bigardus (1931) "An attitude is a tendency to act towards or against something in the environment which becomes there by of a positive or negative value." Dictionary of Psychology Warren (1934) calls attitude, "the specific mental disposition towards an incoming experience, whereby that experience is modified or a condition of readiness for a certain type of activity."
Allport (1935) defines an attitude as "a mental neural state of readiness organized through experience expecting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."

Thrustone and Chave (1946) defined an attitude as "the degree of positive or negative effect associated with some psychological object." By psychological object he meant any symbol, phrase, slogan, person, institution, ideal or idea towards which people can differ with respect to positive or negative effect.

Nunnally (1950) defined attitude as "predisposition to react negatively or positively in some degree towards an object, institution or class of persons."

Sarnoff (1960) has given a brief opinion about an attitude that it is a disposition to react favourably or unfavourably to a class or objects. Good (1973) in Dictionary of Education calls it a "state of mental and emotional readiness to reach to situations, persons or thoughts in a manner in harmony with habitual pattern previously conditioned to or associated with these stimuli."

Sampson (1976) is of the opinion that an attitude is "an underlying positive or negative evaluation of some object." The person with a particular attitude towards an object is assumed to be disposed to behave favourably or unfavourably towards that object.

The quantitative expansion and qualitative improvement of education has raised problems of selection of right type of teachers, who have a healthy professional attitude and desirable qualities. Attitude of teachers towards teaching not only affects their behaviour in the school but also the behaviour of their students. Effective and productive learning on the part of students can be achieved by employing teachers with desirable attitude towards teaching.
Attitudes are personal depositions which impel an individual to react to some object or situation. It is probably the most important element in human behaviour. It is difficult to expect the desired change in the action of an individual without a concomitant change in his/her thoughts. Sinha and Sinha (1983) considered the need for the right attitude in successfully executing literacy programmes. Cook et. al. (1977) opines “attitude is the hidden variable of literacy problem. At times it is imperceptible factor and yet it is ever present. It determines the ultimate success or failure of literacy programmes because there is no legislation that can force a person to learn if he does not want to learn. Attitude is impossible for educators to control. It represents consistency in response to social objects.”

1.5 ACADEMIC ENVIRONMENT

Environment refers to all types of surroundings, in which a person lives. Environment consists of two components, i.e. (i) Biotic which includes living organisms such as plants, animals and micro organisms. (ii) Abiotic which includes non living things such as light, air, temperature and humidity. The total environment which surrounds an individual may be defined as being composed of a complex net work of forces. At psychological level, the concern is to understand why certain instructional materials are more effective with some type of pupils than with others. Webster’s Dictionary (1966) defines the term environment as “the surrounding conditions, influences, or forces that influence or modify (a) the whole complex of climate, edaphic and biotic factors that act upon an organism or an ecological community and ultimately determine its form and aggregate of social and cultural conditions (as Customs, laws, language, religion, economic and political organization) that influences the life of an individual or community.”

The Oxford English Dictionary (1989) defines the term environment as “the conditions under which any person or thing lives or is
developed; the sum total of influences which modify and determine the development of life or character.

The term environment is recognized as a complex system of situational dimensions that exerts an influence upon participating individuals. Bloom (1964) characterized environment as the conditions, forces and external stimuli which impinge on the individuals. These may be physical, social as well as intellectual forces and conditions. We conceive of a range of environment from the most immediate social interactions to the more cultural and institutional forces. We regard the environment as providing a network of forces and factors which surround, engulf and play on the individual." The environment is a sharing and reinforcing force which works on the individual. In this way, environment is the total stimulus situation, both latent and actual, that interacts or is capable of interacting with the individual.

The atmosphere in which the school conducts itself is technically known as its academic environment. The psycho-emotional environment in which the process of education takes place speaks for the typical environment. It is this environment which can be found conducive for the teachers to teach and the students may feel like learning in it. The other side of the coin is that sometimes academic environment of a school may develop apathy in the minds of teachers for teaching and at the same time it can prove to be instrumental in creating distaste for learning in the minds of learners. It determines the nature of teaching learning situation that is believed to prevail in the school. It may be a promising tool for the analysis of a organizational behaviour especially because of the belief that a healthy climate can be achieved and that it promotes useful outcomes. Academics as well as practitioners are increasingly concerned about understanding and managing behavioural and normative system of organizations.
Academic environment possesses the potentiality of stimulating the students to develop their power of analysis, synthesis, conceptual thinking and critical evaluation. Thus academic environment of a school may be defined as one in which intellectual, creative, physical and productive process of child blossoms to its full. Such environment motivates the students to learn, to work, to play and to make all kinds of concentrated efforts to achieve their goals.

*Brogen (1992)* observed that academic environment depends upon "three factors:--

(a) Physical facilities which include:-

i. Teaching learning space

ii. Better display systems.

iii. Elimination of glare and outside noise.

iv. Sufficient illumination on task areas (blackboards, desks)

v. Use of audio-visual materials.

vi. Material equipment.

(b) Human functioning which includes:-

i. Head of institute

ii. Teachers

iii. Students.

(c) Effective teaching which includes:-

i. Highly competent teachers.

ii. Effective teaching learning process.

iii. Teacher-student interaction
iv. Required skills

v. Right type of behaviour

vi. Attitude towards teaching,

ACADEMIC ENVIRONMENT CAN BE STUDIED UNDER TWO CATEGORIES:

(i) High academic environment and

(ii) Low academic environment

High academic environment school shows following characteristics:-

- hard work for high grades
- greater academic freedom in selecting subjects
- Teachers put a lot of energy into their teaching and are prepared to accept interruptions from students who disagree.
- Student teacher relations are more cordial.

Low academic environment school shows following characteristics:-

- Stress to make students more practical and realistic towards job security and family happiness.
- Students follow rigid time and class schedule, few discussions and debates are held.
- Academic process is more narrowly and tightly organized.
- Students show interest in skills like type writing, knitting, carpentry, mechanical Jobs and prove themselves efficient in practical affairs.

Academic environment of an educational institution can be studied under three dimensions (1) The structural dimension indicates that occupational status, educational level, income and size of family belong to home; and expenditure per student, school type, class size and school size are common structural variables concerned with the School environment.
They may not influence educational outcome directly, yet they are correlated with other components of environment and exert an indirect influence. (2) The attitudinal Dimension, which is characterized by attitude, objectives and expectations, is held by the Principal and act in the environment (3) The Process Dimension, is related to things done by parents, teachers and friends to which the child attends or reacts and which influence the child’s educational performance.

1.6 STATEMENT OF THE PROBLEM

LEADERSHIP BEHAVIOUR OF PRINCIPALS AND ATTITUDE OF TEACHERS TOWARDS TEACHING AS RELATED TO ACADEMIC ENVIRONMENT OF GOVERNMENT SENIOR SECONDARY SCHOOLS OF RURAL AREAS IN PUNJAB.

1.7 OBJECTIVES

1. To study the academic environment of Government Senior Secondary Schools of rural areas in Punjab.

2. To study the leadership behaviour of Government Senior secondary Schools of rural areas in Punjab.

3. To study the overall attitude of teachers towards teaching working in Government Senior Secondary Schools in rural areas in Punjab.

4. To find the relationship between academic environment and leadership behaviour of Principals of Government Senior Secondary Schools of rural areas in Punjab.

5. To find the relationship between academic environment and teachers’ attitude towards teaching in Government Senior Secondary Schools of rural areas in Punjab.

6. To study the difference in the attitude of Science, Arts and Vocational teachers towards teaching.
1.8 NEED AND SIGNIFICANCE OF THE STUDY

Soundness of any educational program is best judged by the students, faculty members, principals and local community. The present study is a step towards this direction. It highlights the perceptions of prevailing academic environment in schools along with teachers' attitude towards teaching and principals' leadership behaviour. The knowledge of a academic environment and identification of variables which are affected by the school environment provides the area of relative strength and weaknesses of schools, such an information is pre-requisite for bringing about changes in school environment. Educators, principals, teachers and other program planners need this information to include and to bring about desired improvements in their institutions.

The knowledge of results of present study can be useful tool for principals and teachers in planning appropriate school work and student activity. Planning of curricular and co-curricular student activities serve the purpose of developing each individual knowledge, interests, ideals attitude, habits, skills and self-confidence. It is believed that society will be better if the individual members get the opportunities to blossom their talents and potentials. The school proceeds with these assumptions that each individual is valuable to society and can serve the society. So school programmes are organized for all round development of the pupil.

The present study, intends to provide empirical basis for the proposed formations which would help the planners to develop educational plans for the overall development and modernization of the country; the teachers to maintain the required standard of education and adopt innovative methods of teaching, the principals' to be highly democratic administrators and local community to be more co-operative and in touch with school programmes and students' academic and social problems. The results obtained from the investigation of the study will provide the effective tools to formulate the educational policies and their implementations.
accordingly. They would also assist the educators, educational authorities, principals and teachers to create right type of environment for the all round development of the children.

1.9 ORGANISATION OF RESEARCH REPORT

1) INTRODUCTION
2) THEORETICAL VIEW POINT
3) REVIEW OF THE RELATED LITERATURE AND HYPOTHESES
4) DEVELOPMENT OF PRINCIPALS' LEADERSHIP BEHAVIOUR QUESTIONNAIRE (PLBQ)
5) METHOD AND PROCEDURE
6) ANALYSIS OF DATA AND DISCUSSION OF RESULTS
7) SUMMARY

BIBLIOGRAPHY

APPENDICES