

The Impact of Effective Leadership on Work Engagement in Teachers : Role of Leadership

Ms. Amandeep Kaur¹, Mr. Shyam Sundar²

^{1,2}Guru Gobind Singh College of Education

^{1,2}Guru Kashi University, Talwandi Sabo

ABSTRACT

The school principal serves as a vital link between the school administration and the instructors. For teachers to achieve a high level of performance, the school principal must provide the necessary assistance and oversight. As a result, the purpose of this study was to examine the influence of school principals' leadership behaviour on teacher job engagement as well as to assess variances in teacher views depending on individual characteristics. The study also looked into how teachers' gender and the style of school management interact with principle behaviour to influence how they rate school principal leadership. Teachers' impressions of their principals' leadership behaviour were assessed using the Leadership Behaviour Description Questionnaire (LBDQ), and teachers' work engagement was assessed using the Utrecht Work Engagement Tool, using a sample of 516 teachers from various secondary schools in Bangalore. Data research revealed that school administrators' leadership behaviour is a strong predictor of teachers' job engagement. The study also discovered substantial interaction effects between teachers' gender and kind of management, as well as their impact on the evaluation of administrators' leadership behaviour.

Keywords– Bangalore, leadership behaviour, school principals, secondary schools, work engagement.

I. INTRODUCTION

In the past, schools were static in their administration with traditional administrative structures and focused prominently on maintaining a steady routine. In contrast, the present educational system puts forth diverse challenges owing to globalization of education, increasing demands and high competition in the educational sector, pressurizing the schools to reorganize their internal processes to warrant exceptional academic performance from the school members. For successful reorganization of school administrative structures, leadership behaviour of the school principals plays a significant role as they act as important links

between the school management and the teachers. As stated by Nye [1], since 'leadership is in the eye of the beholder', the present study assessed the leadership behaviour of principals as perceived by the teachers working in the secondary schools of Bangalore and identified the underpinning factors of leadership which are essential for improving work-related attitudes in the institution. Work engagement, a construct believed to be the central index for assessing the work life of professionals [2] was employed in the study to assess the effort invested by school teachers towards their jobs. Studying leadership behaviour as a contributing factor of work engagement will also assist the institutions in overcoming difficulties associated with retaining as well as attracting fresh talent to the teaching profession [3].

1.1. Leadership Behaviour of Principals

The growing body of literature on leadership reveals several kinds of leadership behaviours such as transactional, inspirational, transformational, etc. [4]. Leadership attributes such as moral values, interpersonal skills, etc. have long been emphasized by researchers as the important determinants of teacher outcomes such as their efficiency, satisfaction, commitment, etc. [5]. Until the middle of the twentieth century, researchers accorded much importance to the study of the individual personality traits of leaders, an approach that was later proved by Stogdill [6] to be inadequate in explaining the eminence of leadership and its outcomes. The researcher opined that in order to explain the emergence of leadership, situational aspects should also be considered along with the personality traits of a leader [7].

Consideration refers to the relational aspects of leadership such as comradeship, mutual trust between the leaders and the subordinates, etc. Consideration encompasses the following aspects: leader's concern for subordinates, nature of the bonds formed with them, ability to recognize their opinions and the tendency to confer with them while making decisions, attention and compassion to the interests of subordinates and honesty in the communications with subordinates. Researchers have identified consideration to be a significant dimension in case of individual and group outcomes such as motivation at work, satisfaction, etc. [9], [26], [27], [28]. Initiating structure refers to the extent of focus on tasks and management of resources to achieve goals as a team. Initiating structure dimension of leadership includes the following aspects of leadership: capacity to strategize, organize, resolve complexity, offer guidance, assign roles, disapprove of unsatisfactory performance and motivate the subordinates to work efficiently [9], [26], [27], [28].

1.2. Research gap

A thorough review of the literature on the subject revealed that researchers have abundantly studied the relationship between principal leadership skills and teacher efficiency [29], teacher effectiveness [30], [31], teacher performance [32], [33], organizational commitment [34], [35], job satisfaction [36], [37], [38], [39] and motivation [40]. Further, studies on work engagement of teachers were found to be mostly with regard to the different leadership styles of principals such as charismatic leadership [41], authentic leadership [42] and transformational leadership [43], whereas, studies related to leadership behaviour aspects such as consideration and initiating structure with work engagement of teachers were found to be insufficient in the Indian context. Further, even though ample studies have been

conducted in assessing the gender based differences in principal behaviour [44], [45], most studies have overlooked the fact that subjective assessment of the efficiency of school principals depends not only on gender of the leader, but also on gender of the follower, i.e., the teacher. In this context, the present study investigated the benefits of leadership behaviour of the school principals in enhancing the work engagement of teachers through the leadership aspects, consideration and initiating structure.

1.3. Research Objectives and hypotheses

The present study was conducted with the following objectives: To ascertain the differences in the perceptions of secondary school teachers with respect to their work engagement and the leadership behaviour of their school principals based on individual characteristics; to investigate the impact of the principals' leadership behaviour on work engagement of teachers; to identify the factors affecting the relationship between the leadership behaviour of principal and work engagement of teachers.

II.METHODOLOGY

2.1 Study sample

The study followed a descriptive and quantitative research approach in order to assess the relationship between leadership behaviour and work engagement. Non-probability convenience sampling method was employed for the selection of respondents and a survey was conducted using questionnaires as the research instruments. A total number of 516 teachers working in different Government, aided, unaided secondary schools of Bangalore were treated as the final sample for the study.

2.2 Research tools

The perspective of the school principals regarding the needs of the teachers and their competencies in achieving the shared goal of the management was measured by the researcher with the help of the Leadership Behaviour Description Questionnaire (L.B.D.Q) devised by the Ohio State University [27], [47], [48], [49]. The L.B.D.Q scale consists of 48 items, categorized into two aspects of leadership, namely, 'Initiating structure' (20 items) and 'Consideration' (28 items). The questions were scored with the help of a descending five point Likert scale: 1-Always, 2-Often, 3-Occasionally, 4-Seldom, 5-Never to evaluate the frequency of leadership traits exhibited by the leader.

Work engagement was measured using the Utrecht work engagement scale [51], which consists of 17 items, categorized into three dimensions, namely, vigour (6 items), dedication (5 items) and absorption (6 items). Responses were scored on a scale of 1 to 6: 1-A few times a year or less, 2-Once a month or less, 3-Sometimes, 4-Once a week, 5-Very often, 6-Always.

III.RESULTS

3.1 Demographic profile of the sample

The survey participants were mostly young and middle-aged adults, between the age groups of 31 and 50 years (68%). Most of them were qualified with Post Graduate degrees (57.4%) and possessed a work experience of 10 to 20 years (42%) in the educational sector. During the survey, equal distribution of the respondents on the basis of gender (50%) and

type of management(33%) was ensured by the researcher in order to avoid response bias in the study.

Table 1:Demographic characteristics of the respondents

Factor	Frequency	Percentage
Age group (years)		
21 to 30	86	16.67
31 to 40	170	32.95
41 to 50	180	34.88
>51	80	15.5
Gender		
Female	258	50.00
Male	258	50.00
Educational qualification		
PG	296	57.40
UG	220	42.60
Work experience (years)		
< 5	75	14.50
< 10	120	23.30
< 20	216	41.90
>20	105	20.30
Type of management		
Aided	172	33.30
Unaided	172	33.30
Govt.	172	33.30

3.2Leadership behaviour of principals

Table 2 reveals that the perceptions of respondents regarding the leadership behaviour of school principals scored $M=3.42$ with respect to consideration. Interpreting the result based on the L.D.B.Q scale, it is inferred that the school principals exhibited traits such as compassion, companionship and trust for their subordinates less frequently with the response ranging from 'occasionally' to 'seldom'. It is evident that the principals scored approximately the same mean value (Mean=3.40) in the case of initiating structure, thereby indicating that their ability to manage tasks and resources for achievement of common goals was also limited.

Table 2: Leadership behaviour of principals

Leadership behaviour	Mean	S.D.
Consideration	3.42	0.50
Initiating Structure	3.40	0.59
Leadership Behaviour	3.41	0.45

3.3 Work engagement of the teachers

Table 3 reveals that vigour, dedication and absorption dimensions of work engagement scored mean values ranging from 4.6 to 5.2, which as per the Utrecht scale indicates frequent manifestation of work engagement among the respondents. Of the three dimensions, dedication scored the highest (Mean=5.22), demonstrating enhanced pride, enthusiasm and inspiration experienced by the respondents towards their jobs. The high mean scores of absorption (Mean=4.9) and vigour (Mean=4.6) also suggest that the respondents were often occupied during their work and experienced a good level of energy while carrying out their responsibilities.

Table 3: Work engagement of teachers

Work engagement	Mean	S.D.
Vigour	4.68	0.90
Dedication	5.22	0.86
Absorption	4.90	0.89
Work engagement	4.93	0.76

3.4 Differences in the perceptions of leadership behaviour of principals and work engagement of teachers

H₁: Significant differences exist in the teachers' perceptions of principals' leadership behaviour and their work engagement based on their gender and type of management

To test H₁, the respondents were given a Mann-whitney U test to see if there were any variations in their opinions of principle leadership behaviour in terms of deliberation and starting structure. Table 4 shows that female instructors thought their school leaders were more compassionate (Mean=3.47) than male teachers did (Mean=3.38, p0.05). In the starting structure dimension of leadership behaviour, female teachers (Mean=3.45) likewise had high ratings as compared to male respondents (Mean=3.34, p0.05). When variations in attitudes between respondents from various types of management were examined, it was discovered that unassisted institutions (Mean=3.43) produced leaders who were more considerate than aided (Mean=3.48) and government schools (Mean=3.37). The initiating structure, on the other hand, did not show similar disparities based on management style, implying that principals in all of the schools encouraged their subordinates to attain personal and organisational objectives (p>0.05).

Table 4: Perceptions of principal leadership behaviour based on gender and management

Leadership behaviour	Factors		Mean	S.D.	Mann-Whitney U	P
Consideration	Gender	Female	3.47	0.51	29026.00	0.012
		Male	3.38	0.50		
	Management	Aided	3.48	0.49	12.179	0.002
		Govt.	3.37	0.44		
		Unaided	3.43	0.57		
Initiating structure	Gender	Female	3.45	0.57	29568.50	0.028
		Male	3.34	0.61		
	Management	Aided	3.48	0.62	1.371	0.504
		Govt.	3.30	0.56		
		Unaided	3.40	0.59		
Leadership behaviour	Gender	Female	3.46	0.47	28763.50	0.008
		Male	3.36	0.50		
	Management	Aided	3.48	0.50	6.154	0.046
		Govt.	3.33	0.45		
		Unaided	3.42	0.51		

Table 5 shows that, unlike leadership behaviour, teachers' perceptions of the dimensions of work engagement, namely, vigour, dedication, and absorption, did not differ significantly between male and female teachers, as well as between teachers from different types of management ($p > 0.05$), i.e., teachers' perceived energy toward their responsibilities, the extent of inspiration, and interest presented by their jobs remained the same among teachers in spite of the fact that they were from different types of management. As a consequence, H1 is partially accepted based on the data reported in Tables 4 and 5.

Table 5: Perceptions of work engagement based on gender and management

Work engagement	Factors		Mean	S.D.	Mann-Whitney U	P
Vigour	Gender	Female	4.71	0.8	8.71	0.92
		Male	4.65	0.99		
	Management	Aided	4.91	0.78	1.310	0.519
		Govt.	4.53	0.88		
		Unaided	4.59	0.98		
Dedication	Gender	Female	5.32	0.75	700.0	0.09
		Male	5.13	0.95		

Work engagement	Factors		Mean	S.D.	Mann-Whitney U	P
	Management	Aided	5.29	0.82	1.834	0.400
		Govt.	5.12	0.88		
		Unaided	5.26	0.88		
Absorption	Gender	Female	4.95	0.83	848.0	0.76
		Male	4.84	0.93		
	Management	Aided	5.09	0.80	4.132	0.127
		Govt.	4.76	0.86		
		Unaided	4.84	0.96		
Work engagement	Gender	Female	4.99	0.65	848.0	0.76
		Male	4.87	0.84		
	Management	Aided	5.09	0.70	2.752	.253
		Govt.	4.80	0.74		
		Unaided	4.90	0.80		

3.5 Main and interaction effects

H₂: The interaction effects of type of management and teachers' gender have a significant effect on their perceptions of principal leadership behaviour and work engagement

A two-way ANOVA test conducted to analyse the main and interaction effects of the type of management and teachers' gender on their work engagement (Table 6) revealed significant main effects of the type of school management ($F=6.13$, $p=0.00$). However, the main effects of gender ($F=2.45$) as well as the interaction effects of gender and type of management ($F=1.18$) on work engagement were found to be statistically insignificant ($p>0.05$).

Table 6: Work engagement of respondents based on management type and gender

Type of management	Gender	Mean	SD
Aided	Female	5.09	0.63
	Male	5.08	0.67
Govt.	Female	4.83	0.66
	Male	4.77	0.64
Unaided	Female	5.00	0.63
	Male	4.75	0.64

Table 7: Effects of management type and gender on work engagement

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	10.184a	5.00	2.04	3.42	0.01
Intercept	12,494.42	1.00	12,494.42	20,956.30	0.00
Type of management	7.31	2.00	3.66	6.13	0.00
Gender	1.46	1.00	1.46	2.45	0.12
Type of management * Gender	1.41	2.00	0.71	1.18	0.31
Error	304.07	510.0	0.60		
Total	12,808.67	516.0			
Corrected Total	314.25	515.0			
R Squared = .032 (Adjusted R Squared = .023)					

*P<.05

The main effect of gender on leadership behaviour was significant, whereas the interaction effects of type of management and gender were not significant, according to the results of the two-way ANOVA test. The substantial main effect suggests that male and female instructors have different opinions of leadership behaviour ($F=6.47$, $p0.05$). As a result, H2 is partially accepted based on the facts reported in Tables 7 and 9.

Table 8: Effects of management type and gender on perceptions of leadership

Type of Management	Gender	Mean	SD
Aided	Female	3.43	0.47
	Male	3.32	0.47
Govt.	Female	3.49	0.40
	Male	3.34	0.46
Unaided	Female	3.45	0.44
	Male	3.41	0.44

Table 9: Effects of management type and gender on perceptions of leadership

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1.887	5	.377	1.888	.095
Intercept	5961.418	1	5961.418	29829.662	.000
Type of management	.246	2	.123	.616	.540
Gender	1.294	1	1.294	6.477	.011
Type of management * Gender	.251	2	.125	.627	.534
Error	101.923	51	.200		
Total	6108.436	51			
Corrected Total	103.809	51			

R Squared = .018 (Adjusted R Squared = .009)

*P<.05

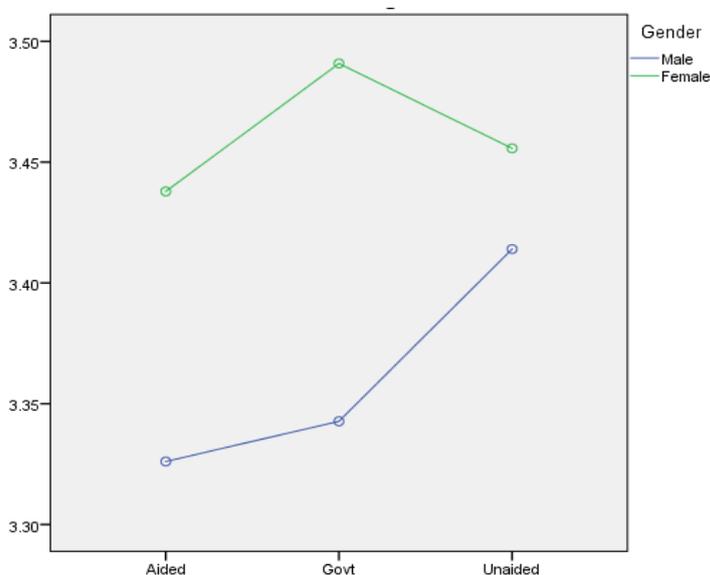


Figure 2: Effects of management type and gender on perceptions of leadership

3.6 Leadership behaviour of principals and work engagement

H₃: There is a significant relationship between leadership behaviour of principals and work engagement of teachers

Leadership behaviour of the principals as a determinant of work engagement of the teachers was investigated with the help of linear regression analysis (Table 10 and 11). Relationship between the variables was found to be statistically significant ($p=0.00$), with principals' leadership behaviour accounting for 4.1% of the total variation in work engagement of teachers ($R^2=0.045$, $F(2,513)=11.982$). The Pearson's correlation value between the variables was found to be $R=0.211$, indicating a weak, yet significant relationship between them. From Table 11, it is noteworthy that while consideration aspect of leadership acted as a significant predictor of work engagement ($B=0.310$, $p=0.00$), initiating structure abilities of principals failed to significantly affect their subordinates' work engagement ($B=0.035$, $p>0.05$). Therefore, H_3 is accepted.

Table 10: Model summary of impact of principal leadership behaviour on work engagement

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
.211	.045	.041	.76021	.045	11.982	2	513	.000

Table 11: Impact of principal leadership behaviour on work engagement

Factors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.761	.261		14.416	.000
Consideration	.310	.070	.201	4.402	.000
Initiating structure	.035	.059	.027	.582	.561

V.CONCLUSION

Based on the outcomes of this study, it can be concluded that school administrators' leadership qualities have a key influence in assuring better levels of job engagement among teachers. According to the findings, attentive behaviour on the part of school principals will considerably boost instructors' commitment to their institutions, helping pupils and resulting in the institution's overall success. The current study, on the other hand, was confined to Bangalore secondary school teachers. The study depended on the teachers' assessments of their principals because criteria like principal consideration could not be examined directly by the researcher. In the future, the study should be reproduced in various cities and countries to gain a better understanding of the function of school principals' leadership behaviour in enhancing teachers' job engagement.

REFERENCES

- [1] J. L. Nye, The eye of the follower: Information processing effects on attributions regarding leaders of small groups, *Small Group Research*, 33(3), 2002, 337-360.
- [2] S. Aryee, Job involvement: An analysis of its determinants among male and female teachers, *Canadian Journal of Administrative Sciences*, 11(4), 1994, 320-330.
- [3] A. B. Bakker, E. Demerouti, E. De Boer and W. B. Schaufeli, Job demands and job resources as predictors of absence duration and frequency, *Journal of Vocational Behavior*, 62(2), 2003, 341-356.
- [4] M. Asrar-ul-Haq and K. P. Kuchinke, Impact of leadership styles on employees' attitude towards their leader and performance: Empirical evidence from Pakistani banks, *Future Business Journal*, 2(1), 2016, 54-64.
- [5] J. Blasé and J. Blasé, Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools, *Journal of Educational Administration*, 38(2), 2000, 130-141.
- [6] R. M. Stogdill, Personal factors associated with leadership: A survey of the literature, *The Journal of Psychology*, 25(1), 1948, 35-71.
- [7] R. M. Stogdill, *Handbook of leadership: A survey of theory and research* (1974, Free Press).
- [8] B.M. Bass (1990). *Bass & Stogdill's hand book of leadership: theory, research, and managerial applications*. (1990, New York: The Free Press).
- [9] E. A. Fleishman, E. F. Harris and H. E. Burt, Leadership and supervision in industry; an evaluation of a supervisory training program, *Ohio State University Bureau of Educational Research Monograph*, 1955.
- [10] R. F. Bales, In conference. *Harvard Business Review*, 32, 1954, 41-49.
- [11] Forsyth, R. Donelson, *Group dynamics 5th edition* (2010, Belmont, CA: Wadsworth Cengage Learning).
- [12] R. F. Campbell and R. T. Gregg, *Administrative behavior in education* (1957, Harper).
- [13] S. C. Certo, J. P. Peter and E. Ottensmeyer, *Dirección estratégica* (1997, McGraw-Hill).
- [14] A. W. Halpin, *Theory and research in administration* (1966, Collier Macmillan Ltd.).
- [15] R. Bechar, M. Goldsmith and F. Fesselbein, *The leader of the future: new visions, strategies, and practices for the next era* (1996, Jossey-Bass).
- [16] B. Z. Posner and J. M. Kouzes, Ten lessons for leaders and leadership developers, *Journal of Leadership Studies*, 3(3), 1997, 3-10.
- [17] F. D. Carver and T. J. Sergiovanni, *The new school executive* (1980, New York).
- [18] C. Taberero, M. J. Chambel, L. Curral and J. M. Arana, The role of task-oriented versus relationship-oriented leadership on normative contract and group performance, *Social Behavior and Personality: An International Journal*, 37(10), 2009, 1391-1404.
- [19] M. F. Green, *Leaders for a new era: Strategies for higher education* (1988, New York: Collier-Macmillan Publishers).
- [20] A. Tucker, *Changing the academic department: Leadership among peers* (1984, New York: Collier-Macmillan Publisher).
- [21] Korman, A. K. (1966). "Consideration, "Initiating Structure," and Organizational Criteria-a Review, *Personnel Psychology*, 19(4), 349-361.

- [22]S. Kerr, C. A. Schriesheim, C. J. Murphy and R. M. Stogdill, Toward a contingency theory of leadership based upon the consideration and initiating structure literature, *Organizational Behavior and Human Performance*, 12(1), 1974, 62-82.
- [23]T. A. Judge, R. F. Piccolo and R. Ilies, The forgotten ones? The validity of consideration and initiating structure in leadership research, *Journal of Applied Psychology*, 89, 2004, 36.
- [24] R. M. Stogdill, Leadership, membership and organization, *Psychological Bulletin*, 47(1), 1950, 1.
- [25] A. W. Halpin and B. J. Winer, A factorial study of the leader behavior descriptions, *Leader Behavior: Its Description and Measurement*, 1957, 39-51.
- [26]L. E. Atwater, The relative importance of situational and individual variables in predicting leader behavior: The surprising impact of subordinate trust, *Group & Organization Studies*, 13(3), 1988, 290-310.
- [27]G. Yukl, An evaluation of conceptual weaknesses in transformational and charismatic leadership theories, *The Leadership Quarterly*, 10(2), 1998, 285-305.
- [28]W. D. K. Newstrom, *Organizational Behavior (Human Behavior at Work)*(1993, McGraw-Hill education).
- [29] R. Herrera, *Principal leadership and school effectiveness: Perspectives from principals and teachers, doctoral diss.*, Western Michigan University, Michigan, 2010.
- [30]J. A. Ross and P. Gray, School leadership and student achievement: The mediating effects of teacher beliefs, *Canadian Journal of Education/Revue canadienne de l'éducation*, 2006. 798-822.
- [31]S. Sirisookslip, W. Ariratana and T. K. Ngang, The impact of leadership styles of school administrators on affecting teacher effectiveness, *Procedia-Social and Behavioral Sciences*, 186, 2015, 1031-1037.
- [32]K. Barnett, J. McCormick and R. Conners, Leadership behaviour of secondary school principals, teacher outcomes and school culture. Proc. *The Australian Association for Research in Education annual conference, Sydney, Australia*, 2000.
- [33] S. Khan, Organizational Commitment among Public and Private School Teachers, *The International Journal of Indian Psychology*, 2(3), 2015, 65-73.
- [34]H. M. Marks and S. M. Printy, Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 2003, 370-397.
- [35]N. Cemaloğlu, F. Sezgin and A. C. Kılınc, Examining the relationships between school principals' transformational and transactional leadership styles and teachers' organizational commitment. *The Online Journal of New Horizons in Education*, 2(2), 2012, 53-64.
- [36] J. Griffith, Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration*, 42(3), 2004, 333-356.
- [37]S. M. Johnson and S. Nandy, Leadership skills, job satisfaction, and motivation in the workplace: a phenomenological research study, *Journal of Perspectives in Organizational Behavior, Management, & Leadership*, 1(1), 2015, 10-14.

- [38] Karunanayake, Leadership Styles of Principals in Sri Lanka, *International Proceedings of Economics Development and Research*, 44, 2009, 110.
- [39] A. Aydin, Y. Sarier and S. Uysal, The effect of school principals' leadership styles on teachers' organizational commitment and job satisfaction, *Educational sciences: Theory and practice*, 13(2), 2013, 806-811.
- [40] O. Eyal and G. Roth, Principals' leadership and teachers' motivation: Self-determination theory analysis. *Journal of Educational Administration*, 49(3), 2011, 256-275.
- [41] M. E. Babcock-Roberson and O.J. Strickland, The relationship between charismatic leadership, work engagement, and organizational citizenship behaviors. *The Journal of Psychology*, 144(3), 2010, 313-326.
- [42] C. Wang and J. J. Bird, Multi-level modeling of principal authenticity and teachers' trust and engagement. *Academy of Educational Leadership Journal*, 15(4), 2011, 125.
- [43] A. Arifin, E. Troena, A. Djumahir, and M. Rahayu, Organizational culture, transformational leadership, work engagement and teacher's performance: test of a model. *International Journal of Education and Research*, 1(2), 2014, 1-14.
- [44] V. F. Neiva and B. A. Gutek, 'Sex effects on evaluation', *Academy of Management Review*, 5, 1980, 267-276.
- [45] J. R. Rest, *Moral development: Advances in research and theory* (1986, New York, NY: Praeger).
- [46] J. Misumi and M. F. Peterson, *The behavioral science of leadership: An interdisciplinary Japanese research program* (1985, The University of Michigan Press).
- [47] E. A. Fleishman, The description of supervisory behavior, *Journal of Applied Psychology*, 37(1), 1953, 1.
- [48] A. W. Halpin and B. J. Winer, A factorial study of the leader behavior descriptions, *Leader Behavior: Its Description and Measurement*, 1957, 39-51.
- [49] J. K. Hemphill and A. E. Coons, Development of the leader behavior description questionnaire. *Leader Behavior: Its Description and Measurement*, 6, 1957, 38.
- [50] R. M. Stogdill, *Manual for the leader behavior description questionnaire-Form XII: An experimental revision*. Bureau of Business Research, College of Commerce and Administration, Ohio State University, 1963.
- [51] W. B. Schaufeli and A. B. Bakker, Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study, *Journal of Organizational Behavior*, 25(3), 2004, 293-315.
- [52] M. E. Heilman, C. J. Block, R. F. Martell and M. C. Simon, Has anything changed? Current characterizations of men, women, and managers, *Journal of Applied Psychology*, 74(6), 1989, 935-942.
- [53] R. Diwan, *Leadership behaviour and value patterns: changing vistas for school principles* (1996, Anamika Pub & Distributors).
- [54] C. Gilligan, *In a different voice* (1982, Harvard University Press).
- [55] M. W. Matlin, *Psicologia cognitive* (2004, LTC).
- [56] A. S. Antoniou, A. Ploumpi and M. Ntalla, Occupational stress and professional burnout in teachers of primary and secondary education: the role of coping strategies, *Psychology*, 4(3), 2013, 349.

- [57] S. T. Innstrand, E. M. Langballe, E. Falkum and O.G. Aasland, Exploring within-and between-gender differences in burnout: 8 different occupational groups. *International Archives of Occupational and Environmental Health*, 84(7), 2011, 813-824.
- [58] L. Rey, N. Extremera and M. Pena, Burnout and work engagement in teachers: are sex and level taught important?, *Ansiedad y Estrés*, 18, 2012.
- [59] B. L. Payden, The relationship between perceived leadership behaviors and job satisfaction based on age, gender and education level variables, *Dissertation Abstracts International: Humanities and Social Sciences*, 57(7), 1997, 3127.
- [60] C. B. Zigrang, *The correlation between a principal's leadership style and personality, as perceived by the teacher, and its affect on teacher job satisfaction*, Doctoral diss., Regent University, US, 2000.
- [61] S. W. Pool, The relationship of job satisfaction with substitutes of leadership, leadership behavior, and work motivation, *The Journal of Psychology*, 131(3), 1997, 271-283.
- [62] Y. Haddad and M. Samarneh, Principals' interpersonal orientations and their relationships to teachers' perceptions, feelings, and job satisfaction with school-work climate, *Dirasat: Educational Sciences*, 26(1), 1999, 202-222.
- [63] S. H. Packard and D. R. Kauppi, Rehabilitation agency leadership style: Impact on subordinates' job satisfaction, *Rehabilitation Counseling Bulletin*, 43(1), 1999, 5-11.
- [64] J. K. Butler, R. S. Cantrell and R. J. Flick, Transformation leadership behaviors, upward trust, and satisfaction in self-managed work teams, *Organization Development Journal*, 17(1), 1999, 13.