



MANAGERIAL LEADERSHIP IN RELATION TO INSTITUTIONAL PERFORMANCE AMONG TEACHER EDUCATION COLLEGES OF PUNJAB

Amit Kauts¹, Ph.D. & Deepa Sikand², Ph.D.

¹Principal, MGN College of Education, Jalandhar

²Associate Professor, MGN College of Education, Jalandhar

Abstract

Teacher education is an important vehicle to improve the quality of education. Therefore, in order to uplift the standard of education there is an earnest need for the revitalization and strengthening of teacher education system. The objective of the present paper was to analyze managerial leadership in relation to institutional performance and gender of principals of teacher education colleges. Null hypotheses were formulated in this study. The sample was selected by using random sampling technique from teacher education colleges of Punjab. Descriptive survey method was used in this investigation and in order to study the main effects and interaction effect of institutional performance and gender of principals on the scores of various dimensions of managerial leadership, two-way ANOVA was applied by using 2x2 factorial design. It has been found that the institutions with good performance and female principals, and institutions with poor performance with male and female principals both exhibit higher transformational leadership than institutions with good performance and male principals. Secondly, institutions with poor performance with male principals exhibit higher Transformational leadership than institutions with poor performance with female principals. Colleges with female principals with both good and poor performance experience higher Laissez faire leadership than colleges with male principals and poor performance. It is recommended to the principals of institutions that they should give more emphasis on transactional leadership and try to use the transformational and lisses faire leadership in a better way in order to achieve good performance of the institutions.



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Introduction

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, 'The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure'. The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework (2005) places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

Structure of a globalised teacher education and training curricula is worth consideration. Throughout the world, reform and innovation initiatives by nations have triggered much discussion about the structures of teacher education and training programmes (Hébert, 2001) and certification categories into which programmes presumably fit. Building stronger models of teacher preparation in the 21st century would require adequate and progressive knowledge content for teaching as well as knowledge content for the subjects that the teacher would be required to teach. In this respect, the- what of teacher education and training should be the focus of the curriculum. The- what of globalised teacher education and training curricula there are many ways to configure the knowledge content that teachers may need to render their services professionally (Darling-Hammond, 2006).

Institutional Performance

Institutional performance can be regarded as embodying components on two dimensions: effectiveness, which is concerned with the congruence between outputs and goals or other criteria; and efficiency, which links outputs with inputs. The efficiency dimension, which has been relatively neglected in attempts to assess institutional performance, is defined, and its relationship to the economic concepts of efficiency and productivity is examined. The practical difficulties in assessment relate to the conceptualization and measurement of inputs and outputs in a manner reflecting an educational institution's purposes and processes, and in a form which can be used as management information.

The first component reflects the institutional' mission, the second component reflects how well the institution manage its resources and the third its adaptability within the context of external factors. Several research studies have been found that the effective decentralization of management largely depends on efficient leadership. Sharma (1982) found a relationship between the effectiveness of school principal's leadership style and overall institutional climate and school performance. The assessment of institutional performance was used to identify poor performing and good performing institutions. There have been many different criteria used by different experts for institutional performance. A valid criterion internal effectiveness is proposed by Hanushek (1986), out of which ratio of non-monitory inputs and non-monitory outputs is considered to be the most relevant for educational institutions.

Concept of institutional performance can be regarded as embodying components on two dimensions: effectiveness, which is concerned with the congruence between outputs and goals or other criteria; and efficiency, which links outputs with inputs. The efficiency dimension, which has been relatively neglected in attempts to assess institutional performance, is defined, and its relationship to the economic concepts of efficiency and productivity is examined. The practical difficulties in assessment relate to the conceptualization and measurement of inputs and outputs in a manner reflecting an educational institution's purposes and processes, and in a form which can be used as management information. This paper reviews the progress toward overcoming these difficulties and examines the ways that recent research addresses the analytical problems of assessing the input-output component of institutional performance. Studies of input-output relationships are classified into three categories: (1) *Input-output-ratio studies*, which include the use of cost-analysis techniques and "productivity" ratios. (2) *Regression studies*, which use statistical procedures to estimate the typical relationships among the variables. (3) *Production frontier or data envelopment techniques*, which identify and explore the most desirable input-output combinations or estimate the feasible range of these combinations.

Managerial Leadership

Managerial leadership is generally thought of as the ability of a manager to inspire his people so they will work to achieve the objectives of the organization. For many years it was generally believed that good leaders were born and could not be made. This meant people had certain traits which made them leaders and if a person were not born with those traits, he would never be a leader. However, this has been largely refuted, because of the difficulty in determining exactly

what traits are important. Almost any set of traits a given leader has, can be shown not to exist in another leader. Anyway, there are some attitudes, traits and abilities which leaders exhibit that appears to be common in the majority (Vignettes, 2000). We should keep in mind that we are concerned with managerial leadership in industry and similar organizations. Empathy, self awareness, capacity for hard work, enthusiasm and responsibility are the traits which are expected in a leader to possess.

One major management responsibility is to development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel. Kauts and Sharma (2001&2010) found that the principals having high managerial creativity yield better organizational climate. Whereas, Kauts and Kaur (2007) stated that teacher with high level of reflective and creative teaching practices are effective teacher. They also indicated that teacher effectiveness can be enhanced through specifically designed teacher education programme which can enhance the reflective and critical teaching practices. Much of the research over the past two decades investigates the role of leadership in the context of comprehensive school reform and portrays effective leadership as essential to ensure that schools are successful in meeting the educational challenges of the 21st century (Crowther 2003, Crowther *et al.* 2002, Elmore 1992, Camburn, Rowan and Taylor 2003). A review of leadership articles over the decade 1980 to 1995, identified twenty leadership concepts which the authors grouped into six categories: instructional; transformational; moral; participative; managerial; and contingent (Leithwood and Duke, 1999). There is a great deal of overlap between these concepts, and studies often suggest that an effective school leader displays elements of these six forms of leadership or others, such as “democratic”, “distributed” or “transformational” leadership (Gurr, Drysdale, Di Natale, Ford, Hardy and Swann, 2003).

Transformational leadership is a process in which the leaders take actions to try to increase their associates’ awareness of what is right and important, to raise their associates’ motivational maturity and to move their associates to go beyond the associates’ own self-interests for the good of the group, the organisation, or society. Such leaders provide their associates with a sense of purpose that goes beyond a simple exchange of rewards for effort provided (Bolden et al. 2003). In education, transformational leadership refers to school leaders’ use of facilitative powers to construct strong school cultures that empower individuals, rather than simply exercise authority over them. Leithwood and Jantzi (2000) argue that

transformational leadership means that “power can be attributed by organisation members to whomever is able to inspire their commitments to collective aspirations, and the desire for personal and collective mastery over the capacities needed to accomplish such aspirations” (Burns 1978, Hipp and Bredeson 1995, Leithwood 1992, Leithwood and Jantzi 2000). From the summary provided by Leithwood *et al.* (2004), effective leaders are skilled in three broad areas: setting directions, developing people and re-designing the organisation.

Transactional Leadership, also known as managerial leadership, focuses on the role of supervision, organization, and group performance; transactional leadership is a style of leadership in which the leader promotes compliance of his/her followers through both rewards and punishments. "Adhering to the path-goal theory, transactional leaders are expected to do many things including, "Set goals, articulate explicit agreements regarding what the leader expects from organizational members and how they will be rewarded for their efforts and commitment, and provide constructive feedback to keep everybody on task (Vera & Crossan, 2004). Transactional leadership establishes and standardizes practices that will help the organization reach maturity, emphasizing setting of goals, efficiency of operation, and increase of productivity." With transactional leadership being applied to the lower-level needs and being more managerial in style, it is a foundation for transformational leadership which applies to higher-level needs (Bass, 1985). Coaches of athletic teams provide one example of transactional leadership. These leaders motivate their followers by promoting the reward of winning the game (Carthen, 2012). They instill such a high level of commitment that their followers are willing to risk pain and injury to obtain the results that the leader is asking for.

The laissez-faire leadership style is where all the rights and power to make decisions is fully given to the worker. This was first described by Lewin, Lippitt, and White in 1938, along with the autocratic leadership and the democratic leadership styles (Jonson and Hackman, 2003). Laissez-faire leaders allow followers to have complete freedom to make decisions concerning the completion of their work. It allows followers a self-rule, while at the same time offering guidance and support when requested. Laissez-faire leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members (Cherry, 2016).

The present investigation was undertaken to analyze the impact of institutional performance on managerial leadership in teacher education colleges of Punjab. The findings would be helpful to the policy makers and administrators to improve the functioning of education colleges. Keeping in view the need of the investigation it was decided ‘to study managerial leadership in relation to institutional performance and gender of principals’. The hypotheses formulated were;

1. There is no significant difference in the institutions with high and in the institutions with poor performance on the scores of managerial leadership.
2. There is no significant difference in the institutions with male and female college principals on the scores of various dimensions of managerial leadership.
3. There is no significant interaction between institutional performance and gender of principals on the scores of various dimensions of managerial leadership.

Method And Procedure

In order to study managerial leadership in relation to institutional performance and gender of college principals two-way analysis of variance was applied by using 2x2 factorial design taking managerial leadership as dependent variable and institutional performance as well as gender of principals as categorical variables. The design given in Figure-1 is used separately for all the dimensions of managerial leadership i.e. transformational leadership, transactional Leadership and laissez faire leadership.

Managerial Leadership

(Dimensions: Transformational Leadership, Transactional Leadership and Laissez Fairre Leadership)

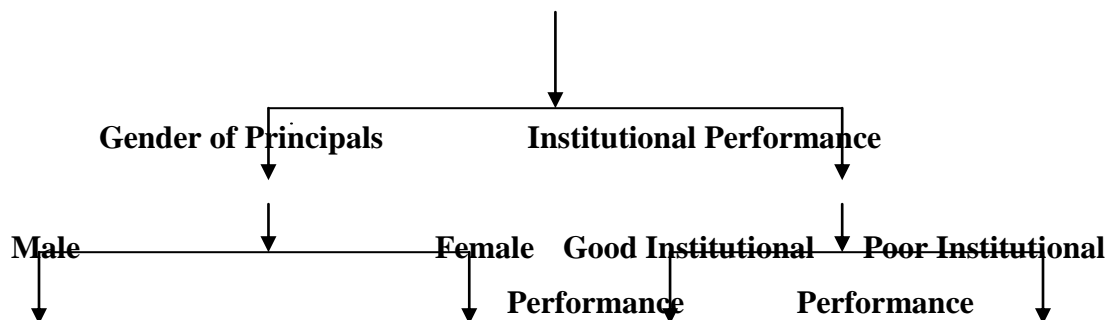


Fig.1: Schematic Representation Of 2x2 Factorial Design On The Scores Of Different Dimensions Of Managerial Leadership.

In this study, 45 teacher education institutions with two units of B.Ed. and one unit of M.Ed. and one unit of B.Ed. classes were taken as a sample. 10 teachers from each institution were selected randomly. Out of these institutions, questionnaire on institutional performance was administered to 41 principals out of which 19 were females and 22 were males and in order to assess the managerial leadership questionnaires were administered to the teacher educators. The total proposed sample was 450, but for the purpose of analysis the data collected from 373 teacher educators was considered. Here managerial leadership was considered as dependent variable, whereas gender of principals and institutional performance were studied as categorical variables.

In order to analyze the data, mean and standard deviation was computed to understand the nature of the data. Further, two way analysis of variance (ANOVA) was employed to study the main effects and interactional effect of the categorical variables on the dependent variables.

Findings And Discussion

In order to understand the nature of data, means and S.Ds of various dimensions of managerial leadership scores in the sub-groups of 2X2 Analysis of Variance have been computed and are presented below in the Table-1

Table-1 Means, Standard Deviations Of Various Dimensions Of Managerial Leadership In The Sub Groups For 2x2 Design Of Anova In Relation To Institutional Performance And Gender Of The College Principals

Dimensions of Managerial Leadership	Institution with good performance	Institution with poor performance	Total	
I- Transformational Leadership	Colleges with Male principals	M ₁ = 637.90 σ = 400.000 N= 58	M ₂ = 873.20 σ = 246.591 N = 82	M = 775.71 σ = 338.493 N = 140
	Colleges with Female principals	M ₃ =817.69 σ = 359.011 N= 104	M ₄ =781.67 σ = 314.769 N= 132	M=797.54 σ = 334.730 N= 236
	Total	M=753.32 σ = 382.856 N= 162	M=816.74 σ = 293.342 N= 214	
II- Transactional Leadership	Colleges with Male principals	M ₅ =258.52 σ = 105.142 N= 58	M ₆ = 256.73 σ = 79.087 N = 82	M = 257.47 σ = 90.437 N = 140

III- Laissez Fairre Leadership	Colleges with Female principals	M ₇ =303.31	M ₈ =258.30	M=278.14
		$\sigma = 100.412$	$\sigma = 96.538$	$\sigma = 100.577$
		N= 104	N= 132	N= 236
	Total	M=287.27	M=257.70	
		$\sigma = 104.058$	$\sigma = 90.061$	
		N= 162	N= 214	
	Colleges with Male principals	M ₉ =47.76	M ₁₀ = 78.91	M = 66.01
		$\sigma = 56.679$	$\sigma = 51.578$	$\sigma = 55.721$
		N= 58	N = 82	N = 140
Colleges with Female principals	M ₁₁ =116.61	M ₁₂ =120.89	M=119.00	
	$\sigma = 63.514$	$\sigma = 57.995$	$\sigma = 60.395$	
	N= 104	N= 132	N= 236	
Total	M= 91.96	M=104.80		
	$\sigma = 69.385$	$\sigma = 59.148$		
	N= 162	N= 214		

In order to analyze the variance in various dimensions of Managerial leadership scores in relation to institutional performance and gender of the college principals, the obtained scores are subjected to ANOVA and the results have been presented below in the Table-2 .

Table-2summary Of Anova For 2x2 Design On The Scores Of Various Dimensions Of Managerial Leadership In Relation To Institutional Performance And Gender Of The College Principals

Dimensions of Managerial leadership	Source of variation	SS	Df	MSS	F	Sig.
I	Institutional performance (A)	851634.296	1	851634.296	7.861**	0.005
	Gender of Principals (B)	167092.218	1	167092.218	1.542	0.215
	Interaction (AXB)	1578823.680	1	1578823.680	14.574**	0.000
	Error	4.030E7	372	108334.295		
	Institutional performance (A)	46953.315	1	46953.315	5.143*	0.024

II	Gender of Principals (B)	46097.420	1	46097.420	5.049*	0.025
	Interaction (AXB)	40059.777	1	40059.777	4.388*	0.037
	Error	3396118.613	372	9129.351		
III	Institutional performance (A)	26931.517	1	26931.517	7.985**	0.005
	Gender of Principals (B)	263380.751	1	263380.751	78.088**	0.000
	Interaction (AXB)	15490.557	1	15490.557	4.593*	0.033
	Error	1254705.155	372	3372.863		

* Significant at the 0.05 level of confidence

** Significant at the 0.01 level of confidence

1 Main Effects

1(A) Institutional Performance

It may be observed from the Table-2 that F- ratios for the difference between means of institutions with good performance and institutions with poor performance on the scores of various dimensions of managerial leadership namely, dimensions I-Transformational leadership and dimension III- Laissez Fairre leadership were found to be significant at the 0.01 level of confidence. Whereas, the difference on dimension II-Transactional leadership have been found to be significant at the 0.05 level of confidence Thus, the data provide sufficient evidence to reject the Hypothesis (1) namely, “there is no significant difference in the institutions with high and in the institutions with poor performance on the scores of managerial leadership”, in case of dimensions I, II and III.. This means managerial leadership in all the dimensions I, II and III in Teacher Education Institutions significantly differs in institutions with good performance and institutions with poor performance.

Further the analysis of the means from the Table-1 suggest that means of dimension I and III of managerial leadership namely, Transformational leadership and Laissez Fairre leadership is significantly higher in the institutions with poor performance than those in institutions with good performance. Whereas, the means of dimension II of managerial leadership namely, Transactional leadership is significantly higher in the institutions with good performance than those in institutions with poor performance, meaning thereby Principals of good performing

institutions exhibit higher transactional leadership than those working in the institutions having poor performance. Similarly, the principals of poor performing institutions exhibit higher transformational as well as laissez faire leadership than those working in the institutions having good performance. Thus, principals of poor performing institutions has to systematize their working in the expectation that Bass (1985) promotes that transformational leadership as the superior of all other types resulting expected outcomes, it may result in performance 'beyond expectation'.

1 (B) Gender Of Principal

It may be observed from the Table-2 that F- ratios for the difference between means of institutions with male and female principals on the scores of various dimensions of managerial leadership in case of dimension II i.e. transactional leadership, was found to be significant at the 0.05 level of confidence. Whereas the difference was found to be significant at the 0.01 level of confidence in case of dimension III i.e. laissez faire leadership. Thus, the data provide sufficient evidence to reject the Hypothesis (2) namely, "there is no significant difference in the institutions with male and female college principals on the scores of various dimensions of managerial leadership", in case of dimension II and III. This means managerial leadership with respect to dimensions II and III of principals significantly differs between institutions with male and female principals.

Further the analysis of the means of dimension II and III from the Table-1 suggest that means of Transactional leadership and Laissez faire leadership scores of principals of colleges with male principals is significantly lower than the colleges with female principals. This implies that the principals in the colleges with female principals exhibit higher Transactional and Laissez faire leadership than their counterparts in the colleges with male principals. Thus, female principals must systematize their working and move towards more effective transformational type in the expectation that Bass (1985) promotes that transformational leadership is the superior of all other types resulting expected outcomes, it may result in performance 'beyond expectation'

2 Interaction (Axb)

It may be observed from the Table-2 that F- ratios for the interaction between the institutional performance and gender of principals on the scores of various dimensions of managerial leadership viz. dimension II Transactional leadership and dimension III-Laissez faire

leadership were found to be significant at the 0.05 level of confidence. Thus, the data provide sufficient evidence to reject the Hypothesis (3) namely, “there is no significant interaction between institutional performance and gender of principals on the scores of various dimensions of managerial leadership” in case of dimension II and III. F- ratio for the interaction between the institutional performance and gender of principals on the scores of dimension I i.e. Transformational leadership of managerial leadership, was found to be significant at the 0.01 level of confidence. Thus, the data provide sufficient evidence to reject the Hypothesis (3) namely, “there is no significant interaction between institutional performance and gender of principals on the scores of various dimensions of managerial leadership” in case of dimension I.

To further analyze the significance of difference in various cells due to which F-ratios are found to be significant, t-ratio have been computed and are presented in the Table-3.

TABLE-3t - Ratios For The Difference In The Means In Various Cells Of 2x2 Design On The Scores Of Dimension-I Of Managerial Leadership (Transformational Leadership) In Relation To Institutional Performance And Gender Of College Principals

	D	SE	t- Ratio
M ₁ -M ₂	235.3	59.16	3.98*
M ₁ -M ₃	179.79	63.23	2.84*
M ₁ -M ₄	143.77	59.24	2.43*
M ₂ -M ₃	55.51	44.51	1.25
M ₂ -M ₄	91.53	38.63	2.37*
M ₄ -M ₃	36.02	44.61	0.81

* Significant at the 0.05 level of confidence

It may be observed from the Table-3 that means of sub-groups of transformational leadership shows that t- ratios are significant in subgroups M1-M2, M1-M3, M1-M4 and M2-M4. The Table-1 suggests that institutions with good performance and female principals, institutions with poor performance with male and female principals both exhibit higher transformational leadership than institutions with good performance and male principals. Secondly, institutions with poor performance with male principals exhibit higher Transformational leadership than institutions with poor performance with female principals.

TABLE-4t - Ratios For The Difference In The Means In Various Cells Of 2x2 Design On The Scores Of Dimension-II Of Managerial Leadership (Transactional Leadership) In Relation To Institutional Performance And Gender Of College Principals

	D	SE	t- Ratio
M ₅ -M ₆	1.79	16.34	0.11
M ₅ -M ₇	44.79	16.96	2.64*
M ₅ -M ₈	0.22	16.16	0.01
M ₆ -M ₇	46.58	13.16	3.54*
M ₆ -M ₈	1.57	12.12	0.13
M ₈ -M ₇	45.01	12.94	3.48*

* Significant at the 0.05 level of confidence

It may be observed from the Table-4 that means of sub-groups of managerial leadership shows that t- ratios are significant in subgroups M5-M7, M6-M7, M8-M7. The Table-1 suggests that in institutions with good performance female principals exhibit higher Transactional leadership than male principals and also exhibit higher Transactional leadership than male and female principals in institutions with poor performance.

TABLE-5t - Ratios For The Difference In The Means In Various Cells Of 2x2 Design On The Scores Of Dimension-Iii Of Managerial Leadership (Laissez Fairre Leadership) In Relation To Institutional Performance And Gender Of College Principals

	D	SE	t- Ratio
M ₉ -M ₁₀	31.15	9.37	3.32*
M ₉ -M ₁₁	68.85	9.70	7.09**
M ₉ -M ₁₂	73.13	8.99	8.13**
M ₁₀ -M ₁₁	37.7	8.44	4.47*
M ₁₀ -M ₁₂	41.98	7.61	5.52*
M ₁₂ -M ₁₁	4.28	8.02	0.53

* Significant at the 0.05 level of confidence

** Significant at the 0.01 level of confidence

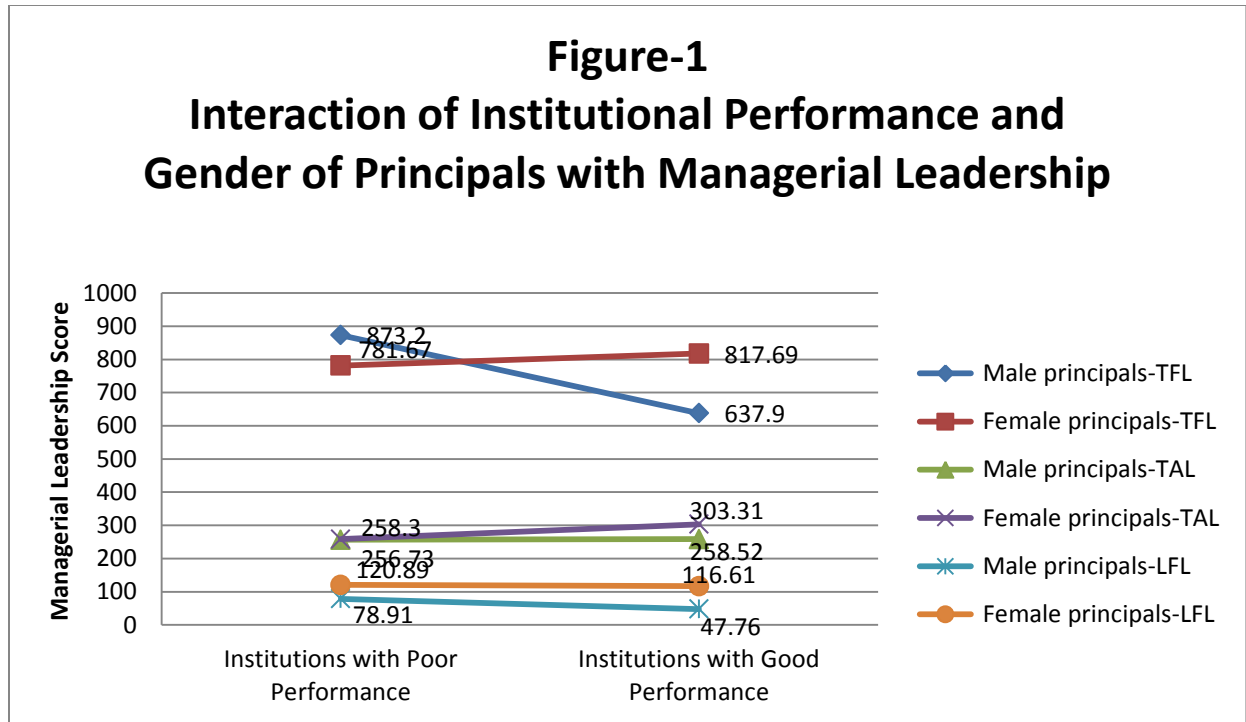
It may be observed from the Table-5 that means of sub groups of managerial leadership shows that t- ratios are significant in subgroups M9-M10, M9-M11, M9-M12, M10-M11 and M10-M12. The Table-1 suggests that institutions with good performance with male principals experience least Laissez fairre leadership and significantly lesser than colleges with female principals in the same category and also in the institutions with poor performance with both male and female principals. Secondly, colleges with female principals with both good and poor performance experience higher Laissez fairre leadership than colleges with male principals and poor performance.

Meadows (1997) explored the relationship between the leadership styles and teacher effectiveness and found a significant relationship between the two. Keeping in mind the fact that laisses-fairre leadership is considered as the least effective leadership style, it is recommended

that the female principals of the teacher education institutions should be oriented about the different types of leadership styles so that they can use the different types of leadership styles as and when required. The interaction is also depicted through the interaction graph which has been presented in Figure-1.

Conclusion

It has been concluded that the institutions with good performance and female principals, and institutions with poor performance with male and female principals both exhibit higher transformational leadership than institutions with good performance and male principals. Secondly, institutions with poor performance with male principals exhibit higher Transformational leadership than institutions with poor performance with female principals. In institutions with good performance female principals exhibit higher Transactional leadership than male principals and also exhibit higher Transactional leadership than male and female principals in institutions with poor performance. Secondly, colleges with female principals with both good and poor performance experience higher Laissez faire leadership than colleges with male principals and poor performance. It is recommended to the principals of institutions that they should give more emphasis on transactional leadership and try to use the transformational and laisses fairre leadership in a better way in order to achieve good performance of the institutions. More accurate programs should be developed to assist male principals to utilize transactional and laisses fairre leadership in better way to have best results thereof.



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