

Leadership behaviour in educational institutions - A study on select autonomous institutions in Hyderabad city

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Abstract

The behavioural approaches of a leader to focus on motivating the employees with a satisfactory work environment and well-being and the tasks needed to be performed to meet goals or achieve certain performance standards refer to “relation-oriented and task-oriented leadership behaviours”. The need for effective leadership has become obvious in the workplace to meet the goals of an organization by satisfying and motivating the employees. The present research is aimed at measuring the significant differences between the employees on relation-oriented and task-oriented leadership behaviours reflecting in their leaders. The present study is conducted among the employees of select autonomous institutions located in Hyderabad City, Telangana State. The sample respondents (n=156) constitute the employees of select institutions, both in the in the teaching and non-teaching professions. The statistical results reveal that the employees of select institutions with respect to their age, designation, and gender have similar perceptions of the “relation-oriented and task-oriented leadership behaviours” of their leaders, whereas the employees of various experience levels have significant differences.

Keywords: Relation-Oriented Leadership, Task-Oriented Leadership, Leadership Effectiveness.

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1. Introduction

The term ‘Leadership’ can be well-defined as one’s talent to inspire and encourage the team members by obtaining the best outcome of them. In a common parlance, ‘Leadership’ can be defined as an art of inspiring the employees in reaching mutual goal. Every organizational success is an outcome of its effective performance of an individual/team of members heading by an efficient leader. In the words of Mary Parker Follet “Leadership is not defined by the exercise of power but by the capacity to increase the sense of power among those led”. Leadership is the combination of both research and applied talents encircling the individual’s abilities, a group to lead, or guide the remaining employees, groups or complete organizations.

A significant function of a management which aids to increase efficiency and reach organizational goals is “Leadership”. The fig.1.1 represents the importance of Leadership to an organization.

The importance of leadership can be portrayed by the skills possessing by a leader who support, motivate

and encourage his/her team members to reach their individual and organizational goals. The fig-1.1 represents that a leader with efficient leadership skills in taking initiatives, motivating the team members by providing guidance, creating confidence among the team members to mold themselves with their commitment towards the work environment with effective coordination. The value of a Leader is not determined by their own success but by the success of their entire team. Thus the concept of leadership in every organization is essential not only to increase the organizational performance but also to make every employee to turn themselves into effective participants by increasing their individual performance as well.

Leadership in Educational Institutions

Many challenges surrounding governmental oversight of operations, institutional placement concerns, collaborative learning arrangements, and learning processes are raised by the position of educational leadership in a learning environment.

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Fig-1.1 Importance of Leadership

The leader of an educational institution should possess the required leadership competencies to reach the organizational goals. At present, every educational institution is making an attempt to improve its quality and achieve best position in the market in all corners. Here, there is a need for institutions to look after the manpower with effective leadership competencies to take their institution to the expected milestones. There are huge hurdles in front of leaders in the educational institutions to inspire, motivate and encourage the teaching and non-teaching staff to improve their individual performance with required KSAs (Knowledge, Skills and Abilities) to take their institution to better position in the market. The education market has a rapid growth in the past one decade and enormous changes were applied in the education system where almost every educational institution is trying to adopt the changes and apply with the innovative inputs to get productive outputs with team work under the supervision of an effective leader. This creates a demand for a leader to pool up all the required leadership competencies to make their employees improve their performance as well as organizational performance.

Literature Review

Leadership must concentrate on establishing surroundings that uplift and encourage instructors. Leadership, on the whole, casts doubt on the idea that it is only a top-down, administrative undertaking and highlights its essential role in promoting collective agency and creating an atmosphere favourable to change (Mincu, 2022). The success and advancement of academic institutions depend heavily on educational leadership, which helps them overcome obstacles and encourages creativity to provide a relevant teaching-learning environment (Educational Leadership, 2023). It allows institutions to remain revolutionary by addressing present and foreseeing future issues. Effective leadership encourages teachers to experiment with new instructional techniques and technology, abetting

a culture of continual development. Encouraging open communication and shared objectives also motivates stakeholders—teachers, administrators, students, parents, and the community—to work together. Essentially, educational leadership serves as the quoin of academic success, promoting innovation and constructive change in response to the changing requirements of society and students.

An investigation on the function of instructional, cultural, and strategic leadership in professional academia to maintain academic achievement found a typical pattern among teachers. It revealed that instructors prioritize instructional, cultural, and strategic leadership when fostering student achievement. The study concludes that the continuum of academic accomplishment may be maintained and even improved by making a larger effort to apply strategic, instructional, and cultural leadership approaches (Maqbool et al., 2023). Another study by Sarwar et al. (2022) on democratic leadership observed that professors typically do better when leaders adopt a democratic leadership style more frequently. However, teacher effectiveness may suffer when leaders take a more detached or controlling approach. The study directly linked leadership effectiveness and teacher job performance. It follows that leaders should modify their leadership style according to what suits their teachers the best. It's similar to choosing the appropriate strategy based on the circumstances. Further another research examined leadership in higher education institutions and its effects on the job satisfaction of academic staff. It found a clear link between effective leadership and happier staff. Spiritual leadership had the most substantial impact, followed by servant, other, and transformational leadership styles, which positively influenced satisfaction. Conversely, passive leadership had a negative effect. In contrast, transactional leadership had a weaker positive effect, prioritizing humanist leadership approaches to enhance the job satisfaction of academic staff in today's higher

education institutes (Maqbool et al., 2023). Similar research by Virkus & Salman (2020) on leadership and information management shows that people in academic departments care about sharing information and ideas from outside sources, which helps them develop new research projects and stay up-to-date in the field, sparking new ideas and working together. Good leadership plays a significant role in ensuring everyone shares information and looks outside the department for new ideas. Inclusive decision-making on team dynamics provides everyone with an opportunity to participate. Further, encouraging friendly conversations or utilizing informal emails strengthens team bonds. Open meetings and casual chats are essential for setting goals, getting feedback, and spotting potential issues. Leaders should also encourage open communication by organizing social events and casually getting supervisor feedback. An extensive study that blended Western methodology with traditional Kazakh customs by Mynbayeva et al. (2024) examined the leadership dynamics in Kazakhstan's academic institutions. The results showed that 63% of academic leaders supported democratic leadership, a widespread embrace of this leadership style. Notably, a deeply embedded trend in the system is that women are disproportionately represented in executive roles across Kazakhstan's educational landscape. However, at the top levels of management, where males predominate (99.0%), there is still a glaring gender imbalance. The discrepancy highlights that women's leadership positions are only in the mid-levels of academia, where many female educators hold leadership positions. The research emphasizes the significance of conducting a comprehensive evaluation that includes psychological, communicative, moral, and ethical aspects when choosing applicants for upper-level managerial roles. Moreover, it emphasizes introducing a curriculum designed to develop education leadership abilities in Kazakh teachers and prepare them for positions as future university administrators. Transformational school leaders play a vital role in driving educational innovation and restructuring through fostering a culture of collaboration, motivating others to assume leadership roles, and articulating a clear vision for the future (Wilson Heenan et al., 2023). Research findings of Kareem et al. (2023) revealed that instructors' dedication to teaching is greatly influenced by transformational leadership, with noticeable positive impacts observed across personal growth, student advancement, and institutional loyalty in agreement is the research by Antonopoulou et al. (2021) that concluded Transformational leadership as the most fitting approach to leadership among various styles. According to the study, leadership engagement and responsibility allocation boost employee performance and organisational goal attainment. Based on the

findings, it was established that the organization's leadership style determines the success of its goals. It was claimed that a leader who possesses the necessary leadership abilities will help the organisation achieve its objectives (Abbas Umar Ibrahim and Cross Ogohi Daniel, 2019). The study investigates the leadership styles of vocational college principals in Kenya, focusing on lecturers as respondents. A model using structural equation modeling was developed to assess the impact of the principal's leadership style on learning outcomes. The findings show that principals primarily adopt a transactional leadership approach, exerting pressure on lecturers to meet educational goals, which positively influences the achievement of intended learning outcomes (Malechwani J. Muthiani., 2018). The research investigates the impact of competent leadership in determining organisational success or failure by investigating elements that contribute to success. It focuses on defining and assessing leadership effectiveness in terms of results. According to the theoretical analysis, an effective leader embodies distinct attributes and engages in defined behaviours or leadership styles (Madanchian, M (2017).

Research Objectives

1. To identify and address the relation oriented and task oriented behavioural approaches of leadership in educational institutions.
2. To explore the perceptions of teaching staff of diverse demographics on the "relation-oriented leadership behaviour and task-oriented leadership behaviour".

Significance of The Study

The present study has been conducted to study the impact of educational leadership behaviour on institutional performance. Though the review of literature has been done but there exist very less research studies conducted on educational leadership behaviour and its impact on institutional performance. From the previous research studies, very few studies are partly reflecting the relation oriented and task oriented leadership of educational leaders and its impact on the institutional performance. The present research is significant for the reason that "the study provides factual position about the level of competency of educational leader in organizational behaviour" and "it may also provide a platform for decision makers for adopting appropriate course of action needed by educational institutions for development" (Farrukh Amina, 2012).

Research Limitations

The current research has focused on the population which includes the teaching fraternity of select educational institutions located in the Hyderabad

City. The study is restricted to measure the significant differences between the perceptions of teaching group about their institutional leaders and the impact of their behaviour on institutional performance. To demonstrate behaviour of educational leaders, the two types of behaviours viz. “relation oriented behaviour and task oriented behaviour” are considered for the study.

2. Methodology of Research Study

Research Design: A blueprint of the research environment reflecting the stages by defining population and procedure of sample selection, process of data collection, step-by-step procedure of data analysis and final presentation of the report is called Research Design. The main objective of the present research is to describe the relation between educational leadership behaviour and the institutional performance in the select institutions of Hyderabad City.

Sample Design: A definite plan of selecting a sample from the research relevant population by projecting the process of applying suitable sampling technique is called a sample design. There are various modes of educational institutions like private and public sector, schools, junior and degree colleges, professional colleges offering courses like B. Tech, M.Tech, MBA, and MCA etc. The researchers applied stratifies, cluster and quota sampling techniques to project the population and selection procedure of designated sample respondents for the study. To be more precise the researchers defining the sampling technique as stratified cluster quota sampling to select a sample.

The details of selected strata, clusters and quotas of sample respondents are portrayed below.

The researchers perceived that though every educational institution (preferably Autonomous) will perform under an effective leadership and always chasing the competition in the Edu-market and also the most challenges of educational leadership will be seen in the autonomous institutions offering professional courses (both UG & PG). The researchers have chosen the Strate-3 (Autonomous Institutions) for the present research study based on the above perception and simple representation of the sample selection can be seen below

From the second stage of cluster sampling with the autonomous institutions offering various programs, 60 respondents from each cluster has been selected for the research study and approached them with the research questionnaire. Out of 180 respondents, 156 responses are validated and considered as a research sample size, after removing the inadequate or unfilled questionnaires.

Questionnaire: The present research questionnaire is an extract from the research paper conducted by Muhammad Azeem et. al (2012) on exploring the relationship of leadership behaviour with the demographics, institutional performance of education leaders. The questionnaire with a set of questions is framed from knowledge gained through oral discussions with the respondents and from a pre-determined questionnaire observed from the review of literature. The questionnaire consists of the following sections:

Table-1: Category of Institutions (Strata)

S. No.	Category of Institutions (Strata)
1	Schools
2	Central, State Universities, Private Universities (Deemed & Deemed to be)
3	Autonomous Institutions
4	Institutions offering professional courses both UG & PG (Affiliated)



Fig-2 Stratified Random Sampling Technique

Part-A: "Relation-Oriented Leadership Behaviour"

Part-B: "Task-Oriented Leadership Behaviour"

Data Collection: The primary data using questionnaire is collected from the 156 respondents from the Autonomous Institutions located in the Hyderabad City through online Google Form survey and In-Person direct interview method through enumerators. The research questionnaire is framed based on the research study conducted by Muhammed Azeem (2012) to "measure the impact of educational leadership on institutional performance in Pakistan". The research has covered the dimensions of relation-oriented and task-oriented leadership behaviours and its impact on the performance of educational institutions. Thus, the present researcher drafted a questionnaire by taking the key variables from "relation-oriented and task-oriented leadership behaviours". The researcher limited this research only to measure the significant differences between the employees of select autonomous institutions located in Hyderabad City, Telangana towards relation-oriented and task-oriented leadership behaviours.

Research Hypotheses

A. Relation-Oriented Leadership Behaviour:

H_{01A}: The teaching fraternity of various age groups are perceiving similarly towards the "relation-oriented leadership behaviour" of their educational leaders.

H_{02A}: The teaching fraternity with different experience levels are perceiving similarly towards the "relation-oriented leadership behaviour" of their educational leaders.

H_{03A}: The teaching fraternity in various designations are perceiving similarly towards the "relation-oriented leadership behaviour" of their educational leaders.

H_{04A}: The male and female teaching fraternity are perceiving similarly towards the "relation-oriented leadership behaviour" of their educational leaders.

B. Task-Oriented Leadership Behaviour:

H_{01B}: The teaching fraternity of various age groups are perceiving similarly towards the "task-oriented leadership behaviour" of their educational leaders.

H_{02B}: The teaching fraternity with different experience levels are perceiving similarly towards the "task-oriented leadership behaviour" of their educational leaders.

H_{03B}: The teaching fraternity in various designations are perceiving similarly towards the "task-oriented leadership behaviour" of their educational leaders.

H_{04B}: The male and female teaching fraternity are perceiving similarly towards the "task-oriented leadership behaviour" of their educational leaders.

3. Results and Discussion

The Data Analysis of the current research is performed in different stages and draws the interpretations accordingly. The following represents the map of data analysis

Interpretation: The table-3 states that statistical results of the data analysis w.r.to perceptions of age, experience and designations of select teaching fraternity from select educational institutions towards the relation-oriented leadership behaviour. It was found that the teachers of various age groups are having similar perceptions towards the relation-oriented leadership behaviour in their educational institutions in most of the cases, but found some dissimilar opinions on developing enthusiasm for the accomplishment of institutional goals and in

Table-2: Classification of Demographics for Statistical Data Analysis

Section-I:			
Part	Demographics	Hypothesis	Statistical Technique
1A Relation-Oriented Leadership Behaviour	Age Group	H _{01A}	ANOVA One-Way
	Experience	H _{02A}	
	Designation	H _{03A}	
1B Task-Oriented Leadership Behaviour	Age Group	H _{01B}	
	Experience	H _{02B}	
	Designation	H _{03B}	
Section-II:			
2A Relation-Oriented Leadership Behaviour	Gender	H _{04A}	t-test for Independent Samples
2B Task-Oriented Leadership Behaviour	Gender	H _{04B}	

Section-I: 1A**Table-3: Relation-Oriented Leadership Behaviour**

S. No.	Statement	Age	Exp.	Designation
		p-Sig.	p-Sig.	p-Sig.
1	He/She is a good listener, knowledgeably honest, truthful and shows confidence and trust in others	0.178 Accept H _{01A}	0.005 Reject H _{02A}	0.093 Accept H _{03A}
2	He/She manage conflictual situations with less anxiety.	0.203 Accept H _{01A}	0.000 Reject H _{02A}	0.356 Accept H _{03A}
3	He/She is self-control and patience when dealing with subordinates.	0.097 Accept H _{01A}	0.037 Reject H _{02A}	0.568 Accept H _{03A}
4	He/She keeps consistent behaviour in job duties.	0.246 Accept H _{01A}	0.038 Reject H _{02A}	0.792 Accept H _{03A}
5	He/She is aware of the feelings and thoughts of subordinates.	0.123 Accept H _{01A}	0.002 Reject H _{02A}	0.151 Accept H _{03A}
6	He/She predicts the impact of the decisions taken in line with the organizational goals.	0.073 Accept H _{01A}	0.000 Reject H _{02A}	0.709 Accept H _{03A}
7	He/She is enthusiastic for accomplishing the institutional goals.	0.015 Reject H _{01A}	0.003 Reject H _{02A}	0.315 Accept H _{03A}
8	He/She encourages collegiate behaviour and facilitates problems solving environment to the subordinates both individual and groups.	0.007 Reject H _{01A}	0.003 Reject H _{02A}	0.815 Accept H _{03A}

promoting collegiate behaviour and providing problem solving abilities both at individual and group levels. With a view from experience levels of the select respondents, it was observed that there occurs a significant difference between the perceptions of respondents

towards relation-oriented leadership behaviour on all statements. Whereas, there are no significant differences among the respondents' perceptions with respect to their designations towards the relation-oriented leadership behaviour.

Section-I: 1B**Table-4: Task-Oriented Leadership Behaviour**

S. No.	Statement	Age	Exp.	Designation
		p-Sig.	p-Sig.	p-Sig.
1	He/She acts as a mentor and directs the subordinates about their roles and responsibilities in their job.	0.178 Accept H _{01B}	0.005 Reject H _{02B}	0.093 Accept H _{03B}
2	He/She prepares the action plan to achieve the institutional goals with careful planning.	0.203 Accept H _{01B}	0.000 Reject H _{02B}	0.356 Accept H _{03B}
3	He/She changes to priorities depending on the changing needs.	0.097 Accept H _{01B}	0.037 Reject H _{02B}	0.568 Accept H _{03B}
4	He/She classify his/her timings for staff meetings and professional commitments.	0.246 Accept H _{01B}	0.038 Reject H _{02B}	0.792 Accept H _{03B}
5	He/She applies management practices for effective operations.	0.123 Accept H _{01B}	0.002 Reject H _{02B}	0.151 Accept H _{03B}
6	He/She provides the opportunities for the staff development.	0.073 Accept H _{01B}	0.000 Reject H _{02B}	0.709 Accept H _{03B}
7	He/She provides training and development programs for inculcating the required skillset and competencies for his employees to meet their job demands.	0.015 Reject H _{01B}	0.003 Reject H _{02B}	0.315 Accept H _{03B}
8	He/She efficiently and effectively uses the subordinates by giving freedom in making decisions and performing their responsibilities effectively.	0.007 Reject H _{01B}	0.003 Reject H _{02B}	0.815 Accept H _{03B}
9	He/She analyses the results of the program to develop a follow-up plan for the improvement of institutional performance.	0.075 Accept H _{01B}	0.029 Reject H _{02B}	0.093 Accept H _{03B}
10	He/She applies various evaluation methods & techniques to assess the current operational program of the institution and refines the program if needed.	0.262 Accept H _{01B}	0.000 Reject H _{02B}	0.817 Accept H _{03B}

Interpretation: The table-4 states that statistical results of the data analysis w.r.to perceptions of age, experience and designations of select teaching fraternity from select educational institutions towards the task-oriented leadership behaviour. It was found that the teachers of various age groups are having similar perceptions towards the task-oriented leadership behaviour in their educational institutions in most of the cases, but found some dissimilar opinions on providing T&D programs to develop skills & competencies of employees and in

employing subordinates effectively by distributing some responsibilities in making decisions. With a view from experience levels of the select respondents, it was observed that there occurs a significant difference between the perceptions of respondents towards task-oriented leadership behaviour on all statements. Whereas, there are no significant differences among the respondents' perceptions with respect to their designations towards the task-oriented leadership behaviour.

Section-II: 2A

Table-5: Relation-Oriented Leadership Behaviour

S. No.	Statement		Levene's Test for Equality		t-Test for Equality of Means		
			F	p-Sig.	t	df	p-Sig.
1	He/She is a good listener, knowledgeably honest, truthful and shows confidence and trust in others	EVA*	8.995	0.003	-0.658	154	0.512
		EVNA**			-0.785	134.129	0.434 Accept H _{04A}
2	He/She manage conflictual situations with less anxiety.	EVA*	23.018	0.000	-0.624	154	0.534
		EVNA**			-0.765	141.651	0.446 Accept H _{04A}
3	He/She is self-control and patience when dealing with subordinates.	EVA*	6.008	0.015	-1.027	154	0.306
		EVNA**			-1.347	153.644	0.180 Accept H _{04A}
4	He/She keeps consistent behaviour in job duties.	EVA*	2.209	0.139	0.560	154	0.576
		EVNA**			0.536	79.227	0.594 Accept H _{04A}
5	He/She is aware of the feelings and thoughts of subordinates.	EVA*	1.565	0.213	-1.993	154	0.048
		EVNA**			-2.401	136.720	0.018 Reject H _{04A}
6	He/She predicts the impact of the decisions taken in line with the organizational goals.	EVA*	4.956	0.027	-0.024	154	0.981
		EVNA**			-0.030	148.327	0.976 Accept H _{04A}
7	He/She is enthusiastic for accomplishing the institutional goals.	EVA*	13.806	0.000	0.118	154	0.906
		EVNA**			0.137	123.754	0.892 Accept H _{04A}
8	He/She encourages collegiate behaviour and facilitates problems solving environment to the subordinates both individual and groups.	EVA*	.151	0.698	-1.064	154	0.289 Accept H _{04A}
		EVNA**			-1.179	111.802	0.241

*EVA-Equal Variances Assumed **EVNA-Equal Variances Not Assumed

The table-5 projects the Levene's test for equality of variances and t-test significant values. The Levene's test will help us to identify which p-significant value (either the upper or lower p-value) from the t-test for equality of means. IF the p-value of Levene's test is less than 0.05 then we can consider that the equal variances are not assumed and mark the lower p-value of t-test to accept/reject the H₀, on the other hand, if it was found that the Levene's significant value is > 0.05 then we must consider that the equal variances are assumed and lock the upper significant value of t-test.

Interpretation: From the table-5, we can see that the statements 6 & 8 are having homogeneity assumption with "Equal variances assumed",

whereas the remaining statements have violated the homogeneity assumption with "Equal variances not assumed". Thus the t-test values for the statements 1 to 5 and 7 should be considered from upper half and for the statements 6 and 8, the t-test values should be taken from the lower half. After the identifying the significant values of t-test, it was observed that there occur no significant differences between the male and female respondents' in their perceptions towards relation-oriented leadership behaviour in majority of the cases, except that the male and female employees are different opinions towards the statement that their leaders are aware of their feelings and thoughts.

Section-II: 2B

Table-6: Task-Oriented Leadership Behaviour

S. No.	Statement		Levene's Test for Equality		t-Test for Equality of Means		
			F	p-Sig.	t	df	p-Sig.
1	He/She acts as a mentor and directs the subordinates about their roles and responsibilities in their job.	EVA*	1.423	0.235	-0.776	154	0.439 Accept H _{04A}
		EVNA**			-0.909	128.513	0.365
2	He/She prepares the action plan to achieve the institutional goals with careful planning.	EVA*	.314	0.576	0.947	154	0.345 Accept H _{04A}
		EVNA**			1.020	104.396	0.310
3	He/She changes to priorities depending on the changing needs.	EVA*	4.209	0.042	-0.628	154	0.531
		EVNA**			-0.747	133.228	0.456 Accept H _{04A}
4	He/She classify his/her timings for staff meetings and professional commitments.	EVA*	1.194	0.276	0.435	154	0.664 Accept H _{04A}
		EVNA**			0.477	109.432	0.634
5	He/She provides the opportunities for the staff development.	EVA*	11.760	0.001	-0.937	154	0.350
		EVNA**			-1.154	142.767	0.250 Accept H _{04A}
6	He/She provides the opportunities for the staff development.	EVA*	.267	0.606	0.076	154	0.940 Accept H _{04A}
		EVNA**			0.083	109.943	0.934
7	He/She provides training and development programs for inculcating the required skillset and competencies for his employees to meet their job demands.	EVA*	5.810	0.017	-1.503	154	0.135
		EVNA**			-1.798	134.626	0.074 Accept H _{04A}
8	He/She efficiently and effectively uses the subordinates by giving freedom in making decisions and performing their responsibilities effectively.	EVA*	12.544	0.001	-0.856	154	0.393
		EVNA**			-1.068	145.989	0.287 Accept H _{04A}

9	He/She analyses the results of the program to develop a follow-up plan for the improvement of institutional performance.	EVA*	.080	0.778	-1.307	154	0.193 Accept H _{04A}
		EVNA**			-1.272	82.082	0.207
10	He/She applies various evaluation methods & techniques to assess the current operational program of the institution and refines the program if needed.	EVA*	1.514	0.220	-0.067	154	0.946 Accept H _{04A}
		EVNA**			-0.065	80.327	0.949

**EVA-Equal Variances Assumed **EVNA-Equal Variances Not Assumed*

Interpretation: The table-6 shows that there are no significant differences among the male and female employees' perceiving levels towards task-oriented leadership behaviour. The male and female employees are having similar perceptions about the task-oriented leadership behaviour of their leaders.

Findings:

From the statistical data analysis, the employees of select autonomous institutions located in Hyderabad City are resulting in positive and similar opinions towards relation-oriented and task-oriented leadership behaviour. The present study confirms that subordinates of the educational leaders are feeling positively with the leadership behaviour of both relation-oriented and task-oriented. The study also reflects a positive outcome that the leaders with good leadership behaviours will result leadership efficiency leading to the development of their subordinates and growth of the institutions. Muhammed Azeem, (2012) conducted a similar kind of research by supporting the research studies conducted by Fleishman & Simmons, (1970); Liker, (1961) and Stogdill, (1974) in the area of leadership behaviour and effectiveness in making "a positive correlation between relation-oriented and task-oriented leadership behaviours which leads to leadership effectiveness". The findings of the study based on the demographics of employees viz., Age Group, Designation and Gender in select institutions, majority of the employees are with similar opinions towards the effectiveness of their leaders in terms of relation-oriented and task-oriented leadership behaviours. On the contrary, the employees of various experience levels are having different perception levels on the relation and task oriented behaviours possessing by their leaders.

4. Conclusion:

The study reveals that there is no dependency relation between relation-oriented and task-oriented leadership behaviours and are found to be independent dimensions of leadership behaviour. The study is conceptualized to measure the significant differences among the perceptions of employees from the select institutions with respect to their demographic factors and is not related to the effectiveness of the leaders directly. A strong relationship between the employees of varied age groups, designations and gender has been observed between the variables of relation and task oriented leadership behaviours of their leaders. This may provide a boosting energy for them to improve themselves under their leaders with their effective leadership behaviours.

Scope for Further Research:

The present research can be extended to measure the impact of educational leadership on the institutional performance and also to measure the significant relationship between the effective leadership behaviour and performance of the employees' in the educational institutions. The geographical area of the study can also be extended to state-wise viz., Telangana to cover the actual facets of the leadership behaviour in all educational institutions.

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