

## A Study of Causal Relationship Between Transformational Leadership, Personality and Teachers' Efficacy of Classroom Management: An Empirical Analysis

Abdul Rasheed Mangi<sup>1</sup>, Prof. Dr. Amir Hussain Shar<sup>2</sup>, Prof. Dr. Muhammad Bachal Jamali<sup>3</sup>  
SAL University Khairpur<sup>123</sup>

Corresponding author email: [arasheedmangi86@gmail.com](mailto:arasheedmangi86@gmail.com)

**Cite this paper:** Mangi, A. R., Shar, A. H., & Jamali, M. B. (2020). a study of causal relationship between transformational leadership, personality and teachers' efficacy of classroom management: An empirical analysis. *Paradigms, SI(1)*, 87-93.

The Prime objective of the study is to analyse the influence of Teacher's personality, transformational leadership skill of a teacher on the teachers' efficacy of classroom management. And to determine the significant attributes of teachers' personality and transformational leadership. Studies have been witnessed that managing and caring out a classroom smoothly has always been in limelight. Hence the teachers' efficacy of classroom management has become a grave potential problem in achieving educational perfection for the educational institutions. So far, this study tried to analyse the relationship among the teachers' personality, transformational leadership skills that may significantly influence the teachers' efficacy of classroom management, in public sector business educational institutions of Karachi. Furthermore this study tried to explore the causal relationship amongst the transformational leadership, personality and teachers' efficacy of class room management, in this regard this study is causal in nature. The respondents for this study are the faculty members who are engaged in imparting business education in public sector business institutes of Karachi. Hence the results of this study showed a significant positive relationship between the teachers' personality and teachers' efficacy of classroom management. Transformational leadership was also significantly related with the teachers' efficacy of classroom management among the faculty members of public sector educational institutes of Karachi.

**Keywords:** Transformational leadership, teachers' efficacy of classroom management, Teachers' personality, Higher Educational Institutions, Faculty

### Introduction

Teacher has been considered as an epicenter of classroom management. This central importance of a teacher in academics is due to his/her role for maintaining the discipline in class room. Moreover to manage the classroom atmosphere is one of the major concern for the teaching, non-teaching staff in specific and general public at large (Braden & Smith, 2006). It was observed that the troublesome behavior of students in classroom causes a severe problem in achieving educational perfection. Hence if inappropriate attitude of teacher to tackle this problem will mock the teacher's ability and elicit negative effect on rest of the class (Burkett, 2011). Moreover, the leadership skills of a teacher have been considered as the viable option to counter this problem raised in classroom through disruptive attitude of students, teachers having the leadership skills neutralize the negative behavior of students and maintain the efficacy for the classroom management. Apart of leadership skills the personality of a teacher also contributes as the dominant factor in maintaining the classroom efficacy and catering the negative influence of the students. Thus, this study aimed at to analyze the relationship between the teachers' efficacy of classroom management, transformational leadership style, and its personality.

### Aims of the Study

The main aims of the study are as:

a. To find out the relationship between the teachers' transformational leadership style and its efficacy of classroom

management in public sector higher educational institutions of Karachi

b. To analyze the influence of transformational leadership style's attributes on teacher's efficacy of classroom management in privately public sector higher educational institutions of Karachi

c. To determine the relationship between the Teachers' Personality and Teachers' Efficacy of Classroom Management

d. To investigate the influence of teachers' personality dimensions on classroom management

### Scope of The Study

Attaining the teacher's efficacy for classroom management is vital in education sector across the globe, for which multiple steps have been taken in order to secure the classroom efficacy. Hence this study examines the teacher's personality and its' transformational leadership style through which the teachers' efficacy of classroom management could be assured. This study unveils those attributes of teacher's personality and the dimensions of transformational leadership style that influence the teacher's efficacy of classroom management in public sector higher educational institutions of Karachi.

### Problem Statement

Teachers Efficacy of classroom management has been regarded as one of the chief factors in achieving academics perfection. Hence as a study pointed out a complex relationship between behavioral issues encounter in classroom management and academic performance (Mayer & Patriarca, 2007). Teacher

being the facilitator between the students and their academic performance, sometimes exhibits a lacking behavior to tackle disruptive attitude that restricts students from attaining their academic goals. This reluctant behavior of students is because of the inappropriate leadership style of teacher, as the study argued that a teacher in classroom must figure out the needs and the intelligence level of his student in order to set his leadership style accordingly for maintaining the efficacy in classroom management (Thomas, 2007). Although a few studies have investigated the influence of teacher's personality and its leadership style on teacher's efficacy of classroom management (Oliver & Reschly, 2007). Moreover, this study intends to analyze the relationship between the teacher's efficacy of classroom management its personality and transformational leadership style. This study further intends to unveil the possible influence of these research constructs on teacher's efficacy of classroom management among the business faculty engaged in public sector higher educational institutions operating in Karachi.

## **LITERATURE REVIEW**

### **Teacher's Efficacy of Classroom Management**

This concept of teacher's efficacy of class room management has derived its root from the work carried out by Berliner in (1988), in which he called the teacher's efficacy as preventive behavior of a teacher for maintaining the smooth conduct of students by discouraging the disruptive attitude of a student. Further the study also argued that all the necessary steps which are taken by a teacher for maintaining a cohesive learning environment, in this regard according to the study teachers are devising the strategies to organize an interactive environment for learning and imparting knowledge to the students smoothly. The term Teacher's self-efficacy states about the cognitive ability of a teacher, in which he/she evaluate thyself in organizing, managing and plan a line of action for the successful execution of specific tasks in a certain situation (Tschannen-Moran et al., 1998). Teachers having the efficacious characteristics spent more time on this/her pupil and also inspire them by motivating to achieve their targets (Bandura, 1997). Study in this direction has also concluded that an efficient classroom management provides an opportunity to the students to enhance their skills and help them to achieve the academic goals successfully. It is the process in which the efficacy of a teacher increased altogether with the smooth execution of course contents (Froyen & Iverson, 1999). Moreover the study conducted on class classroom management consist of mainly three goals as the first one states about the development of an encouraging learning atmosphere, and the second goal of class room management related to the smooth conduct of classes in which the student learning was done through satisfaction and participation, whereas the last goal according to the study deals with the student, teacher communication and interaction oriented relationship for maintaining and establishing an ease for intellectual development of students within the class room having hurdle less interaction among them (Canter & Canter, 2001). Class room management as evident from a study is associated with the all actions taken in order develop an inspirational environment,

which incorporates the preparation of lectures, study materials and enforcing the rules of routine work within the class room (Tan et al., 2003). Another study of educational psychology defined the class room management as a process which undertakes all the steps taken by a teacher for provision of quality education and learning opportunities to his/her student (Krause et al., 2003). A study conducted in Pakistani context has also concluded that teachers are the only driving force in maintaining and developing of classroom effective environment. It was further argued that the students' behaviors are influenced by a teacher's effective strategies of classroom management. In this regard he/she devise plan to mitigate the awkward behavior of a student which restrict his/her learning within due course of time and ultimately boost up the learning process of a student (Aly, 2007). The literature on teacher's efficacy of class room management has witnessed the importance of this variable. It has maintained an exalted status in the arena of social and educational research, it has been considered as an important research construct to be researched (Cakiroglu, 2008).

### **Transformational Leadership Style**

Transformational leadership style is denoted as the process in which a change takes place within an organization on continues basis backed by the motivational and persuasive efforts made by the leader for the individuals within the organization (Burns, 1978). As the available literature on this research construct argued that leadership is the leading factor in the public sector educational institutions success in addition to the commitment of academic staff (Louis, 1998; Day, 2000; Fullan, 2002). Yulk in (2002) defined the leadership as the potential of an individual which he/she uses to provide the guidance and encouragement to the subordinates for achieving organizational goals and targets. He further argued that the leaders in educational institutions chalk out and determine a crystal and clear directions for achieving the organizational vision which stimulate the academic staff and provide the motivation to the students for getting the success. Studies on Leadership in educational sector played an indispensable role in educational development (York-Barr & Duke, 2004). A study on transformational leadership style has defined the transformational leaders as the one who encourage the individuals for performing well. The study further added that this type of leaders gives confidence and enthusiasm to the subordinates for boosting the employee morale and loyalty for the organization (Avolio et al., 2004). In the same way a study has also stated the transformational leadership style as the supportive, inspirational and decentralized attitude of a leader within the organization (Bommer et al., 2004). Emery & Barker (2007) has defined the transformational leadership style as the competency to increase the commitment of an individual toward the organization. Study of transformational leadership style has found out a significant relationship of employee commitment and the transformational leadership (Lai et al., 2014).

### **Dimensions of Transformational leadership Style**

Bass in (1985) has pointed out the four dimensions of transformational leadership while analyzing the relationship between the leadership and the performance namely charisma of a leader, leader's intellectual stimulation, individual

consideration, inspirational motivation . It was argued that transformational leaders are the one who incorporate the four well known dimensions titled as “individualized consideration, charisma, inspirational motivation and individual stimulation” of transformational leadership style (Bass, 1990; Bass & Avolio, 1990). Moreover, it was stated that individual consideration as defined by the Bass (1985) is the leader’s quality in which he/she guides or coaches the subordinates and performing a mentor role for the employees. Deluga (1988) has defined the intellectual stimulation as the characteristic of a leader which he/she exhibits to the subordinates while providing them inspiration and the encouragement how to tackle the problems in traditional and new ways. Intellectual stimulation provides the opportunity to the leaders to arouse the positive behavior of employees by allowing them to ask the question regarding the procedures, policies and even for the behavior of leaders (Bass, 1990). Charisma being the dimension of transformational leadership style is related to the popularity and the personal influence of a personality on others which has the potential to enhance the enthusiasm and faithfulness of followers (House, 1977). Charisma is considered as the unusual power of a leader because one’s persona which casts immense influence on others (Conger & Kanungo, 1987). Another study in this direction has defined charisma as the encouraging influence of a leader that provide the opportunity for the employees to think alone by themselves in order to resolve the problems and having personal and occupational development (Avolio et al., 1988). Furthermore, the inspirational motivation as the dimension of transformational leadership prescribed by Bass in (1985). It is the skill of a leader in which he/she provide the motivation for the specific direction. Inspirational motivation unlike charisma donont require the employees to follow the leader (Gardner, 1989). It was further argued that inspirational leadership has the potential to influence, energize, and motivating the employees. This inspirational attitude of leader deals with the interactive skills in which a leader shares the vision and goals of te organization in an encouraging environment (Bass, 1990).

#### **Teacher’s Efficacy of Classroom Management and Transformational Leadership Style**

Study of transformational leadership and efficacy of teacher in classroom management revealed a positive relationship, when a teacher follow the transformational leadership attitude by providing encouragement, proper instructions and personal consideration which give the motivation and effective direction to the student learning (Frymier et al., 1996). Pounder in (2008) has traced out a positive relationship between the teacher’s transformational leadership and the student learning, it was argued by Pounder that a student exhibits more interest in learning and class participation when a teacher provide him/her motivation through additional efforts and inspirations. Another study of leadership and teacher’s classroom management has witnessed that there were no significant relationships between leadership factors and classroom efficacy (Koh, 2008). It was argued that those teachers who exhibited leadership attitude had a high level of classroom management efficacy. The study further added that transformational leadership style of a teacher

develops an efficacy of the class room management that ultimately boost up the teaching process (Lillig, 2009). Hassan and Yau (2013) in their study unveiled a significant relationship of leader’s transformational leadership style and student motivation for learning in the classroom settings.

#### **Teachers’ Personality**

Personality of a teacher has maintained its pivotal position in the circle of social scientist. It has been considered as an important research construct in the educational research (Barr, 1952; Tyler, 1960; Getzels & Jackson, 1963). Maximum studies on the teacher’s personality insists upon the type of individual rather than the efficacy of an individual who opted the teaching as one’s profession. It was further argued that a “good teacher” has constructive personality traits and a positive interpersonal skill .The study further added that the persons who opted the teaching as a profession did not have the differentiation in their personality traits as compared to the general population at large, yet the “Teachers” amazingly vary in their personality traits when they were compared to their counterparts on the basis of gender, teaching expertise and the field of their Specialization(Getzels and Jackson. 1963). Another study has pointed out a significant relationship between a teacher’s personality and the pupil’s academic actions. Hence the persona of a teacher drastically effects the learnings and academics of a student (Mohammad et al., 2011). Positive personality of a teacher as the study argued has the strong influence over the student motivation, interest for the learning and in the moral development (Kheruniah, 2013).Chek and Pandey (2016) also concluded in their study titled as “attitude of students towards physical education in relation to their parental encouragement” that a well-equipped and maintained teacher personality consisted of latest information, preserved the class room management and having effective communication skills while delivering the lectures develops the overall performance of a student parallel to increase his/her learning attitude.

#### **The “Big five “Personality Traits**

The big five personality traits have derived their roots from the “five \_factor personality model” which has been consistently researched topic among the social scientists (Goldberg, 1981, Costa & McCrae, 1992). The “Big five” personality traits have not been merely intrinsic orientation, but this phenomenon has the broadening span of influence on personality measurement (Costa and McCrae, 1992). It has been concluded the personality traits as the universal language to understand and analyses the multiple traits. It was argued in a study that the big five personality traits have exhibited a high level of stable position with the span of time (Gosling et al., 2003). Costa and McCrae in (1992) has given the five factors namely “Extraversion, agreeableness, conscientious-ness, openness, and neuroticism” known as big five dimensions of personality.

#### **Extraversion**

Extraversion as a dimension of personality was defined as the sign of positive thoughts and emotions for maintaining and seeking the good relationship with others. It is further argued that extraversion is a trait of personality that incorporates the gregariousness, assertiveness, positivity and talkativeness of an

individual (Costa and McCrae, 1992). Another study argued about the extraversion as a trait of personality as an individuals' preference and likings for the celebrations, enjoyment and excitements in a group rather than being alone (John and Srivastava, 1999).

**Agreeableness**

Agreeableness being a dimension of personality was defined as human characteristic. In which an inclination of a person for trust, cooperativeness, gentleness, thoughtfulness, gentle & generousness have been observed. The study further predicted about the attitude of an individual for being helping hand and compassionate toward others and vice versa. In true spirit individuals who share agreeable trait prefer collective actions and communal tilt for others (Costa and McCrae, 1992; John and Srivastava, 1999).

**Conscientiousness**

Conscientiousness as a dimension of personality was defined as an individual's capability of determination for persuasion of targets even in the odd situations having comprehensive attitude. The study also argued that it is the extent to which an individual follow the targets and devising the strategies for achieving them these strategies include planning before the initialization of the process and defining the rules and regulation for one self and others (John and Srivastava, 1999).

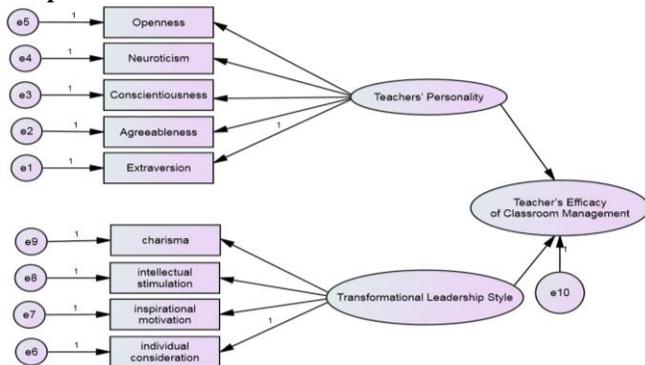
**Neuroticism**

Neuroticism is related with the human mental state in which one maintain a continuum of emotions adjustments and for different situations (Costa and McCrae, 1992). It was further argued that neuroticism of an individual is at a high level while he/she has the exposure of anger, sadness, nervousness, fear, and guilt of anything. whereas on the contrary it was analyzed that neuroticism was at lower ebb when he or she experiences stability and enjoying relaxation (John and Srivastava, 1999).

**Openness**

Openness being a dimension of personality was defined as the tendency of a person in which he/she acquainted with the imagination power, responsiveness, thoughtfulness, intrapersonal skills, and the art of recognition and the persistency of curiousness (Costa and McCrae, 1992). John and Srivastava in (1999) has defined the people who have the openness as a personality attribute as the innovative and facilitator of the change for the status quo.

**Conceptual Framework**



**Figure 1: Conceptual Framework**

**Hypotheses**

Following hypotheses have been developed for this study from the available literature on the constructs of interest for this research.

**H<sub>1</sub>** Transformational leadership style has significant relationship with teachers' efficacy of class room management

**H<sub>2</sub>** Teachers' personality has significant relationship with Teachers' efficacy of class room management

**METHODOLOGY**

**Nature and type of Study**

This study aims to investigate the cause and effect relationship of transformational leadership, teachers' personality and teachers' efficacy of classroom management; hence the nature of this study is causal. In this respect quantitative approach has been applied to validate the purpose of this study for evaluating the causal relationship between the research constructs of interest.

**Participants of the study**

Business administration faculty engaged in public sector Higher Educational Institutions (HEIs) of Karachi are the respondents for this study. According to HEC (2019) there were eight general public universities. But three universities of them were the in the focus having experience and imparting business education. The number of faculty members imparting business education in these institutions was 253. While evaluating population frame made available via respected websites of the institutions, it was revealed that some of the faculty members were out of country for study and some of them switched over the job, some incomplete records were also there. After eliminating such records, 224 respondents were remained to be accessed. Therefore, by using the online calculator for determining sample size for the study. At 95 percent CL, the sample size for this study returned 142 (monkey, 2019). Moreover the population of this study was classified into five distinct stratas, thus stratified random sampling technique has been used to target the respondents for this study.

**Table 1: Sample Size allocation**

Serial No	Faculty Type	% of Sample Size	n
1	Professors	5.4	8
2	Associate Prof	4.8	7
3	Asst. Prof	33.7	48
4	Lecturer	56	79
<b>Total</b>		100	142

**Data Collection and Type of Research**

As the nature of this study is causal. It investigates the influence of Transformational Leadership Style, and Teachers' Personality on Teachers' Efficacy of Classroom Management among the Business faculty members of higher educational institutes (public). The data was gathered from the 142 respondents.

**Measurements**

There were three questionnaires adopted for this study as the data collection instruments. The first one adopted instrument for this study was related to Teacher sense of efficacy scale (TSES) which measures the teacher's efficacy of the class room management originally on 9 point Likert scale described as "1= nothing, 3= very little, 5= some influence, 7= quite a bit, 9= a great. later, this was modified on five-point Likert scale adopted

after incorporating expert review keeping the Cronbach reliability test. (Moran & Hoy, 2001) . Leadership Questionnaire Form (MLQ-5X)” developed by (Avolio et al., 1995) has been adopted as the second one instrument for this study, in order to evaluate the teacher’s transformational leadership. This questionnaire measured the response on five point Likert scale coded as “0= not at all,1= once in a while, 2= sometimes, 3= fairly often, and 4= frequently ”.The last and third instrument used for this study was the big five inventory model developed by (John et al, 1991) to measure the personality type of teachers on five point Likert scale titled as “disagree strongly, disagree a little, neither agree nor disagree, agree a little, and agree strongly options”.

## Results

### Reliability Test

The reliability test was run in order to analyses the consistency of the items internally for the scale. The Cronbach’s alpha returns 0.6 to 1.0, and if its > .9 that is excellent reliability test was used to compare. (Hair, Babin, Money, & Samouel, 2003). Hence The following table shows the reliability scores for the items of this study. All the statically scores are near to one (1), therefor enough for the items to be reliable.

**Table 2: Cronbach's Reliability Statistics**

Variables	Number of Items	Cronbach's Alpha
Openness	5	.737
Neuroticism	4	.759
Conscientiousness	5	.801
Agreeableness	5	.869
Extraversion	5	.739
charisma	7	.875
leader's intellectual stimulation	3	.908
individual consideration,	4	.807
inspirational motivation	3	.832
Teacher's Efficacy of Classroom Management	5	.906

### Data Analysis

The Stratified random sampling technique has been used for acquiring the responses from the determined sample size of 142. The teaching faculty of public sector Business Institutions of Karachi recognized by (HEC) has been requested to response the questionnaire by filling it up. Whereas the following table shows the demographic profile of the respondents.

**Table 3: Demographic Profile**

	Education Type	% of Sample Size	n
1	Master	47	67
2	PhD	53	75
<b>Total</b>		100	142
	Gender	% of Sample Size	N
1	Male	66.9	95
2	Female	33.1	47
<b>Total</b>		100	142
	Age	% of Sample Size	N
1	25-35	65.1	92
2	36>	34.9	50
<b>Total</b>		100	142
	Job Experience	% of Sample Size	N
1	5-10 years	42.7%	61
2	10>	57.3	81
<b>Total</b>		100	142

Above the table (table no. 3) shows the education level of the respondents. where 47% had the master’s degree and 53% of them were PhD holders. The Male respondents according the above table were 66.9% and on the contrary Female respondents of the study were 33.1%. Moreover, from the given age groups

65.1% has chosen the age group of 25-35 and rest of them were the age of above 36. Respondents of the study were distributed based on their job experience 42.7% and 57.3% up to 10 years and above 10 years respectively

### Regression Analysis

In order to evaluate the relationship among the variables of this study. Regression approaches have been run to analyses them statically. The main aim behind the application of the regression analysis was to elaborate the association of the variables in an equation form. Hence if thr r is 0.00 to 0.19 than the association would be very weak

**Table 4: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635 <sup>a</sup>	.404	.398	.32545

Predictors: (Constant), Transformational leadership, Teachers’ Personality

As the above table of model summary discloses the coefficient of determination. where the Adjusted R Square at 39.8% shows the variance as explained by the predictors combinedly into the teacher’s efficacy of classroom management.

**Table 5: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.974	2	4.987	47.087	.000 <sup>b</sup>
	Residual	14.722	139	.106		
	Total	24.697	141			

a. Dependent Variable: Teachers’ Efficacy Of Classroom Management

b. Predictors: (Constant), Transformational leadership, Teachers’ Personality

Above table (table no. 6) shows the F ratio as (3,162) = 47.887 and p < .0005 that is less than by chance which depicts the overall fitness of the regression model for the data.

**Table 6: Regression Analysis of Transformational Leadership, Personality and Teachers’ Efficacy of Classroom Management**

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta		
1	(Constant)	7.984	.946		8.444	.000
	TehPers	1.446	.151	.632	9.551	.000
	Transf	.563	.185	.201	3.040	.003

Dependent Variable : Teachers’ Efficacy Of Class Room Management

R-Squire .404 F-Statistic 47.087

P-Value <.0001

Above the table (no 7) of regression analysis for teachers’ personality as one of the predictor variable, which has the ( $\beta=1.446$ ,  $p=.000$ ) a significant and positive coefficient, which means that every increase in teachers’ personality will increase the teachers efficacy of class room management keeping the other variables as constant. So therefore, H2 is accepted. Further, the table shows the regression analysis for the transformational leadership has ( $\beta=.563$ ,  $p=.003$ ) .that is significant while comparing with the standard value of ( $p<.05$ ), which shows that the transformational leadership significantly influence the teachers’ efficacy of class room management in a positive manner while holding the other variables as constant. And accepted the H1.

### CONCLUSION

The results of this study unveiled the significant and positive relationship between the teachers’ personality and the teacher’s efficacy of classroom management. So, in this regard H2 was declared as accepted. Based on the results of this study H1 has also been accepted, as the results of the study showed a positive and a significant relationship between the transformational leadership style and teachers’ efficacy of classroom

management. Hence after analyzing the regression results for this study it can be concluded that increase in the teachers' personality and transformational leadership skills of the teacher higher the teachers 'efficacy of classroom management among the faculty of public sector business educational institutions in Karachi.

## REFERENCES

- Aly, H. J. (2007). *Education in Pakistan: A white paper revised draft document to debate and finalize the national education policy*. Islamabad: National Education Policy Review Team.
- Andrew, S. A., & Cázares, F. L. (2015). Mediating Effects of Organizational Citizenship Behavior on Organizational Performance: Empirical Analysis of Public Employees in Guadalajara, Mexico. *EconoQuantum*, 12 ( 2), 71-92.
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational and Organizational Psychology*, 72, 441–462.
- Avolio, B., Bass, B., & Jung, D. (1995). *Construct validation and norms for the Multifactor Leadership Questionnaire (MLQ-Form 5X) (CLS Rep. No. 95-4)*. . Binghamton: State University of New York, Centre for Leadership Studies: New York.
- Avolio, J. B., Waldman, A. D., & Einstein, O. W. (1988). Transformational leadership in a.
- Avolio, J. B., Waldman, A. D., & Einstein, O. W. (1988). Transformational leadership in a leadership in organizational settings. *Academy of Management Review*, 12, 637-647.
- Avolio, J. B., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: mediating role of psychological empowerment and moderating role of structural distance. *Journal of Organizational Behavior*, 25, 951-968 doi:<http://dx.doi.org/10.1002/job.283>.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman and Company.
- Barr, S. A. (1952). The measurement of teacher characteristics and prediction of teaching efficiency. *Review of Educational Research*, 22 (3), 169-174.
- Bass, M. B. (1990). *Bass and Stogdili's handbook of leadership*. New York: Free Press.
- Bass, M. B. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
- Bass, M. B., & Avolio, J. B. (1990). Developing transformational leadership: 1992 and beyond. *Journal of European Industrial Training*, 14, 21-27.
- Bass, M. B., & Avolio, J. B. (1990). Developing transformational leadership: 1992 and beyond.
- Berliner, C. D. (1988). *Effective classroom management and instruction: A knowledge base for consultation*. Washington, DC: National Association of School Psychologists.
- Beverena, P. v., Dimasb, I. D., Lourenc, P. R., & Rebeloa, T. (2017). Psychometric properties of the Portuguese version of the Global Transformational Leadership (GTL) scale. *Journal of Work and Organizational Psychology*, 33 doi:10.1016/j.rpto.2017.02.004, 109–114.
- Bommer, W. H., Rubin, S. R., & Baldwin, T. T. (2004). Setting the stage for effective leadership: Antecedents of transformational leadership behavior. *The Leadership Quarterly*, 15 (2), 195-210.
- Braden, S., & Smith, D. (2006). Managing the college classroom: Perspectives from an introvert and an extrovert. *College Quarterly*, Retrieved from <http://www.collegequarterly.ca>, 9 (1), 1-9.
- Burkett, M. C. (2011). *Relationships among teachers' personality, leadership style, and efficacy of classroom management. A dissertation submitted to the graduate school of the University of Southern Mississippi in partial fulfilment of the requirements for the degree of doctor*. Pro-Quest LLC.
- Burns, J. (1978). *Leadership*. N.Y: Harper and Row.
- Cakiroglu, E. (2008). The teaching efficacy beliefs of pre-service teachers in the USA and Turkey. *Journal of Education for Teaching*, 34 (1), 33-44.
- Cameron, K. S., & Quinn, R. E. (2006). *Diagnosing and Changing Organizational Culture*. San Francisco: John Wiley & Sons, Inc.
- Canter, L., & Canter, M. (2001). *Assertive discipline: Positive behavior management for today's classrooms* (3 ed.). Seal Beach: CA: Canter.
- Chek, A. S., & Pandey, U. (2016). Attitude of students towards physical education in relation to their.
- Chek, A. S., & Pandey, U. (2016). Attitude of students towards physical education in relation to their parental encouragement. *Journal of Physical Education*.
- Conger, A. J., & Kanungo, N. R. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *Academy of Management Review*, 12, 637-647.
- Costa, T. P., & McCrae, R. R. (1992). Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor (NEO-FFI) professional manual. Odessa, Florida: Psychological Assessment Resources.
- Day, C. (2000). Beyond transformational leadership. *Educational Leadership*, 57 (7), 56-59.
- Deluga, J. R. (1988). Relationship of transformational and transactional leadership with employee influencing strategies. *Group and Organizational Studies*, 13, 456-467.
- Emery, R. C., & Barker, J. K. (2007). The effect of transactional and transformational leadership styles on the organizational commitment and job satisfaction of customer contact personnel. *Journal of Organizational Culture Communication and Conflict*, 11 (1), 77-90.
- Froyen, A. L., & Iverson, M. A. (1999). *Schoolwide and classroom management: The reflective educator- leader* (3 ed.). Upper Saddle River: NJ: Prentice-Hall.
- Frymier, B. A., Shulman, M. G., & Houser, L. M. (1996). The development of a learner empowerment measure. *Communication Education*, 45 (3), 181-199.
- Fullan, M. (2002). Leadership and sustainability. *National Association of Secondary Schools Principals*, 3, pp. 1-9.
- Gardner, W. J. (1989). *On leadership*. New York: Free Press.

- Getzels, W. J., & Jackson, W. P. (1963). *The teacher personality characteristic Handbook of Research on Teaching* (In Gage, N. L. ed.). Chicago: Rand McNally.
- Goldberg, R. L. (1981). *Language and individual differences: The search for universals in personality* (Wheeler ed., Vol. 1). Beverly Hills, CA: Sage.
- Gosling, D. S., Rentfrow, J. P., & Swan, W. J. (2003). A very brief measure of the Big-Five Personality Domains.
- Gosling, D. S., Rentfrow, J. P., & Swan, W. J. (2003). A very brief measure of the Big-Five Personality Domains. *J. Res. Pers*, 37, 504-528.
- Hassan, Z., & Yau, S. (2013). Transformational Leadership Practices and Student Satisfaction in an Educational Setting in Malaysia. *International Journal of Accounting, and Business Management*, 1 (1), 102-111.
- House, J. R. (1977). *Leadership: The cutting edge* (J.G. Hunt & L.L. Larson ed.). Carbondale: IL: Southern Illinois University.
- John, O., Donahue, E., & Kentle, R. (1991). *The Big Five Inventory* (4a and 54 ed.). California: Berkeley: University, Institute of Personality and Social Research.
- John, O., Donahue, E., & Kentle, R. (1991). *The Big Five Inventory Versions 4a and 54*. Berkeley CA: University of California, Berkeley Institute of Personality and Social Research.
- Khany, R., & Ghoreyshi, M. S. (2013). On the Relationship between Iranian EFL Teachers Efficacy of Classroom Management, Reflective Thinking, and Transformational Leadership Style A Structural Equation Modeling. *Issues in Language Teaching*, 2 (1), 55-81.
- Kheruniah, A. (2013). A teacher personality competence contribution to a student study motivation and discipline to figh lesson. *International Journal of Scientific & Technology Research*, 2 (2), 108-112.
- Koh, S. (2008). *Leadership and management skills of pre-service teachers* (Doctoral Dissertation). Retrieved 03 06, 2018, from Pro-Quest Dissertations & Theses database.
- Krause, L. K., Bochner, S., & Duchesne, S. (2003). *Educational psychology for learning and teaching*. Australia: Thomson.
- Lai, T. T., Luen, K. W., Chai, T. L., & Ling, W. L. (2014). School principal leadership style and teacher organizational commitment among performing schools. *International conference on business and economic research*, (pp. 208-220).
- Lillig, K. (2009). *Implementation of situational leadership as an effective classroom management in the traditional middle grade level classroom* (Doctoral dissertation). Retrieved 03 06, 2018, from Retrieved from Pro-Quest Dissertations and Theses database.
- Louis, S. K. (1998). Effects of teacher quality work life in secondary schools on commitment and sense of efficacy. *School Effectiveness and School Improvement*, 9 (1), 1-27 doi: dx.doi.org/10.1080/092434 5980090101.
- Lukes, M., & Stephan, U. Measuring Employee Innovation: A Review of Existing Scales and the Development of the Innovative Behavior and Innovation Support Inventories across Cultures. *International Journal of Entrepreneurial Behavior & Research*, 23 (1), 136-158 .doi:10.1108/IJEBR-11-2015-0262.
- Mayer, M., & Patriarca, L. (2007). Behavioural scripts and instructional procedures for students with learning and behavioural problems. *Preventing School Failure*, 52 (1), 3-12 doi:10.3200/PSFL.52.1.3-12.
- Mohammad, A., Abraham, B., & Singh, J. (2011). Attitude of college students towards physical education and sports. *International Journal of Physical Education*, 4 (1), 45-52.
- Moran, M. T., & Hoy, A. W. (2001). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.
- Ogbonna, E., & Harris, L. C. (2000). Leadership style, organizational culture and performance: empirical evidence from UK companies. *The International Journal of Human Resource Management*, 11 (4), 766-788 doi:10.1080/09585190050075114.
- Oliver, M. R., & Reschly, J. D. (2007). *Effective classroom management: Teachers preparation and professional development*. National Comprehensive Centre for Teachers Quality. Agreement number S283B050051.
- Pounder, S. J. (2008). Transformational classroom leadership :A novel approach to evaluating classroom performance. *Assessment & Evaluation in Higher Education*, 33, 233-243.
- Tan, S. O., Parsons, D. R., Hinson, L. S., & Sardo, -B. (2003). *Educational psychology: A practitioner- researcher approach*. Australia: Thomson.
- Thomas, D. (2007). *A new lense: The relationship between teacher leadership style and performance evaluation*(Doctoral dissertation). Retrieved from Pro-Quest Dissertations and Theses database.
- Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68, 202-248.
- Tyler, T. F. (1960). Teacher personalities and teaching competencies. *The Social Review*, 64 (8), 429-449.
- Wu, M. Y. (2010). Gender and cultural influences on expected leadership styles in the Taiwanese public relations field: transformational and transactional leadership styles. *China Media Research*, 6 (1), 37-46.
- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74 (3), 255-316 doi:dx.doi.org/10.3102/00346543074003255.
- Yulk, G. (2002). *Leadership in Organizations* (5 ed.).