Perception of Teachers towards Authentic Leadership of Heads Working in Engineering Colleges

CHAPTER IV

PERCEPTION OF TEACHERS TOWARDS AUTHENTIC LEADERSHIP OF HEADS WORKING IN ENGINEERING COLLEGES

Introduction

This chapter deals with the analysis and interpretation of the study on "Authentic Leadership, Organisational Commitment and Its Impact on Performance: A Study on Academic Professionals". A sample of 400 respondents from engineering colleges has been taken and the data is collected with the help of a questionnaire. To derive the results from data collected analysis is carried out using SPSS version 21. The statistical tools used to analyze the data have been Percentage analysis, Mean, Standard Deviation, ANOVA, One Sample t Test, Correlation, Regression and Path analysis.

Percentage Analysis

Percentage Analysis is used to compute the frequency distribution of the data collected and analyzed get a better idea on the descriptive particulars relating to the study.

Socio- Economic Profile of the Respondents

Socio economic profile of the respondents working in Engineering colleges have been collected and presented in the following paragraphs.

4.1 Gender

The gender profile of the teachers is presented in the following table.

Table 4.1. Gender of the Respondents

Gender	No of Respondents	Percent
Male	**295**	**73.8**
Female	105	26.3
Total	400	100.0

Source: Primary data.

The above table shows the data regarding gender wise distribution of engineering teacher, out of 400 respondents taken for the study 73.8 per cent of the respondents are male and 26.3 per cent of the respondents are female. The result of the study shows that male respondents are more when compared to female respondents. **73.8 % of respondents have been male respondents (73.8%)**

4.2 Age

Age is one of the main factors which reveal the maturity level of the teachers in understanding organizational culture and work environment. The following table shows the age profile of the teachers.

Table 4.2. Age of the Respondents

Age	No of Respondents	Percent
Up to 35 years	43	10.8
36-45 years	**153**	**38.3**
46-55 years	137	34.3
56-65 years	67	16.8
Total	**400**	**100.0**

Source: Primary data.

The table Shows the data regarding age wise distribution of engineering teachers, out of 400 respondents 38.3 per cent of the respondents are between in the age group of 36-45 years, 34 percent of them have been between the age group of 46-55 years, 16.8 per cent of the respondents have been between the age group of 56-65 years and the remaining 10.8 per cent of the respondents have been up to 35 years. **Most of them have been between in the age group of 36-45 years (38.3%)**

4.3 Qualification

Possession of education could help to obtain essential knowledge and skills for betterment of organization. For teachers qualification is the important criteria to assess their performance. The following table reveals the educational level of the respondents

Table 4.3. Qualification of the Respondents

Qualification	No. of Respondents	Percent
M.E/M.TECH	101	25.3
M.E, M.B.A.	7	1.8
M.E/M.TECH, Ph.D.	**278**	**69.4**
M.Sc. Ph.D	8	2
M.B.A, Ph.D.	6	1.5

Source: Primary data.

The above table shows the data regarding qualification wise distribution of engineering teachers. 69.4 per cent of them are qualified with M.E/M.TECH, Ph.D, 25.3 per cent of them are qualified with M.E/M.TECH, 2 percent of them are qualified with M.Sc. Ph.D, 1.8 percent are qualified with M.E, MBA and the remaining 1.5 per cent are with M.B.A, Ph.D qualification. **Majority of them have been Qualified with M.E/M.Tech (69.4%)**

4.4 Designation

Designation is also important criteria which decide their level of recognition in the academic field. The designation wise distribution is presented in the following table.

Table 4.4. Designation of the Respondence

Designation	No. of Respondents	Percent
Professor	128	32.0
Associate Professor	104	26.0
Assistant Professor	**168**	**42.0**
Total	**400**	**100.0**

Source: Primary data.

The table shows the data regarding Designation wise distribution of engineering teacher, out of 400 respondents 42 per cent of the respondents are assistant professor, 32 per cent of them have been associate professor and the remaining 26 per cent of the

respondents have been professor. The data shows that the number of associate professor is found to be less. **42% of them have been Assistant professors.**

4.5 Pay Scale

Pay scale is one of the most important determinants of the quality of life and recognition of the people in the society. The following table exhibits the pay scales of the respondents.

Table 4.5. Pay Scale of the Respondents

Pay-scale	No. of Respondents	Percent
Up to Rs.20000	30	7.5
Rs.20001-40000	**159**	**39.8**
Rs.40001-60000	130	32.5
Rs.60001-80000	32	8.0
Rs.80001-100000	22	5.5
Above Rs.100000	27	6.8
Total	**400**	**100.0**

Source: Primary data

The table Shows the data regarding pay scale of engineering teacher, out of 400 respondents 39.8 per cent of the respondents are getting salary of Rs.20001- Rs.40000, 32.5 per cent of them have been receiving Rs.40001- Rs.60000, 8 percent of them have been receiving Rs.60001- Rs.80000, 7.5 per cent of the respondents have been receiving salary up to Rs.20000, 6.8 per cent of the respondents have been receiving salary above Rs100000 and the remaining 5.5 per cent of the respondents are receiving salary Rs.80001- Rs.100000. The result of the study shows that only less number of people is receiving the highest salary. **39.8 % of the respondents receive a salary of Rs.20001- Rs.40000.**

4.6 Teaching Experience

Teachers experience is an important aspect to be considered for performance. Experience will give more insight about their organization and` their expertise in the respective field. Experience wise distribution is presented in the following table.

Table 4.6. Teaching Experience of the Respondents

Teaching Experience	No. of Respondents	Percent
Up to 5 years	42	10.5
6-10 years	88	22.0
11-15 years	**105**	**26.3**
16-20 years	64	16.0
21-25 years	56	14.0
Above 25 years	45	11.3
Total	**400**	**100.0**

Source: Primary data.

The table shows the data regarding teaching experience of teachers, 26.3 per cent of them have 11-15 years of experience, 22 percent of them have been with the working experience of 6-10 yrs, 16 per cent of them have been 16-20 years of experienced, 14 percent of them have been 21-25 yrs experience, 11 per cent of them are having an experience of more than 25 yrs and 10.5 per cent of the respondents have an experience for upto 5 years. **26.3% of the teachers have experience between 11-15 years**

4.7 Experience under present HOD

The details about the experience with present heads are depicted in the following table.

Table 4.7. Experience under Present HoD

Experience in Years	No. of Respondents	Percent
1-3 years	69	17.3
4-6 years	**163**	**40.8**
7-9 years	129	32.3
10 Years & above	39	9.8
Total	**400**	**100.0**

Source: Primary data.

The table shows the analysis of data regarding Experience under present HOD, 40.8 per cent of them are working for 4-6 years under the same HOD, 32.3 percent of them are working for 7-9 years under the same HOD, 17.3 per cent of them are working for 1-3 years under the same HOD and the remaining 9.8 per cent of them have been working for more than 10 years under the same HOD. The data shows that 9.8% have been working under present HOD for more than 10 years. **Most of them have been working under present HOD for 4-6 years (42%)**

4.8 Department

Department wise distribution of the respondents is presented in the following table.

Table 4.8 Department of the Respondents

Department	No. of Respondents	Percent
Aeronautical engineering	22	5.5
Automobile engineering	12	3.0
Bio-technology	8	2.0
Civil Engineering	11	2.8
Computer science & engineering	42	10.5
Electronics & communication (ECE)	49	12.3
Electrical &electronics engineering (EEE)	**68**	**17.0**
Electronics & instrumentation engineering (EIE)	58	14.5
Information Technology (IT)	9	2.3
Mechanical Engineering or Mechatronics (ME)	39	9.8
Metallurgical engineering	**66**	**16.5**
Electronics and telecommunication	3	.8
Production engineering	3	.8
Robotics & automation engineering	7	1.8
Textile Technological engineering	3	.8
Total	**400**	**100.0**

Source: Primary data.

The above table shows that, out of 400 respondents 17 per cent of the respondents are working in Electrical & Electronics engineering, 16.5 per cent of the respondents have been working in Metallurgical engineering, 14.5 percent of the respondents have been working in Electronics & instrumentation engineering, and 12.3 per cent of them have been from Electronics & Communication. The remaining percent of the respondents are classified as shown in the table 4.2.3. Comparatively in the case of Textile Technological engineering (0.8%), Production engineering (0.8%), Electronics and telecommunication (0.8%) it is found to be low since there have been only 3 respondents from those departments. **17 per cent of the respondents have been from Electrical and electronics engineering department.**

4.9 Type of Management

Type of management is an another important criteria of engineering teachers. When compare to Self- finance teachers aided and Government College get more pay benefits and access more funding options.

Table 4.9. Type of Management

Management type	No. of Respondents	Percent
Aided	66	16.5
Self-finance	**304**	**76.0**
Government	30	7.5
Total	400	100.0

Source: Primary data.

The table shows the data regarding management wise distribution of engineering teacher respondents, out of 400 respondents 76 percent of the respondents are working in Self-finance, 16.5 percent of the respondents have been working in aided college, and remaining 7.5 percent have been working in Government College. **Majority of the respondents have been in Self-finance (76%)**

4.10 Institutional Status

Institutional status also gives an more insight about the institution. This is also deciding the work environment and status of the educational institutions.

Table 4.10. Institutional Status-Multiple Respondents

Institutional Status	No of Respondents	Percent
Autonomous	305	76.3
UGC approved	152	38.0
NAAC Accreditation	**312**	**78.0**
ISO Certified	155	38.8
NBA	256	64.0

Source: Primary data

The table shows the data regarding institutional status of engineering institutions; the respondents reported their institutional status according to the distribution of data the analysis is reported that 78 per cent of the respondents belong to NAAC Accreditation institution, 76.3 per cent have been working under autonomous institution, 64 per cent have been working in NBA institution, as well 38 per cent of the respondents have been working in UGC approved and ISO certified institution. **Majority of the respondents reported that their institution got NAAC Accreditation (78%)**

4.11Number of Members in the Department

Number of the members is important aspect in determining the heads ability. The details of number of members in the department are given in the following table.

Table 4.11. Number of Members in Department

Count of Members	No of Respondents	Percent
Up to 10	62	15.5
11-20	**203**	**50.7**
21-30	50	12.5
31-40	46	11.5
Above 40	39	9.8
Total	400	100.0

Source: Primary data.

The table shows the distribution of data regarding the total number of members in department. 50.7 per cent of them reported that there are 11-20 member in their department, 15.5 per cent of them reported that there are nearly 10 members in their department, 12.5 per cent of them said there are 21-30 members in the department, 11.5 per cent of them said there are 31-40 members in the department and the remaining 9.8 per cent works in the department that contains more than 40 members. The data shows that 9.8 per cent of the respondents have been working with more than 40 members in the department since they might be the core department. **Most of them are working in the department with 11-20 teachers (50.7%)**

4.12 Hours of Classes Handled per Week

Effective teaching hours spent for academic knowledge is very vital factor for empowerment of the students**.**

Table 4.12. Hours of Classes Handled Per Week

Hours handled	No. of Respondents	Percent
10-15 hours	93	23.3
16-20 hours	**183**	**45.8**
21-25 hours	107	26.8
26-30 hours	17	4.3
Total	**400**	**100.0**

Source: Primary data.

The table shows that 45.8 percent of the respondents have been working for 16-20 hours in a week, 26.8 per cent of the respondents have been working for 21-25 hours in a week, 23.3 per cent of the respondents have been working for 10-15 hours in a week, and the remaining 4.3 per cent of the respondents have been working for 26-30 hours in a week. **Most of them are handlings classes for 16-20 hours in a week (45.8%)**

4.13 Work load

Teachers spend many hours planning lessons, examination work, assessment, organizing various activities and taking on wider-school roles and responsibilities. Work load of the teachers will also decide their performance.

Table 4.13. Work Load of the Respondents

Work load	No of Respondents	Percent
Tight	45	11.3
Enjoyable	41	10.3
Manageable	**314**	**78.5**
Total	**400**	**100.0**

Source: Primary data.

The analysis shows that 78.5 percent of them reported the working load is manageable, 11.3 per cent of the respondents reported that they work load is tight, and the remaining 10.3 per cent of them reported that the work is enjoyable. **Majority of them reported that the work load is manageable (78.5%)**

4.14 Preparation Time for Fresh Subject

Preparation and planning are a critical component of effective teaching and learning. Hence, effective time spent for preparing fresh subject is important element to be analyzed.

Table 4.14. Preparation Time for Fresh Subject

Time taken	No. of Respondents	Percent
30 minutes	**303**	**75.8**
More than 30 minutes	86	21.4
Less than 30 minutes	11	2.8
Total	**400**	**100.0**

Source: Primary data.

The analysis shows that 75.8 per cent of them reported that they will take 30 minutes to prepare fresh subjects, 21.4 per cent reported that they take more than 30 minutes and the remaining 2.8 per cent of them take around 20 minutes to prepare a fresh subject. **Majority of them reported they will take 30 minutes to prepare a subject (78.5%)**

4.15 Preparation of Subject Already Handled

Teachers are usually familiar with the subjects which they have handled earlier. It is easy for them to update their lessons with short duration. Preparation time of the teachers is presented in the following table.

Table 4.15. Preparation of Subject Already Handled

Time taken	No of Respondents	Percent
10 minutes	291	72.8
15 minutes	109	27.3
Total	**400**	**100.0**

Source: Primary data.

The analysis shows that 72.8 per cent of them reported that they will take 10 minutes to prepare the subject already handled, and the remaining 27.3 per cent reported that they take 15 minutes to prepare the subject already handled. **Majority of them said that 10 minutes to prepare subject already handled (72.8%)**

4.16 FDP/Refresher Courses Attended

Faculty development programmes and refresher courses will help the faculty to update their knowledge. This will also help to assess their performance.

Table 4.16. FDP/Refresher Courses Attended

FDP Courses	No Of Respondents	Percent
Nil	63	15.8
1-3	**272**	**68.0**
4-6	61	15.3
More than 6	4	1.0
Total	**400**	**100.0**

Source: Primary data.

The table represents the analysis of data regarding FDP/Refresher courses attended, 68 per cent of them have attended 1-3 FDP, 15.8 per cent of them have never attended an FDP, 15.3 percent of them have attended 4-6 FDP and 1 per cent of them attended more than 6 FDP. **Most of them have attended 1-3 FDP courses (68%)**

4.17 Status Apart from Academics

Apart from academic activities teachers are involved in various positions. It is also gives their status in various capacities. Statuses of the teachers are presented in the following table.

Table 4.17. Status Apart from Academics

Time taken	No of Respondents	Percent
Industrialist	51	12.8
Entrepreneur	56	14.0
Partner in a firm/business	64	16.0
None of these	**229**	**57.3**
Total	**400**	**100.0**

Source: Primary data.

The analysis shows that 57.3 per cent of them reported that they does not work in any other fields other than teaching profession, 16 per cent of them have been working as a partner in a firm or business, 14 per cent of them have been working as a entrepreneur, and the remaining 12.8 per cent of them are working as industrialist. **Majority of them said that work only in the colleges (57.3%)**

Rank Analysis

Rank analysis has been carried out to assess how teachers make students alert in the class and factors persuade to take teaching profession. The following table gives the result of rank analysis.

4.18 Making Students Alert in Class

Teachers encage various roles in a typical classroom, but certainly one of the most important is that of classroom management. Effective teachers emerge to be effective with students of all accomplishment levels despite of the levels of heterogeneity in their classes.

Table 4.18. Making Students Alert in the Classroom

Measures to make student alert	No. of Respondents	Rank
Giving real life examples	2.42	3
Asking questions in the midst of lecture	2.73	2
Adding situational jokes	2.07	4
Interactive session	**2.78**	**1**

Source: Primary data.

The highest mean ranking indicates that "**Interactive session**" was ranked 1 by most of the respondents with mean score of 2.78, the statement "Asking questions in the midst of lecture" was ranked as 2 with the mean score of 2.73, the statement "Giving real life examples" was ranked as 3 with the mean score of 2.42,and the statement "Adding situational jokes" was ranked as 4 with the mean score of 2.07.

Table 4.19. Kendall's Coefficient of Concordance

Kendall's W	.065

The Kendall's coefficient of concordance indicates the degree of relationship of ordinal valuations for the responses of rankings given to the efforts of making students alert in classroom. Kendall's coefficient values ranges from 0 to 1.The higher the value of Kendall's, the stronger the association. The results of the rankings W value is find to be moderate with 0.065 and the results states that the respondents responses have been found to be significant.

4.20 Factor those Persuaded to take up this Profession

Table 4.20. Factor those Persuaded to Take Up this Profession

Measures to make student alert	No. of Respondents	Rank
Ambition	2.57	4
Passion	2.84	3
Job Security	3.49	2
Social And Economic Status	2.37	5
Scale of pay	3.74	1

Source: Primary data.

The highest mean ranking indicates that “Scale of pay” was ranked 1 by most of the respondents with mean score of 3.74, the statement “Job Security” was ranked as 2 with the mean score of 3.49, the statement “Passion” was ranked as 3 with the mean score of 2.84, the statement “Ambition” was ranked as 4 with the mean score of 2.57 and “Social Economic Status” was ranked as 5 with the mean score of 2.37.

Table 4.20(a). Kendall's Coefficient of Concordance

Kendall's W	0.140

The table 4.20(a) Kendall's coefficient of concordance indicates the degree of relationship of ordinal valuations for the responses given to the rankings for the factors those persuaded to take up this profession. Kendall's coefficient values ranges from 0 to 1.The higher the value of Kendall's, the stronger the association. The results of the rankings W value is find to be less with 0.140. and so the results states that the respondents responses have been found to be significant.

4.21 Academic Preparation

Academic preparation is the main responsibility of teachers to improve their knowledge in all aspects. The following table gives details about various activities and aids used for teaching and learning.

Table 4.21. Academic Preparation-Multiple Response

Particulars		No. of Respondents	Percent
Use internet for preparation.	**Yes**	**400**	**100**
	No	0	0
Is it necessary to prepare lesson plan.	**Yes**	**345**	**86.3**
	No	55	13.7
Finishing the portions as per schedule.	**Yes**	**327**	**81.8**
	No	73	18.2
Use of visual aids for class room lectures.	**Yes**	**400**	**100**
	No	0	0
Winning of award for the work done	**Yes**	**38**	**9.5**
	No	362	90.5
Resource person to FDP/Refresher courses.	**Yes**	**5**	**1.3**
	No	395	98.7
Approval to guide research scholars.	**Yes**	**278**	**69.5**
	No	122	30.5
Working in other fields apart from teaching	**Yes**	**164**	**41**
	No	236	59

Source: Primary data.

The analysis shows that all (100%) of them are using internet for preparation and also finishing the portions as per schedule, 86.3 per cent of them reported that lesson plan is necessary, 81.8 per cent of them reported that they are able to finish the portions as per schedule, All (100%) have reported that they are using visual aids for lectures, only 9.5 per cent of them reported that they are recognized with some award or some other recognitions, only 1.5 per cent of them have gone for FDPs as resource person, 69.5 per cent of them got guide ship,41 percent of them are working in the other fields apart from teaching.

Objective 1: To analyze the perception of teachers towards authentic leadership of their Heads working in Engineering Colleges.

4.2 Perception of Teachers towards Authentic Leadership of Heads

Authentic leadership is a pattern of leadership behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development. Almost all the educational reform reports conclude that educational excellence is nearly impossible to attain without efficient leadership. Heads in the concern discipline are increasingly called upon to create open, collaborative, and positive learning communities. Hence, it is important to know the teachers perception towards authentic leadership of heads of department in the respective department of engineering colleges.

Descriptive Statistics of Authentic Leadership

The teachers have been asked to express their opinion regarding perception towards authentic leadership of heads of department on a 5 point rating scale. The authentic leadership includes four different factors which includes, self-awareness, internalized moral perspective, balanced processing and relational transparency. The scale options have been Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. The scale consisted of 16 statements measuring the authentic leadership of heads. Each statement had option with ratings ranging from strongly disagree (1) to strongly agree (5). The higher the rating more will be the agreeability of the respondent on the particular statement. Mean ratings have been found out for all the statements which are given below.

Table 4.2.1. Descriptive Statistics of Teachers Perception on Authentic Leadership

Self Awareness	**N**	**Min**	**Max**	**Mean**	**S.D**
Your leader seeks feedback to understand about her.	400	1.00	5.00	3.35	1.11
Your leader is able to list their greatest strengths.	400	1.00	5.00	3.74	1.16
Your leader is able to list their greatest weaknesses.	400	1.00	5.00	3.50	1.18
Your leader accepts the feelings and opinions of subordinates	400	1.00	5.00	3.20	.99
Internalized Moral Perspective	**N**	**Min**	**Max**	**Mean**	**S.D**
Action of the leader reflects in their core values.	400	1.00	5.00	3.16	1.11
The group pressure controls your leader.	400	1.00	5.00	3.11	1.13
Your leader supports you in controversial issues.	400	1.00	5.00	3.28	.991
Your leader guides you with good morals.	400	1.00	5.00	3.28	.968
Balanced Processing	**N**	**Min**	**Max**	**Mean**	**S.D**
Before making decisions your leader discusses with you.	400	1.00	5.00	3.65	1.00
Your leader listen closely to the ideas of those who disagree with them	400	1.00	5.00	3.78	.931
Your leader emphasizes their point on you.	400	1.00	5.00	3.27	1.39
Your leader considers your ideas/opinions before making decisions	400	1.00	5.00	3.63	.963
Relational Transparency	**N**	**Min**	**Max**	**Mean**	**S.D**
Your leader openly shares their feelings with others	400	1.00	5.00	3.40	1.11
Your leader let others know who i truly am as a person	400	1.00	5.00	3.38	1.13
Your leader rarely present a “false” face to others	400	1.00	5.00	3.25	1.24
Your leader admits their mistakes to others	400	1.00	5.00	3.69	1.29

Source: Primary data.

The descriptive statistics has been applied to determine the mean score of authentic leadership factors. The mean score has been found for each factor separately. The high mean score for the statement “your leader is able to list their greatest

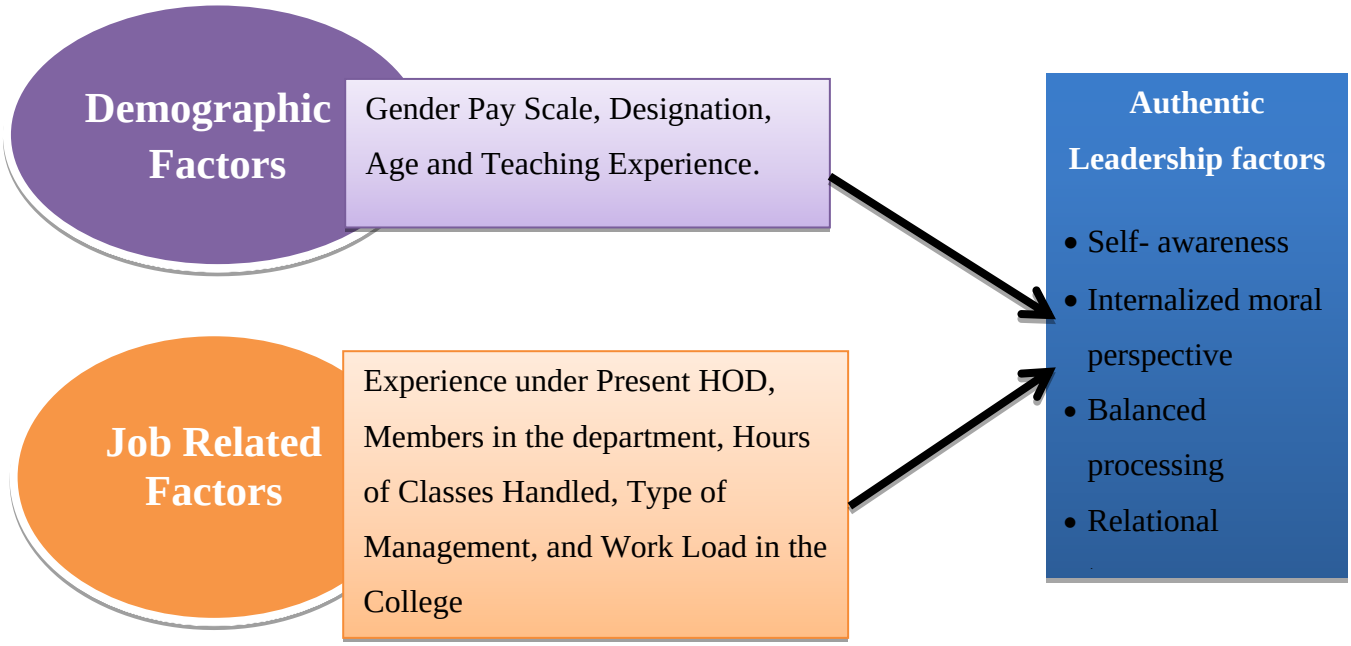
strengths" (3.74) with respect to self-awareness. Regarding Internalized Moral Perspective factor the high mean score has been found for the statements "your leader supports you in controversial issues" and "your leader guides you with good morals" (3.28). In case of balanced processing the scores are found to be high for the statement, "your leaders listen closely to the ideas of those who disagree with them" (3.78). Regarding relational transparency, the score are found to be high for the statement "Your leader admits their mistakes to others" (3.69).

The result reveals that, the teachers have good perception about their heads of the departments. They are able to list their strength, they are supportive in controversial issues, guides with moral values and admit their mistakes to others.

Teachers Perception on Authentic Leadership towards their Heads

The scores of each factor have been compared among the group of selected demographic/job related factors and Teachers Perception on Authentic Leadership towards their Heads. The factors those have been taken for comparison is shown in the image 5.1. The mean scores are calculated by descriptive statistics and to determine the significance of the factors t-test or ANOVA has been applied.

Image 4.1 Comparison of Demographic/ Job Related Factors with Authentic Leadership



ANOVA for Demographic and Job Related Factors Vs Self-Awareness

Self-Awareness includes aspects of the leaders that contain awareness of leaders about the feelings, identification, objective, values, and goals, in addition to results in their actions on the teachers. This is about the leaders who are true to themselves and act in accordance with their own thoughts, values, beliefs and emotions and how far that leads others by helping them to achieve authenticity and foster a positive organizational climate. Statistical Analysis is done for possible significant difference among the groups by using ANOVA or t Test.

4.3 ANOVA for Demographic /Job Related Factors Vs Self-Awareness

ANOVA and t Test has been applied to find the significant difference between demographic variables and self awareness.

Ho: The average scores of self awareness do not vary significantly among the teachers for the selected demographic/ job related factors

Table 4.2.2. ANOVA for Demographic/ Job Related Factors Vs Self-Awareness .

Demographic / Job related Factors		**Self-Awareness**			**F/t Value**	**S/NS**
		Mean	**S.D**	**No.**		
Gender	**Male**	**13.90**	**3.38**	**295**	0.977	NS
	Female	13.52	3.48	105		
Age	Up to 35 yrs	12.81	3.61	43	3.696	*
	36-45 yrs	13.45	3.70	153		
	46-55 yrs	14.06	2.98	137		
	56-65 yrs	**14.72**	**3.18**	**67**		
Designation	**Professor**	**14.55**	**3.14**	**128**	5.288	**
	Associate Professor	13.73	3.26	104		
	Assistant Professor	13.27	3.59	168		
Pay Scale	Up to Rs.20000	13.13	3.99	30	0.533	Ns
	Rs.20001-40000	13.86	3.39	159		
	Rs.40001-60000	13.86	3.46	130		
	Rs.60001-80000	13.72	3.22	32		
	Rs.80001-100000	**14.55**	**2.74**	**22**		
	Above Rs.100000	13.41	3.33	27		

Demographic / Job related Factors		Self-Awareness			F/t Value	S/NS
		Mean	S.D	No.		
Teaching Experience	Upto 5 yrs	12.48	3.95	42	4.329	**
	6-10 yrs	13.23	3.61	88		
	11-15 yrs	13.83	3.45	105		
	16-20 yrs	14.39	2.75	64		
	21-25 yrs	**15.21**	**2.40**	**56**		
	Above 25 yrs	13.51	3.62	45		
Experience under present HOD	1-3 yrs	13.71	3.88	69	2.468	NS
	4-6 yrs	13.31	3.52	163		
	7-9 yrs	**14.36**	**2.92**	**129**		
	10 Yrs& above	14.18	3.30	39		
Type of Management	**Aided**	**13.91**	**3.26**	**66**	0.519	Ns
	Self-finance	13.84	3.47	304		
	Government	13.20	3.07	30		
Members in the department	Up to 10	13.27	3.21	62	2.537	*
	11-20	13.52	3.64	203		
	21-30	**14.98**	**3.14**	**50**		
	31-40	14.26	2.95	46		
	Above 40	14.08	2.91	39		
Hours of classes handled	**10-15 hrs**	**13.99**	**3.28**	**93**	0.439	NS
	16-20 hrs	13.84	3.44	183		
	21-25 hrs	13.71	3.50	107		
	26-30 hrs	13.00	3.18	17		
Work load in college	Tight	13.78	3.06	45	0.031	NS
	Enjoyable	13.68	4.05	41		
	Manageable	**13.82**	**3.37**	**314**		

*Significant at 5% level (95% Possibility), **Significant at 1% level (99% Possibility), NS: Not significant

Source: Primary data.

The average Self Awareness mean score has been found to be high (13.90) for male teachers. The high mean score has been found for the age group between 56-65

years (14.72) and the teachers who are professors (14.55). It has been observed that mean score is found to be higher for those receive a pay scale of Rs 80001 to Rs.100000 (14.55) and those who have an experience between 21-25 years (15.21). In case of experience under present HOD the mean score is higher for those worked for 7 to 9 years (14.36), and the scores are high for the teachers working in aided type of management (13.91). With respect to members in the department the mean score is found to be higher for the department having 21 to 30 members (14. 98) and, the teachers those who handle classes for 10 to 15 hours (13.99). With respect to workload high mean score is found for the teachers who have manageable workload in the college (13.82)

The ANOVA results states that there is a significant difference between demographic factors and self-awareness of leader in respect of factors, namely Designation, Age, Teaching Experience and Members in the department. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of Type of management, Pay Scale, Experience under present HOD, Hours of classes handled per week and Work load in college. Hence, the null hypothesis is accepted.

The result of t-test shows that the t-value 0.977 is less than the table value 1.966 and so there is no significant relationship between gender and self-awareness scores. Hence, the null hypothesis is accepted.

The factors, namely, Age, Designation, Teaching Experience and Members in the department have played a vital role in the Self Awareness of Leaders. Hence, these factors have significantly differed in the Self-Awareness aspects of their leaders. The teachers those who are in the age group of 56-65 years, the teachers who are professors and have an experience between 21 -25 years have varied in their perception in case of self awareness factor.

ANOVA of Demographic / Job related Factors Vs Internalized Moral Perspective

Internalized moral perspective shows the standard of moral and the ethical conduct with the subordinates is determined. This factor means that the leaders act upon moral standards within themselves and the external pressures brings no changes within themselves. Moral perspectives qualify a comprehensive style of self-regulation based on moral ethics held by the leaders themselves. This kind of self-regulation initiatives the leaders to behave autonomously, according to their internal moral standards and values,

and not by any pressures from the group, organization and/or society he or she belongs to The Internalized moral perspective factor includes Action of the leader reflects in their core values, how leaders handle their group pressure, how leaders supports in controversial issues and guidance of the leaders.

4.4 ANOVA for Demographic / Job related Factors Vs Internalized Moral Perspective

ANOVA and t Test has been applied to find the significant difference between demographic variables and internalized moral perspective

Ho: The average scores of internalized moral perspective do not vary significantly among the teachers for the selected demographic/ job related factors

Table 4.2.3. ANOVA for Demographic/ Job Related Factors Vs Internalized Moral Perspective

Demographic / Job Related Factors		Internalized Perspective			F/t Value	S/NS
		Mean	S.D	No.		
Gender	Male	12.90	2.98	295	0.501	NS
	Female	12.72	3.28	105		
Age	Up to 35 years	12.44	3.12	43	4.774	**
	36-45 years	12.36	3.32	153		
	46-55 years	12.99	2.87	137		
	56-65 years	13.97	2.47	67		
Designation	Professor	13.53	2.74	128	5.578	**
	Associate Professor	12.84	2.82	104		
	Assistant Professor	12.35	3.34	168		
Pay Scale	Up to Rs.20000	12.67	3.55	30	0.857	NS
	Rs.20001-40000	12.77	3.17	159		
	Rs.40001-60000	12.98	2.96	130		
	Rs.60001-80000	12.44	2.73	32		
	Rs.80001-100000	13.95	3.02	22		
	Above Rs.100000	12.48	2.75	27		

Demographic / Job Related Factors		Internalized Perspective			F/t Value	S/NS
		Mean	S.D	No.		
Teaching Experience	Upto 5 years	11.76	3.73	42	4.133	*
	6-10 years	12.38	3.10	88		
	11-15 years	12.67	3.13	105		
	16-20 years	13.13	2.98	64		
	21-25 years	14.21	1.98	56		
	Above 25 years	13.16	2.84	45		
Experience under present HOD	1-3 years	12.96	3.14	69	0.842	NS
	4-6 years	12.56	3.13	163		
	7-9 years	13.09	2.95	129		
	10 Years & above	13.08	3.00	39		
Type of Management	Aided	12.82	3.21	66	1.110	NS
	Self-finance	12.94	3.03	304		
	Government	12.07	3.05	30		
Members in the department	Up to 10	12.21	2.92	62	3.724	**
	11-20	12.62	3.18	203		
	21-30	14.02	3.11	50		
	31-40	13.65	2.34	46		
	More than 40	12.67	2.90	39		
Hours of classes handled	10-15 hours	12.77	3.06	93	1.105	NS
	16-20 hours	12.87	2.99	183		
	21-25 hours	13.08	3.14	107		
	26-30 hours	11.65	3.30	17		
Work load in college	Tight	13.07	2.77	45	0.138	NS
	Enjoyable	12.90	3.83	41		
	Manageable	12.82	3.00	314		
*Significant at 5% level (95% Possibility), **Significant at 1% level (99% Possibility), NS: Not significant						

Source: Primary Data.

The average internalized moral perspective mean score has been found to be high (12.90) for male respondents. The high mean score has been found for the age group between 56-65 years (13.97) and the teachers who are professors (13.53). It has been observed that mean score is found to be higher for those receive a Pay Scale of Rs 80001 to Rs.100000 (13.95), the teachers who have an experience between 21-25 years (14.21) and the teachers who have experience of 7 to 9 under present HOD (13.09). The high mean score has been found for the teachers work under self-finance management (12.94) and the teachers who have 21 to 30 members in the department (14.02). The mean score is found to be higher for those handle classes for 21 to 25 hours (13.08) and the teachers who have tight workload in the college (13.07)

The ANOVA results states that there is a significant difference between demographic factors and internalized moral perspective in respect of factors, namely, Age, Designation Teaching Experience, Members in the department. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of Pay Scale, Experience under present HOD, Type of management, Hours of classes handled per week, Work load in college. Hence, the null hypothesis is accepted.

The result of t-test for gender shows that the t-value 0.501 is less than the table value 1.966 and so there is no significant relationship between gender and internalized moral perspective. Hence, the hypothesis is accepted.

The factors namely Age, Designation, Teaching Experience, Members in the department has played a very important role in the internalized moral perspective of Leaders. Hence, these factors have significantly differed. The teachers who are in the age group of 45-55 years, the teachers who are associate professors, the teachers have an experience between 21-25 years and the teachers working with 21-30 members in the department have different perception when compare to other teachers regarding the internalized moral perspective.

Balanced Processing

Balanced processing is about valuation of information before taking a decision, comprising encouraging others or challenge their values. Balanced processing includes soliciting perspectives from those who disagree with subordinates and fully allowing for their situations before taking their own actions. It refers to analyzing data and facts in

both self-referentially and externally. Usually leaders before making decision focus and consider all the information that they have scrutinized. This also reduces the chances of biasness in the opinion because of self- evaluation, self-protection or self –defense in the subordinates' point of view. The balanced processing includes how leaders involving their members how they listen their ideas, emphasizes their points and considering their ideas and opinion before taking decisions.

4.5 ANOVA for Demographic / Job related Factors Vs Balanced Processing

ANOVA and t Test has been applied to find the significant difference between demographic/ job related factors and balanced processing

Ho: The average scores of balanced processing do not vary significantly among the teachers for the selected demographic/ job related factors.

Table 4.2.4. ANOVA for Demographic / Job Related Factors Vs Balanced Processing

Demographic / Job Related Factors		Balanced Processing			F/t Value	S/NS
		Mean	S.D	No.		
Gender	Male	14.27	3.19	295	0.680	NS
	Female	**14.53**	**3.76**	105		
Age	Up to 35 years	13.49	3.19	43	5.184	**
	36-45 years	13.95	3.51	153		
	46-55 years	14.42	3.22	137		
	56-65 years	15.64	3.01	67		
Designation	Professor	15.36	3.15	128	10.51	**
	Associate Professor	14.29	3.20	104		
	Assistant Professor	13.60	3.40	168		
Pay Scale	Up to Rs.20000	13.43	3.60	30	1.922	NS
	Rs.20001-40000	14.10	3.35	159		
	Rs.40001-60000	14.48	3.28	130		
	Rs.60001-80000	14.63	3.24	32		
	Rs.80001-100000	16.09	3.34	22		
	Above Rs.100000	14.33	3.22	27		

Demographic / Job Related Factors		Balanced Processing			F/t Value	S/NS
		Mean	S.D	No.		
Teaching Experience	Upto 5 years	13.10	3.73	42	2.773	*
	6-10 years	13.92	3.22	88		
	11-15 years	14.30	3.39	105		
	16-20 years	14.75	3.49	64		
	21-25 years	14.66	3.00	56		
	Above 25 years	15.44	2.96	45		
Experience under present HOD	1-3 years	14.20	3.56	69	1.811	NS
	4-6 years	14.09	3.34	163		
	7-9 years	14.89	3.23	129		
	10 Years & above	13.85	3.31	39		
Type of Management	Aided	14.30	3.22	66	0.221	NS
	Self-finance	14.39	3.39	304		
	Government	13.97	3.33	30		
Members in the department	Up to 10	13.94	2.78	62	1.697	NS
	11-20	14.10	3.64	203		
	21-30	14.50	3.34	50		
	31-40	15.00	2.59	46		
	Above 40	15.26	3.28	39		
Hours of classes handled	10-15 hours	14.45	3.46	93	0.921	NS
	16-20 hours	14.29	3.33	183		
	21-25 hours	14.53	3.26	107		
	26-30 hours	13.12	3.43	17		
Work load in college	Tight	14.27	3.28	45	0.638	NS
	Enjoyable	14.90	3.28	41		
	Manageable	14.28	3.37	314		
*Significant at 5% level (95% Possibility), **Significant at 1% level (99% Possibility), NS: Not significant						

Source: Primary data.

The average Balanced Processing mean score has been found to be high (14.53) for female respondents. The high mean score has been found for the age group between 56-65

years (15.64) and the teachers who are professors (15.36). It has been observed that mean score is found to be higher for those receive a Pay Scale of Rs 80001 to Rs.100000 (16.09), the teachers who have an experience above 25 years(15.44) and the teachers have 7 to 9 years experience under present HOD (14.89. The high mean score has been found for the teachers working in self-finance colleges (14.39) and the teachers who have 40 members in the department (15.26). The mean score is found to be higher for those handle classes for 21 to 25 hours (14.53) and the teachers who have enjoyable work load in the college (14.90).

The ANOVA results states that there is a significant difference between demographic and job related factors and Balanced Processing in respect of the factors, namely, Age, Designation and Teaching Experience. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of Pay Scale, Experience under present HOD, Type of management, Members in the department, Hours of classes handled per week, Work load in college. Hence, the null hypothesis is accepted.

The result of t-test for gender shows that the t-value 0.680 is less than the table value 1.966 and so there is no significant relationship between gender and internalized moral perspective. Hence, the hypothesis is accepted

The factors namely Age, Designation, Teaching Experience, Members in the department has played a crucial role in the Balanced Processing of Leaders. Hence, these factors have significantly differed in the Balanced Processing. The teachers who are 56-65 years of age, the teachers in the professor designation and the teachers have more than 25 years of experience have different perception when compared to other teachers with respect to balanced processing.

Relational Transparency

Relational transparency is about being true to one's values and expressing those to others, which involves the open sharing of information about their feelings and thoughts. This is about presenting themselves to others in an open and honest manner. This factor is about consistent with self-regulation to the magnitude that an individual controls their transparency with others. Relational transparency happens when individuals share what they heartily feel, including their inclinations and emotions with others appropriately.

This factor includes how leaders share their feelings with others, their approach towards others and how admits their mistakes to others

4.6 ANOVA for Demographic/ Job related factors Vs Relational Transparency

ANOVA and t Test has been applied to find the significant difference between demographic/ job related factors and relational transparency

Ho: The average scores of relational transparency do not vary significantly among the teachers for the selected demographic/ Job related factors.

Table 4.2.5. ANOVA for Demographic/Job related Factors Vs Relational Transparency

Demographic/Job related Factors		Relational Transparency			F/t Value	S/NS
		Mean	S.D	No.		
Gender	Male	13.67	3.76	295	0.508	NS
	Female	**13.90**	**4.01**	**105**		
Age	Up to 35 years	13.33	3.61	43	2.194	NS
	36-45 years	13.24	4.01	153		
	46-55 years	14.04	3.69	137		
	56-65 years	**14.49**	**3.69**	**67**		
Designation	Professor	**14.90**	**3.60**	**128**	9.365	**
	Associate Professor	13.38	3.69	104		
	Assistant Professor	13.06	3.88	168		
Pay Scale	Up to Rs.20000	12.57	4.53	30	1.432	NS
	Rs.20001-40000	13.86	3.65	159		
	Rs.40001-60000	13.94	3.92	130		
	Rs.60001-80000	13.75	3.84	32		
	Rs.80001-100000	**14.64**	**3.49**	**22**		
	Above Rs.100000	12.56	3.61	27		
Teaching Experience	Upto 5 years	12.74	4.05	42	3.115	**
	6-10 years	12.97	4.10	88		
	11-15 years	13.64	3.73	105		
	16-20 years	14.94	3.55	64		
	21-25 years	**14.52**	**3.10**	**56**		
	Above 25 years	13.69	3.99	45		

Demographic/Job related Factors		Relational Transparency			F/t Value	S/NS
		Mean	S.D	No.		
Experience under present HOD	1-3 years	13.59	4.18	69	3.263	*
	4-6 years	13.20	3.93	163		
	7-9 years	**14.57**	**3.32**	**129**		
	10 Years & above	13.46	3.95	39		
Type of Management	Aided	**13.91**	**3.91**	**66**	0.742	NS
	Self-finance	13.77	3.83	304		
	Government	12.93	3.53	30		
Members in the department	Up to 10	12.29	3.67	62	3.667	**
	11-20	13.69	3.89	203		
	21-30	**14.70**	**3.25**	**50**		
	31-40	14.13	4.09	46		
	Above 40	14.54	3.53	39		
Hours of classes handled	10-15 hours	13.75	3.56	93	0.807	NS
	16-20 hours	13.71	3.84	183		
	21-25 hours	**13.96**	**3.97**	**107**		
	26-30 hours	12.41	4.14	17		
Work load in college	Tight	13.80	3.52	45	0.045	NS
	Enjoyable	**13.88**	**4.11**	**41**		
	Manageable	13.70	3.84	314		

*Significant at 5% level (95% Possibility), **Significant at 1% level (99% Possibility), NS: Not significant

Source: Primary data.

The average relational transparency mean score has been found to be high (13.90) for female respondents. The high mean score has been found for the teachers in the age group between 56-65 years (14.49) and the teachers in the professors' designation (14.90). It has been observed that mean score is found to be higher for those who receive a Pay Scale of Rs 80001 to Rs.100000 (14.64), the teachers having experienced above 21-25 years(14.52), and the teachers who work for 7 to 9 years under present (14.57). The high mean score has been found for the teachers working in aided colleges (13.91),

the department having more than 21-30 members (15.26), the teachers who have handle classes for 21 to 25 hours (13.96) and the teachers whose work load is enjoyable (13.88).

The ANOVA results states that there is a significant difference between demographic factors and Relational Transparency in respect of factors, such as, Designation, Teaching Experience, Experience under present HOD, Members in the department. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of Age, Pay Scale, Experience under present HOD, Type of management, Hours of classes handled per week, Work load in college. Hence, the null hypothesis is accepted.

The result of t-test gender shows that the t-value 0.508 is less than the table value 1.966 and so there is no significant relationship between gender and internalized moral perspective. Hence, the hypothesis is accepted.

The factors, namely, Designation, Teaching Experience, Members in the significantly differed in the Relational Transparency. The teachers who are in professor designation, having an experience of 21-25 years, the teachers who have work for 7 to 9 years with present HoD's and the teachers working with 21-30 members have perception with respect to relational transparency of their heads when compare to other teachers.

4.7 Correlation of Authentic Leadership

Correlation has been applied to find the significant relationship with authentic leadership variables considered for the study. The results are presented in the following table.

Table 4.2.6. Correlation of Authentic Leadership

Authentic Leadership Variables	Self-Awareness	Internalized Moral Perspective	Balanced Processing	Relational Transparency
Self-Awareness	1	**0.748****	0.514**	0.681**
Internalized Moral Perspective	-	1	0.607**	0.655**
Balanced Processing	-	-	1	0.555**
Relational Transparency	-	-	-	1
**. Significant at the 0.01 level (2-tailed).				

Source: Primary data.

The correlation table shows the degree of relationship of one factor with the other among authentic leadership. Higher the correlation more the degree of relationship between the two variables. It is observed from the above table that all the factors are positively correlated. The highest correlation is found between self-awareness and internalized moral perspective (r=0.748). The correlation between self-awareness and Balanced Processing is lower (r=0.514) when compared to other factors. All the correlations are significant at 1% level. All the four different factors are positively correlated which each of the factors.