

# Management of Work Engagement in Teachers of Bangalore: Role of Leadership Behaviour of Principals

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## ABSTRACT

*School principals are the important links between the school management and the teachers. For the teachers to exhibit a high standard of performance, the right kind of support and supervision by the school principal is essential. Therefore, the present study intended to determine the impact of leadership behaviour of school principals on work engagement of teachers as well as to assess the differences in perceptions of teachers based on their individual characteristics. The study also investigated how gender of the teachers and type of school management interact with principal behaviour to affect their evaluations of school principal leadership. Teachers' perceptions of leadership behaviour of their principals were measured with the help of Leadership Behaviour Description Questionnaire (LBDQ) and work engagement of teachers was measured with the help of Utrecht work engagement tool by employing a sample of 516 teachers from different secondary schools of Bangalore. Data analysis found leadership behaviour of school principals to be a significant predictor of the teachers' work engagement. Further, significant interaction effects between teachers' gender and type of management were found and their impact on assessment of leadership behaviour of the principals was also uncovered by the study.*

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

## I. INTRODUCTION

In the past, schools were static in their administration with traditional administrative structures and focused prominently on maintaining a steady routine. In contrast, the present educational system puts forth diverse challenges owing to globalization of education, increasing demands and high competition in the educational sector, pressurizing the schools to reorganize their internal processes to warrant exceptional academic performance from the school members. For successful reorganization of school administrative structures, leadership behaviour of the school principals plays a significant role as they act as important links between the school management and the teachers. As stated by Nye [1], since 'leadership is in the eye of the beholder', the present study assessed the leadership behaviour of principals as perceived by the teachers working in the secondary schools of Bangalore and identified the underpinning factors of leadership which are essential for improving work-related attitudes in the institution. Work engagement, a construct believed to be the central index for assessing the work life of professionals [2] was employed in the study to assess the effort invested by school teachers towards their jobs. Studying leadership behaviour as a contributing factor of work engagement

will also assist the institutions in overcoming difficulties associated with retaining as well as attracting fresh talent to the teaching profession [3].

### 1.1. Leadership Behaviour of Principals

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

In the later years, Ohio State Leadership studies [8], [9], followed by other researchers identified two distinct dimensions of leadership behavior, i.e., relationship oriented and performance oriented leadership behaviours[10], [11], [12], [13], [14], [15], [16], [17], [18]. Leadership was repeatedly referred to as a transaction between the leader and followers for the effective achievement of collaboration between the individuals in a plethora of studies available on leadership, all of which propose the four determining elements of leadership to be ‘the leader’, ‘the follower’, the ‘relationship’ between them and the ‘context’[19]. However, another group of researchers viewed leadership beyond its relational dimensions and beheld it as the process of inspiring, guiding and thereby influencing the attitudes of others. In the end, Tucker [20] incorporated both the ideas in his definition of leadership and stated it to be “the ability to influence and motivate an individual or a group of individuals to work willingly toward a given goal or objective under a given circumstance”. The two distinct classes of leadership were then supported by a number of researchers such as Korman [21]; Kerr and Schriesheim [22]; Judge, Piccolo and Ilies [23] and were entitled ‘consideration’ and ‘initiating structure’ [24], [25].

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

### 1.2. Research gap

A thorough review of the literature on the subject revealed that researchers have abundantly studied the relationship between principal leadership skills and teacher efficiency [29], teacher effectiveness [30], [31], teacher performance [32], [33], organizational commitment [34], [35], job satisfaction [36], [37], [38], [39] and motivation [40]. Further, studies on work engagement of teachers were found to be mostly with regard to the different leadership styles of principals such as charismatic leadership [41], authentic leadership [42] and transformational leadership [43], whereas, studies related to leadership behaviour aspects such as consideration and initiating structure with work engagement of teachers were found to be insufficient in the Indian context. Further, even though ample studies have been conducted in assessing the gender based differences in principal behaviour [44], [45], most studies have overlooked the fact that subjective assessment of the efficiency of school principals depends not only on gender of the leader, but also on gender of the follower, i.e., the teacher. In this context, the present study investigated the benefits of leadership behaviour of the school principals in enhancing the work engagement of teachers through the leadership aspects, consideration and initiating structure.

### 1.3. Research Objectives and hypotheses

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

In order to achieve the objectives, both people and production oriented dimensions of leadership behaviour, namely, consideration and initiating structure were considered by drawing parallels with the P-M leadership theory [46], where 'P' refers to performance and 'M' for maintenance and the Ohio state leadership theory [9]. In the case of work engagement, vigour, dedication and absorption were adopted as the three defining dimensions based on the Utrecht scale defined by Schaufeli and Bakker [3] as the Utrecht scale is proven to distinguish work engagement from the related constructs such as commitment and involvement. The following hypotheses were formulated by the researcher:

H<sub>1</sub>: Significant differences exist in the teachers' perceptions of the principals' leadership behaviour and their work engagement based on their gender and the type of school management

H<sub>2</sub>: The interaction effects of type of management and teachers' gender have a significant effect on their perceptions of principals' leadership behaviour and work engagement

H<sub>3</sub>: There is a significant relationship between leadership behaviour of principals and work engagement of teachers

## II.METHODOLOGY

### 2.1Study sample

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

### 2.2Research tools

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

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

## III.RESULTS

### 3.1Demographic profile of the sample

The survey participants were mostly young and middle-aged adults, between the age groups of 31 and 50 years (68%). Most of them were qualified with Post Graduate degrees (57.4%) and possessed a work experience of 10 to 20 years (42%) in the educational sector. During the survey, equal distribution of the respondents on the basis of gender (50%) and type of management (33%) was ensured by the researcher in order to avoid response bias in the study.

**Table 1:Demographic characteristics of the respondents**

| Factor                   | Frequency | Percentage |
|--------------------------|-----------|------------|
| <b>Age group (years)</b> |           |            |
| 21 to 30                 | 86        | 16.67      |
| 31 to 40                 | 170       | 32.95      |

| Factor                           | Frequency | Percentage |
|----------------------------------|-----------|------------|
| 41 to 50                         | 180       | 34.88      |
| >51                              | 80        | 15.5       |
| <b>Gender</b>                    |           |            |
| Female                           | 258       | 50.00      |
| Male                             | 258       | 50.00      |
| <b>Educational qualification</b> |           |            |
| PG                               | 296       | 57.40      |
| UG                               | 220       | 42.60      |
| <b>Work experience (years)</b>   |           |            |
| < 5                              | 75        | 14.50      |
| < 10                             | 120       | 23.30      |
| < 20                             | 216       | 41.90      |
| >20                              | 105       | 20.30      |
| <b>Type of management</b>        |           |            |
| Aided                            | 172       | 33.30      |
| Unaided                          | 172       | 33.30      |
| Govt.                            | 172       | 33.30      |

### 3.2 Leadership behaviour of principals

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

**Table 2: Leadership behaviour of principals**

| Leadership behaviour | Mean | S.D. |
|----------------------|------|------|
| Consideration        | 3.42 | 0.50 |
| Initiating Structure | 3.40 | 0.59 |

|                      |      |      |
|----------------------|------|------|
| Leadership Behaviour | 3.41 | 0.45 |
|----------------------|------|------|

### 3.3 Work engagement of the teachers

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

**Table 3: Work engagement of teachers**

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

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

*H<sub>1</sub>: Significant differences exist in the teachers' perceptions of principals' leadership behaviour and their work engagement based on their gender and type of management*

In order to test H<sub>1</sub>, Mann-whitney U test was conducted among the respondents to identify the differences in teachers' perceptions of principal leadership behaviour in terms of consideration and initiating structure. From Table 4 it is evident that female teachers assessed their school principals to be more considerate (Mean=3.47) than the male teachers (Mean=3.38,  $p < 0.05$ ). Similarly, female teachers (Mean=3.45) also exhibited high scores when compared to the male respondents (Mean=3.34,  $p < 0.05$ ) in case of initiating structure dimension of leadership behaviour. When differences in perceptions were analysed between respondents from different type of management, it was identified that the unaided institutions (Mean=3.43) yielded leaders with better consideration when compared to the aided (Mean=3.48) and government schools (Mean=3.37). The initiating structure, however, failed to display such differences based on type of the management, suggesting that principals of all the schools motivated their subordinates for the achievement of personal and organizational goals ( $p > 0.05$ ).

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

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

From Table 5 it is clear that unlike leadership behaviour, perceptions of teachers on the dimensions of work engagement, namely, vigour, dedication and absorption did not differ significantly between male and female teachers as well as between teachers from different types of management ( $p > 0.05$ ), i.e., the perceived energy of teachers towards their responsibilities, the extent of inspiration and interest presented by their jobs remained the same among teachers in spite of the common stereotypes associated with gender and differences in the working conditions of aided, unaided and government schools. Therefore, on the basis of the results presented in Table 4 and 5,  $H_1$  is partially accepted.

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

| Work engagement | Factors    |        | Mean | S.D. | Mann-Whitney U | P     |
|-----------------|------------|--------|------|------|----------------|-------|
| Vigour          | Gender     | Female | 4.71 | 0.8  | 8.71           | 0.92  |
|                 |            | Male   | 4.65 | 0.99 |                |       |
|                 | Management | Aided  | 4.91 | 0.78 | 1.310          | 0.519 |

| Work engagement | Factors    |         | Mean | S.D. | Mann-Whitney U | P     |
|-----------------|------------|---------|------|------|----------------|-------|
|                 |            | Govt.   | 4.53 | 0.88 |                |       |
|                 |            | Unaided | 4.59 | 0.98 |                |       |
| Dedication      | Gender     | Female  | 5.32 | 0.75 | 700.0          | 0.09  |
|                 |            | Male    | 5.13 | 0.95 |                |       |
|                 | Management | Aided   | 5.29 | 0.82 | 1.834          | 0.400 |
|                 |            | Govt.   | 5.12 | 0.88 |                |       |
|                 | Gender     | Female  | 4.95 | 0.83 | 848.0          | 0.76  |
|                 |            | Male    | 4.84 | 0.93 |                |       |
| Absorption      | Management | Aided   | 5.09 | 0.80 | 4.132          | 0.127 |
|                 |            | Govt.   | 4.76 | 0.86 |                |       |
|                 |            | Unaided | 4.84 | 0.96 |                |       |
| Work engagement | Gender     | Female  | 4.99 | 0.65 | 848.0          | 0.76  |
|                 |            | Male    | 4.87 | 0.84 |                |       |
|                 | Management | Aided   | 5.09 | 0.70 | 2.752          | .253  |
|                 |            | Govt.   | 4.80 | 0.74 |                |       |
|                 |            | Unaided | 4.90 | 0.80 |                |       |

### 3.5 Main and interaction effects

*H<sub>2</sub>: The interaction effects of type of management and teachers' gender have a significant effect on their perceptions of principal leadership behaviour and work engagement*

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

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

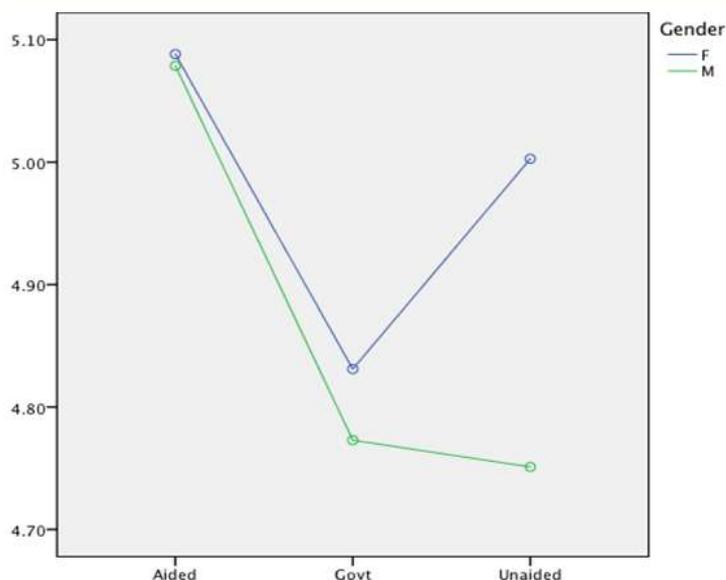
| Type of management | Gender | Mean | SD   |
|--------------------|--------|------|------|
| Aided              | Female | 5.09 | 0.63 |
|                    | Male   | 5.08 | 0.67 |
| Govt.              | Female | 4.83 | 0.66 |
|                    | Male   | 4.77 | 0.64 |
| Unaided            | Female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

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

| Source                      | Type III Sum of Squares | df     | Mean Square | F         | Sig.  |
|-----------------------------|-------------------------|--------|-------------|-----------|-------|
| Corrected Model             | 10.184a                 | 5.00   | 2.04        | 3.42      | 0.01  |
| Intercept                   | 12,494.42               | 1.00   | 12,494.42   | 20,956.30 | 0.00  |
| Type of management          | 7.31                    | 2.00   | 3.66        | 6.13      | 0.00* |
| Gender                      | 1.46                    | 1.00   | 1.46        | 2.45      | 0.12  |
| Type of management * Gender | 1.41                    | 2.00   | 0.71        | 1.18      | 0.31  |
| Error                       | 304.07                  | 510.00 | 0.60        |           |       |
| Total                       | 12,808.67               | 516.00 |             |           |       |
| Corrected Total             | 314.25                  | 515.00 |             |           |       |

R Squared = .032 (Adjusted R Squared = .023)

\*P<.05



**Figure 1: Effects of management type and gender on work engagement**

Results of the two-way ANOVA test revealed that the main effect of gender on leadership behaviour was significant while the interaction effects of type of management and gender were not significant. The significant main effect suggest that perceptions of leadership behaviour differ among male and female teachers ( $F=6.47$ ,  $p<0.05$ ). Therefore, on the basis of the findings presented in Table 7 and 9,  $H_2$  is partially accepted.

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

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

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

| Source                      | Type III Sum of Squares | Df  | Mean Square | F         | Sig.  |
|-----------------------------|-------------------------|-----|-------------|-----------|-------|
| Corrected Model             | 1.887                   | 5   | .377        | 1.888     | .095  |
| Intercept                   | 5961.418                | 1   | 5961.418    | 29829.662 | .000  |
| Type of management          | .246                    | 2   | .123        | .616      | .540  |
| Gender                      | 1.294                   | 1   | 1.294       | 6.477     | .011* |
| Type of management * Gender | .251                    | 2   | .125        | .627      | .534  |
| Error                       | 101.923                 | 510 | .200        |           |       |
| Total                       | 6108.436                | 516 |             |           |       |
| Corrected Total             | 103.809                 | 515 |             |           |       |

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

\*P<.05

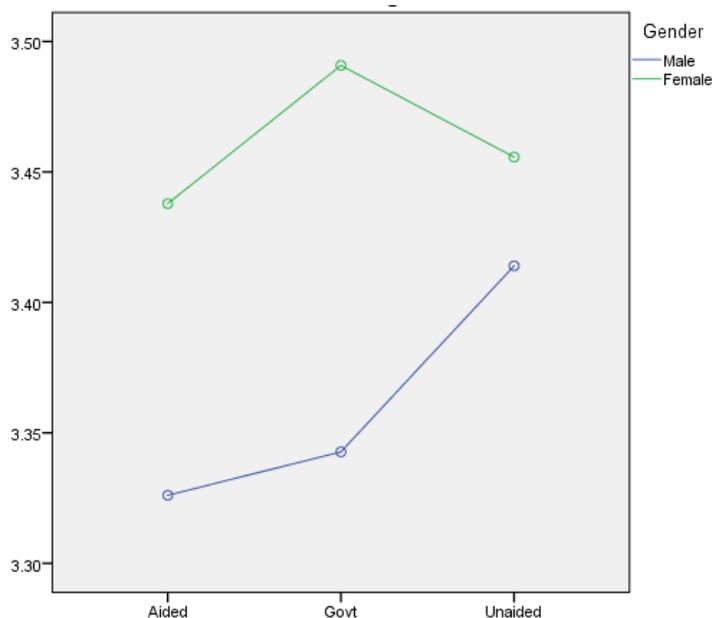


Figure 2: Effects of management type and gender on perceptions of leadership

### 3.6 Leadership behaviour of principals and work engagement

*H<sub>3</sub>: There is a significant relationship between leadership behaviour of principals and work engagement of teachers*

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

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

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

**Table 11: Impact of principal leadership behaviour on work engagement**

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

#### IV. DISCUSSION

The above findings revealed that the leadership abilities of school principals in terms of consideration and initiating structure were perceived to be not so satisfactory by the school teachers; the school teachers however exhibited high levels of work engagement in terms of vigour, dedication and absorption. Significant differences in perceptions of leadership based on gender were revealed and the results suggested that female teachers assessed the leadership of their school principals more positively, both in terms of consideration and initiating structure than their male counterparts. This finding confirms the prevalence of gender stereotypes among teachers while assessing the efficiency of their school principals, i.e., according to the results, teachers of different genders extricated different connotations to the same routine practices of their leaders. Similar results have also been reported by earlier studies such as [44], [45], [52].

Consideration for teachers was revealed to be better in unaided schools, i.e., the principals of unaided schools understood their subordinates better, did personal favours, expressed appreciation for good work and maintained better friendship with their subordinates compared to their counterparts from government and aided schools. These findings were different from those of Diwan [53] who posited that principals of unaided schools were less considerate towards their subordinates and less interested in bonding with them when compared to the principals of aided schools.

Work engagement, on the other hand, was found to remain the same irrespective of gender of the respondents and type of management. In spite of the differences in reasoning [54] between men and women as well as differences in their moral values [45], their perceptions of work engagement were found to be unaltered. This inference is in contrast with a good number of earlier studies which reported reduced competence in women, leading to premature burnout symptoms compared to men [55], [56], [57] as well as with studies that reported enhanced work engagement in women in comparison with men [58].

From the results, it was revealed that the consideration aspect of the principals' leadership behaviour was a significant predictor of the teachers' work engagement, while initiating structure did not contribute to the work engagement, i.e., structure-oriented leadership traits of school principals such as demanding overtime from subordinates, intolerance for poor performance, emphasis on completion of assignments within deadlines and criticism of subordinates' work did not significantly improve the work engagement of subordinates. Such findings were also reported by Payden [59] and Zigrang [60] who found only the consideration aspects of leadership to be significant predictors of employee outcomes. A stronger impact of consideration on work outcomes compared to initiating structure and differential impact of the two dimensions on work engagement based on situational factors have also been reported by certain studies [61], [62], [63]. For example, in case of low-stress jobs, consideration aspect of leadership had higher influence on employee engagement than initiating structure and it was the other way around in case of high-stress jobs. However, the present findings were found to be different from certain studies such as the one by Canrell [64], who identified both consideration and initiating structure to be significant predictors of subordinate performance.

## V. CONCLUSION

On the basis of the findings of the present study, it is inferred that the leadership traits of school principals play a significant role in ensuring higher levels of work engagement of the teachers. The study concluded that considerate behaviour of school principals will significantly improve the dedication of teachers towards their institutions, thereby benefiting the students as well as resulting in the overall success of the institution. However, the scope of the present study was limited only to secondary schools teachers of Bangalore. As the factors like principal consideration could not be measured directly by the researcher, the study relied on the teachers' assessment of their principals. In future, the study should be replicated across different cities and countries to obtain a thorough understanding of the role played by leadership behaviour of school principals in improving the teachers' work engagement.

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