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## Leadership behavior of directors of Physical Education of Colleges in Universities of Maharashtra

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### Abstract

Considering the case-leadership in education is of paramount importance of creating tomorrow's healthy & efficient leaders and citizens in the field of physical education adopted in the colleges, the Research scholar has worked out a study to see the Leadership-Behaviour of 'DPEs' working under the jurisdictions of the Colleges affiliated to Non-Agriculture University of Maharashtra State. It was conducted during 2002 to 2004 and completed on Feb. 2005.

200 Subjects each from DPEs, Principals, & Other Teachers and Out of those 10% are female DPEs were served for the study. The samples are taken at random and stratified whenever necessary. Test & retest method was used to find out Reliability of the questionnaire. To collect the Data the 'Leader Behaviour Description Questionnaire' (LBDQ) developed by Stogdill was administered. With respect to Leadership-Behaviour and the Gender the Social Psychological aspects were considered as the Variables. Further, twelve sub-scales composing either five or ten items are used in the study. 'F' Test; 't' Test and Inter-Correlation Matrix are used as statistical measures to testify the hypotheses.

Overall Leadership of DPEs are found highly significant relationship in Persuasion, Structure, Predictive Accuracy, Integration & Superior-Orient and less relationship with the rest leadership qualities. On the other hand, Principals and Other Lecturers have shown high significant relationship with all the Leadership qualities except Tolerance Uncertainty. The Leadership Behaviour of the DPEs as perceived by them and by their Principals and Colleague Lecturers differs significantly. But the Leadership Behaviour of the Male and Female DPEs as perceived by them do not differ significantly from each other. Whereas the Leadership Behaviour of the DPEs as perceived by their Principals and colleague Lecturers are significantly correlated where as it has very less correlation with their own assessment. Age & Experience of DPEs (0.95) and Other Lecturers (0.93) have shown very high correlation whereas Principals (0.36) have shown very less correlation.

**Keywords:** Leadership behavior, education, Maharashtra

### Introduction

The importance of training of leadership could be imparted through the responsible medium of education to the pupils. Leadership is no doubt a universally acknowledged phenomenon of life and society in both animals and human beings and cannot exist without leadership. Individuals have to develop harmony and co-operation amongst various members of the group. Education through communication is one and the only instrument, which is responsible for the balanced and competent leadership. The traits of leadership are groomed in student age. Therefore it is of vital importance to make impressionable School going boys and girls aware of their individual and social responsibilities and to foster leadership qualities in them. The cry of every age has always been for more and better leaders. In the 21<sup>st</sup> century, trained, capable and dedicated leadership is required. This need is rather urgent and critical in colleges, where an accelerating growth in size and complexities of the educational enterprise have given rise to problems never before encountered. The present youth of the country unless properly guided and directed towards the right directions can become an uncontrollable force and prove to be a liability rather than an asset for the Nation.

In view of all this, Physical Education Teachers in the senior colleges have great responsibilities to the Nation, as they are guides of the youths. The job of directors of physical education is responsible to the Principals as well as the students. Both reference groups, the Principal (Board of Education) and the students, impose upon them expectations of how he would behave as a leader. When they fulfill these expectations then there is no difficulty, but if they are incompatible then conflicts may arise.

The Director of Physical Education of the colleges' acts as representatives of his department, he speaks on behalf of his college and students in outside meetings he is supposed to be a symbol of the group. In short, Director of Physical education is expected to possess all the desirable qualities for leadership that include standing for the group, consideration, creativity, convincing in conversation, acting as a symbol of the group. At the same time he is also expected to maintain the organizational structure, procedures and goals. Thus expectations are both, to lead and to carry out other activities; a great amount of credit goes to him when he is able to perform all these activities properly and to lead the students along with the institutions on the path of progress.

While coming from different social groups to one particular educational center, students have to adjust themselves to each other in a different environment in such a manner that the educational center can be called in image or replica of the larger society. One should never forget the fact those tomorrow's leaders would be provided by these educational centers. This is being the case leadership study in the field of education is of paramount importance of creating tomorrow's healthy and efficient leaders and citizens in various fields. Therefore the present researcher undertook the study entitling "Leadership Behaviour of Directors of Physical Education of Colleges in Universities of Maharashtra".

### Statement of the problem

The studies on leadership have been conducted in several fields such as Sociology, Psychology, Industry and Education. Further in these fields, Researcher have studied the phenomenon of the leadership as manifested in behaviors of Principals, Students, Political, Managers and other social groups. They have also studied a relationship with the number of correlates. But the researches on senior collegiate Directors of Physical Education has not so far done. During his service the Investigator came in contact with so many DPEs and surprisingly found that there are similarities as well as controversies in the leadership behaviour of the DPEs. So the Research- Scholar selected the problem stated as "Leadership Behaviour of Directors of Physical Education of Colleges in Universities of Maharashtra".

### Purpose of the study

The chief aim of the study is to study the Leadership Behaviour of Directors of Physical Education of Colleges in Universities of Maharashtra.

The allied purposes of the study were

- To find out whether the Director of Physical Education normally distributed on various dimensions measuring Leadership-Behaviour;
- To study whether DPEs differs in their Leadership Behaviour from Other Teachers;
- To find out whether the Male and Female DPEs differs significantly from the Heads in their Leaderships-Behaviour; and
- To find out the relationship of Leadership-Behaviour in respect to Age, Sex & Experience

### Significance of the study

The great social relevance of the study and existing gaps in the field justify the need of the present study. As far as the investigator's knowledge goes, no investigation has been made on the lines of present study in the field of physical education in India. The present study may be justified as worth on the following grounds.

- Study may help the Director of Physical Education in recognizing their Leadership-Behaviors;
- Study may help the Principal to know the Leadership-Behaviour of the Director of Physical Education of his College, which will help him for development of the institution;
- Study may help the Director of Physical Education to improve their Leadership Qualities by knowing their own and other's weaknesses;
- Study may take significant steps to find out the qualities of the Principals and DPEs and
- Study may help the society to find their needed Leaders.

### Hypothesis

It was hypothesized as follows -

- Collegiate Directors of Physical Edu. perceives his Leadership-Behaviour Patterns differently;
- Principals of the colleges differs in perceiving Leadership-Behaviour of the collegiate DPEs;
- There would be a significant relationship between the Leadership-Behaviour of Director of Physical Education as perceived by him and as perceived by his Principal;
- The Age of the Directors of Physical Education would emerge out as a critical factor in influencing the Leadership-Behaviour; and
- The Male and Female DPEs would differ significantly in respect of Leadership-Behaviour.

### Delimitations

The present study was delimited to the following aspects –

- The scope of the present study was delimited to the Collegiate Director of Physical Education who is in service in Universities of Maharashtra;
- The study was further delimited to geographical area of Maharashtra State;
- The study was delimited to two hundred DPEs in senior colleges and two hundred Principals and
- The study was also delimited to senior colleges affiliated to non-agricultural Universities i.e. Poona, Bombay, Kolhapur, Nagpur, Jalgaon, Nanded, Aurangabad and Amravati.

### Limitations

The present study has some limitations in it, which is stated as follows: –

- The authenticity of the data given by the respondent was depended upon the honesty of the subjects;
- The effect of facilities and opportunities on Leadership-Behaviour of the DPEs;
- Psychological conditions of the Directors of Physical Educations and Principals and
- Number of Female DPEs will be 10 percent i.e. 20 in numbers.

### Methodology

**Sources of the Data:** Data were collected from the Directors of Physical Education, Principals and other Lecturers of the colleges in Universities of Maharashtra by means of postal correspondence and personal visits. Ten percent of the Principals and Collegiate Directors of Physical Education were interviewed by using an Interview Schedule.

**Selection of Subjects/Sample:** The sample was taken at random and stratified whenever necessary. Subjects that serve

for the study were 200 Principals, 200 Collegiate Directors of Physical Education and 200 other Lecturers. Out of these samples 10% were women Directors of Physical Education.

### Personal Interview

To verify the information given by the Directors of Physical education, a face to face dialogue has been conducted through Personal Interviews, which was accordingly scheduled.

### Design of the Study

It is a survey type study with regard to the social psychological variable and their relationship to leadership behaviour and the gender i.e. male and female. The random sampling design was used.

### Tools of the Study

The Leader Behaviour Description Questionnaire, popularly known as *LBDQ*, developed by Stogdill has been employed for the purpose of collecting data.

*Sub-Scales* (twelve) composing of the either five or ten items has also developed. These are defined and listed as bellow –

1. **Representation:** Speaks and Acts as the Representative of the Group.
2. **Demand reconciliation:** Reconciles conflicting demands and reduces disorder to system.

3. **Tolerance of Uncertainty:** is able to Tolerate Uncertainty and postponement without Anxiety of upsets.
4. **Persuasiveness:** uses Persuasion and argument effectively; Exhibits strong convictions.
5. **Initiation of Structure:** clearly defines own Role, and lets followers know what is expected.
6. **Tolerance of Freedom:** allows followers scope for Initiative, Decision and Actions.
7. **Role assumption:** actively Exercises the Leadership Role rather than surrendering Leadership to Others.
8. **Consideration:** regarding the Comport, Well-being, Status, and Contributions of followers.
9. **Production Emphasis:** applies pressure for Productive-Output.
10. **Predictive Accuracy:** exhibits foresight and ability to Predict-Outcomes accurately.
11. **Integration:** maintains a closely-knit Organization; resolves inter-member Conflicts.
12. **Superior Orientation:** maintains Cordial-Relations with superiors; has influence with them; is striving for higher status.

All above cited (items contributing to twelve different sub-qualities of leadership behaviour) has been shown in details in table-1.

**Table 1:** Table shows Question Numbers contributing to twelve different sub-qualities of Leadership Behavior

S. No.	Quality	Q. No.	Total Que.									
1.	Representation	1	11	21	31	41						05
2.	Reconciliation						51	61	71	81	91	05
3.	Tolerance Uncertainty	2	12	22	32	42	52	62	72	82	92	10
4.	Persuasion	3	13	23	33	43	53	63	73	83	93	10
5.	Structure	4	14	24	34	44	54	64	74	84	94	10
6.	Tolerance Freedom	5	15	25	35	45	55	65	75	85	95	10
7.	Role Assumption	6	16	26	36	46	56	66	76	86	96	10
8.	Consideration	7	17	27	37	47	57	67	77	87	97	10
9.	Production Pump	8	18	28	38	48	58	68	78	88	98	10
10.	Predictive accuracy	9		29		49	59			89		05
11.	Integration		19		39			69	79		99	05
12.	Superior-Orientation	10	20	30	40	50	60	70	80	90	100	10
Grand total = 100												

The items 6; 12; 16; 26; 36; 42; 46; 56; 57; 61; 62; 65; 66; 68; 71; 87; 91; 92 and 97 are scored 1, 2, 3, 4, & 5. Where as the remaining questions items are scored as 5, 4, 3, 2 and 1 base.

### Statically procedures

**Reliability:** Reliability of the questionnaire was tested time to time by using test retest method.

The data collected through questionnaire, and interviews are tabulated on a master chart. The table for each variable is prepared in relation with associated factors.

The statistical techniques used for analysis of the data were

‘F’ Test (used to see the difference of the means of Directors of Physical Education, Principals and other Lecturers); ‘t’ Test (used to see the difference of the means of Male and Female DPEs) and Inter-Correlation Matrix (used to see the Inter-Relationship of different variables of DPEs, Principals and other Lecturers).

### Analysis, tabulation and discussion of the findings

After analyzing, the obtained data with regard to each of the independent variables are presented in compact form and given as bellow tables and figures.

**Table 2:** Table showing Analysis of Variance of 14 Variables of DPEs, Principals and other Lecturers

Name of Variable	Sources of Variance	Df	Sum of Squares	Mean Variance	F
Representation	Between Groups	2	359.3438	179.6719	12.2684*
	Within Groups	597	8743.062	14.645	
Reconciliation	Between Groups	2	293.625	146.8125	12.4424*
	Within Groups	597	7044.219	11.79936	
Tolerance Uncertainty	Between Groups	2	68.5625	34.28125	1.889895
	Within Groups	597	10829.13	18.13924	
Persuasion	Between Groups	2	2253.75	1126.875	22.0364*
	Within Groups	597	30528.75	51.13694	
Structure	Between Groups	2	3476.25	1738.125	33.938*
	Within Groups	597	30575.19	51.21472	

Tolerance Freedom	Between Groups	2	983.0625	446.5313	13.7458*
	Within Groups	597	19393.44	32.48482	
Role Assumption	Between Groups	2	2636.938	1318.469	34.9050*
	Within Groups	597	22550.5	37.77303	
Consideration	Between Groups	2	2520	1260	32.7770*
	Within Groups	597	22949.63	38.44158	
Production Pump	Between Groups	2	2470.375	1235.188	31.697*
	Within Groups	597	23264.25	38.96859	
Predictive accuracy	Between Groups	2	287.1719	143.5859	12.2961*
	Within Groups	597	6971.344	11.67729	
Integration	Between Groups	2	1303.984	651.9922	49.1103*
	Within Groups	597	7925.813	13.27607	
Superior-Orientation	Between Groups	2	2489.25	1244.625	30.8291*
	Within Groups	597	24101.88	40.37165	
Overall Leadership	Between Groups	2	177536	88768	36.0766*
	Within Groups	597	1468944	2460.543	
Age	Between Groups	2	18368.13	9184.062	197.927*
	Within Groups	597	27701.5	46.40118	
Experience	Between Groups	2	8861.938	4430.969	94.03176*
	Within Groups	597	28131.86	47.12205	

F at 2 & 597 degree of freedom at 0.05 level of significance is 3, \* Difference is Significant at 0.05 level of significance.

**Discussion of findings**

From the above cited table-2, it is observed that except Tolerance Uncertainty the 'F' of all other Leadership Qualities is significant.

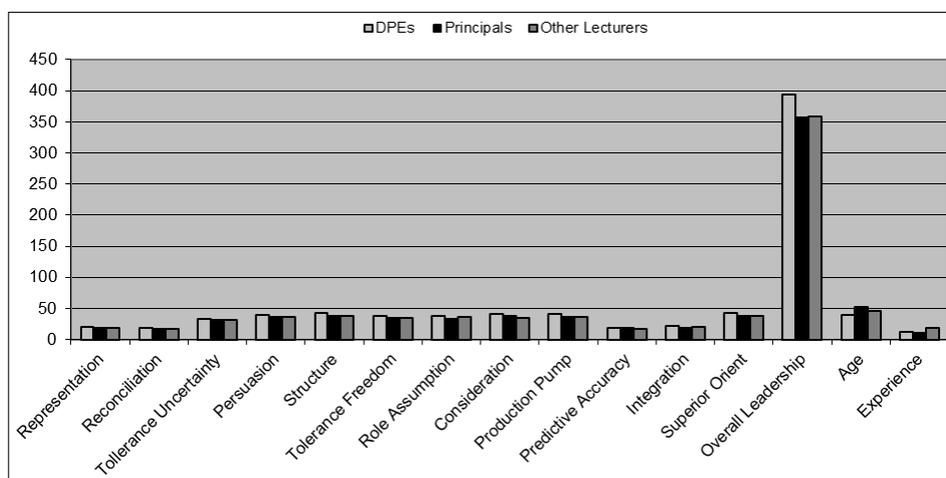
Post-Hoc test is used to see the pair of means where the difference is significant which is given in the following table-3.

**Table 3:** Showing the Means of leadership Behavior Variables of Director of Physical Education, Principal and Other Lecturer

S. No.	Variables	DPEs	Principals	Lecturers	Critical Diff.
1.	Representation	20.045	18.6	18.26	.9373899
2.	Reconciliation	18.47	16.76	17.32	.8414046
3.	Persuasion	39.89	35.84	35.72	1.751633
4.	Structure	43.205	38.04	38.16	1.752964
5.	Tolerance Freedom	37.105	34.68	34.38	1.396098
6.	Role Assumption	38.295	33.16	35.7	1.505451
7.	Consideration	40.365	37.36	35.38	1.518715
8.	Production Pump	40.445	35.88	36.46	1.52909
9.	Predictive accuracy	19.255	17.84	17.74	.837041
10.	Integration	22.475	19.2	19.52	.8925044
11.	Superior-Orientation	41.97	37.6	37.7	1.556374
12.	Overall Leadership	394.13	356.96	358.36	12.15042
13.	Age	39.44	53.955	45.32	1.668553
14.	Experience	13.01	10.115	19.32	1.681464

Table-3 indicates that the DPEs differs significantly from their Principals and Colleague Lecturers in Representation, Reconciliation, Persuasion, Structure, Tolerance-Freedom, Production- Pump, Predictive-Accuracy, Integration, Superior-Orient and Overall Leadership Behaviour.

In case of Role Assumption, Consideration, Experience and Age all the three groups i.e. DPE, Principals and other Lecturers differ significantly from each other. The means of Director, Principals and other Lecturers on different parameters are also shown in Figure No.1



**Fig 1:** Showing the Means of Leadership Qualities, Age and Experience of Directors of Physical Education, Principals & Other Lecturers

DPE, Principals and other Lecturers differ significantly from each other.

The means of Director, Principals and other Lecturers on different parameters are also shown in Figure No.1.

One of the objectives of the study was to find out whether the

Male and Female Director of Physical Education differs significantly from the Heads in their Leadership Behaviour.

For this 't' test is used and details of the analysis are shown in table-4.

**Table 4:** Showing the Means and 't' Values of Male and Female DPEs on Different Leadership Qualities, Age and Experience

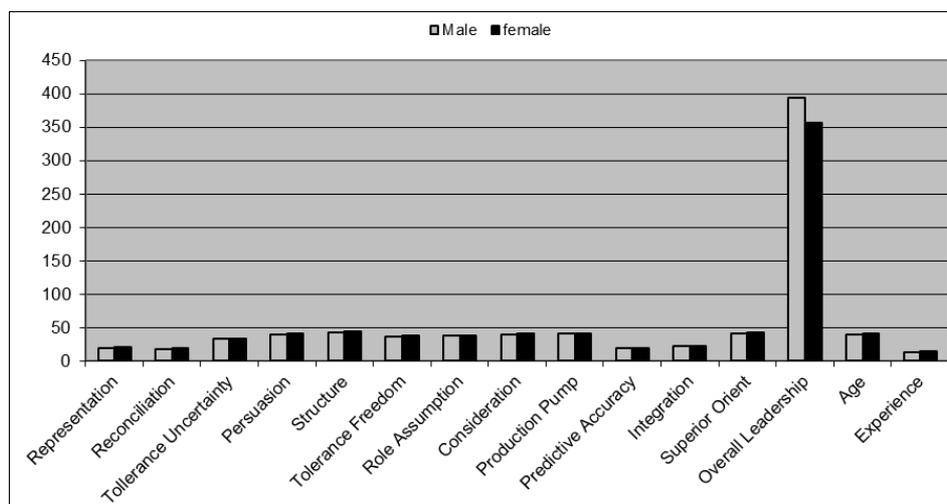
S. No.	Variables	Male	Female	Obtained 't'
1.	Representation	19.99444	20.5	.9618708
2.	Reconciliation	18.41667	18.95	.8519102
3.	Tolerance Uncertainty	32.57778	32.9	.3636264
4.	Persuasion	39.81111	40.6	.712911
5.	Structure	43.13334	43.85	.8744159
6.	Tolerance Freedom	37.00556	38	1.027288
7.	Role Assumption	38.27778	38.45	.1865712
8.	Consideration	40.29445	41	.9020781
9.	Production Pump	40.44444	40.45	0.00535
10.	Predictive accuracy	19.26667	19.15	.2019576
11.	Integration	22.45	22.7	.5143888
12.	Superior-Orientation	41.88334	42.75	.7076799
13.	Overall Leadership	393.5556	399.3	1.221137
14.	Age	39.2	41.6	1.366369
15.	Experience	12.76111	15.25	1.311542

't' at 198 degree of freedom and 0.05 level of significance is 1.979.

Table-4 indicates that none of the different leadership qualities, age and experiences of male and female directors of physical education differs significant from each other. It further implies that the mean differences in different leadership qualities, age and experience are statistically the

same.

The means of Male and Female directors of Physical Education on different parameters of leadership, age and experience are shown figure no. 2



**Fig 2:** Showing the Means of Leadership Qualities, Age and Experience of Male and Female Directors of Physical Education

**Table 5:** Showing the Inter-Correlation Matrix of Different Leadership Qualities, Age and Experience of DPEs

Para-meters	V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	V11	V12	V13	V14	V15
V1	1.00														
V2	0.27	1.00													
V3	0.16	0.33	1.00												
V4	0.47	0.38	0.32	1.00											
V5	0.29	0.44	0.03	0.32	1.00										
V6	0.27	0.06	-0.14	0.23	0.33	1.00									
V7	0.30	0.40	0.10	0.12	0.46	-0.11	1.00								
V8	-0.18	-0.04	0.01	0.21	0.11	0.10	-0.06	1.00							
V9	0.05	-0.07	0.23	0.37	0.31	0.02	-0.01	0.31	1.00						
V10	0.44	0.55	0.34	0.39	0.58	0.24	0.26	0.00	0.16	1.00					
V11	0.30	0.29	0.10	0.37	0.41	0.46	0.23	0.07	0.37	0.31	1.00				
V12	0.19	0.43	0.24	0.40	0.46	0.45	0.26	0.02	0.22	0.59	0.53	1.00			
V13	0.49	0.57	0.41	0.70*	0.72*	0.43	0.45	0.28	0.48	0.70*	0.64*	0.73*	1.00		
V14	0.09	0.03	-0.03	-0.03	0.12	-0.01	0.11	-0.06	-0.04	0.08	-0.06	0.06	0.04	1.00	

V15	0.02	0.02	-0.04	-0.06	0.08	-0.01	0.07	-0.04	-0.05	0.06	-0.08	0.05	0.00	0.95*	1.00
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\* = Relationship is highly significant.

V1 = Representation	V2 = Reconciliation	V3 = Tolerance Uncertainty
V4 = Persuasion	V5 = Structure	V6 = Tolerance Freedom
V7 = Role Assumption	V8 = Consideration	V9 = Product Pump
V10 = Predictive Accuracy	V11 = Integration	V12 = Superior-Orient
V13 = Overall Leadership	V14 = Experience	V15 = Age.

Table-5 indicates that Overall Leadership of DPEs is highly significant relationship with Leadership qualities viz. Persuasion, Structure, Predictive Accuracy, Integration & Superior-Orient. Further it has less relationship with the rest leadership qualities. Other Parameters have less relationship among themselves except Age and Experience which is very high i.e. 0.95.

This study reveals that the Overall Leadership of Principals is highly significant relationship with all the Leadership qualities except Tolerance Uncertainty. Other parameters have very good relationship among themselves except Role Assumption with almost all rest of the factors. Age and Experience of the Principals are having very less correlation i.e. 0.36.

Further this study reveals that the Overall Leadership of Other Lecturers is highly significant relationship with all the Leadership qualities except Tolerance Uncertainty. It is also indicating that Persuasion and Structure has a significant relationship with other parameters i.e. Representation and Reconciliation. Factors Structure and Tolerance Freedom are highly related with each other i.e. 0.84.

It is important to note that factors Persuasion, Structure, Consideration, Production Pump and Predictive Accuracy have a significant relationship with all the other factors. Age and Experience of the Other Lecturers are highly correlation i.e. 0.93.

### Testing of Hypotheses

There were five hypotheses. Out of those, first four are found to be accepted where as the fifth i.e. "The male and female DPEs would differ significantly in respect of leadership behaviour" is rejected.

### Conclusion

The Leadership Behavior of the Directors of Physical Education of the Colleges in different Non-Agricultural Universities of Maharashtra State as perceived by themselves and by their Principals and Colleague Lecturers differs significantly.

The Leadership Behavior of the Male and Female DPEs of the Colleges in different Non-Agricultural Universities of Maharashtra State as perceived by them do not differ significantly from each other.

The Leadership Behaviour of the DPEs of the Colleges in different Non-Agricultural Universities of Maharashtra State as perceived by their Principals and colleague Lecturers are significantly correlated where as it has very less correlation with their own assessment.

### Recommendations

On above cited and observed results the Research scholar has made recommendations, which are stated as follows –

1. The Leadership Behavior of the Coaches and Physical education Teachers should be studied with due consideration to different games;
2. The Principals while assigning different responsibilities to the DPEs should consider the result of the present study;

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