CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

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4.0 INTRODUCTION

The analysis involves a detailed review of collected data to understand the characteristics of problem. It describes and summarizes the data, finds relationships and differences between variables, compares variables, and predicts outcomes, regardless of whether the data is qualitative or quantitative. Essentially, analysis involves computing measures and looking for patterns in data relationships. The process brings order, structure, and meaning too large amounts of data so that it can be interpreted effectively. The main goal of data analysis is to gather useful and accessible information. Statistical methods are crucial for collecting, organizing, analyzing, and interpreting data. After analyzing the data, the investigator interprets the findings. This step is critical and follows the established research plan. The analysis includes editing, coding, classifying, and tabulating collected data.

In the current study, a descriptive survey was conducted. Quantitative analysis was performed using SPSS to calculate mean scores, standard deviations, standard errors of Mean, t-values, degrees of freedom, and correlations. Content analysis was used for qualitative analysis. The study involved Government Scheduled Tribe and Scheduled Caste High School Headmasters and Teachers, using tools which includeed the Leadership Behavior Scale, School Effectiveness Scale, and Semi-Structured Interviews to explore headmasters' leadership behavior, school effectiveness, and to identify the problems that comes in the way of effective leadership behaviour of the Headmasters.

As outlined in Chapter III, these tools were applied to study 13 dimensions, including 7 dimensions of leadership behavior and 6 dimensions of school effectiveness. The survey data were analyzed quantitatively to study the leadership behaviour of headmaster, to study the school effectiveness, to determine the relationship between headmasters' leadership behavior and school effectiveness, and qualitatively to identify the problems affecting leadership behavior.

The data analysis and interpretation are presented in sections: 4.1.1 for leadership behavior, 4.1.2 for school effectiveness, 4.1.3 for the relationship between leadership behavior and school effectiveness using pearson coefficient correlation, and 4.1.4 to identify the problems that

comes in the way of effectiveness of leadership behaviour of the headmasters through semi-structured interviews analysed by content analysis. The results are presented in tables and figures, followed by analysis and interpretation. The detailed analysis and interpretation of data are provided below.

4.1. Analysis and Interpretation of Data Objective Wise

The quantitative analysis was done using SPSS for the Mean, Standard Deviation, Standard Error Mean, t-value, degree of freedom, and pearson coefficient correlation. For qualitative analysis, Content analysis was undertaken. The analysis of data and interpretation have been done objective-wise. In the present study, the focus of the study is to examine the relationship between "Leadership Behaviour" and "School Effectiveness". The objectives are related to study the leadership behaviour of headmasters and school effectiveness in the Government Scheduled Tribe and Scheduled Caste Development High Schools, and studying through the Interview to identify the problems that comes in the way of effectiveness of leadership behaviour of the headmasters.

Scoring: The researcher classifies the range of scale into five categories for interpretation of data. The five categories are 0.5 to 1.5 is very poor, 1.51 to 2.5 is poor, 2.51 to 3.5 Average, 3.51 to 4.5 is good, and 4.51 to 5.0 is very good.

Following techniques for testing null hypotheses are used in the study.

(a) Pearson Product Movement Correlation Coefficient (r): The Pearson Product-Moment Correlation Coefficient (r) quantifies the strength and direction of a linear relationship between two variables, producing a value between -1 and 1. To assess whether this correlation is statistically significant, researchers compare the calculated rrr value against a significant tabulated value from correlation tables based on the desired significance level (e.g., 0.05) and degrees of freedom. If the calculated rrr exceeds the tabulated value, the correlation is considered statistically significant, indicating a likely true relationship between the variables.

(b) Paired samples test: A paired samples t-test is conducted to assess whether there is a significant difference between the means of two related variables. The test calculates the t-value based on the mean differences, standard deviation, and the number of pairs. This calculated t-value is then compared to a significant tabulated value from the t-distribution, determined by the desired significance level (e.g., 0.05) and the degrees of freedom (typically n−1n - 1n−1, where nnn is the number of pairs). If the calculated t-value exceeds the tabulated value, the difference between the two variables is considered statistically significant, indicating that the intervention or condition has had a meaningful effect.

(c) Paired samples statistics: Paired samples statistics include essential components such as the Mean of the differences between paired observations, the sample size (N) representing the number of pairs, the Standard Deviation (SD) of the differences, and the Standard Error Mean (SE) of the differences, which estimates the variability of the mean difference. These statistics are essential for conducting a paired samples t-test to determine if there is a significant difference between the means of two related variables.

4.1.1 Objective No. 1

To study the leadership behaviour of Headmasters in the Government Scheduled Tribe and Scheduled Caste Development High Schools.

Table 4.1 Overall Mean of leadership behaviour scores of Headmasters & Teachers in different dimensions.

Mean		Headmasters	Teachers	Overall
Dimension of Leadership Behaviour	Cooperation	4.4928	4.3295	4.40
	Courage	4.3286	4.3346	4.33
	Trust	3.8711	3.8003	3.84
	Decision-Making	4.3121	4.1378	4.22
	Problem Solving	4.1274	3.9540	4.03
	Motivation	4.3294	4.0078	4.15
	Communication	4.5492	4.4737	4.50

*Dark colors indicate Higher Mean score

*Light colors indicate Lower Mean score

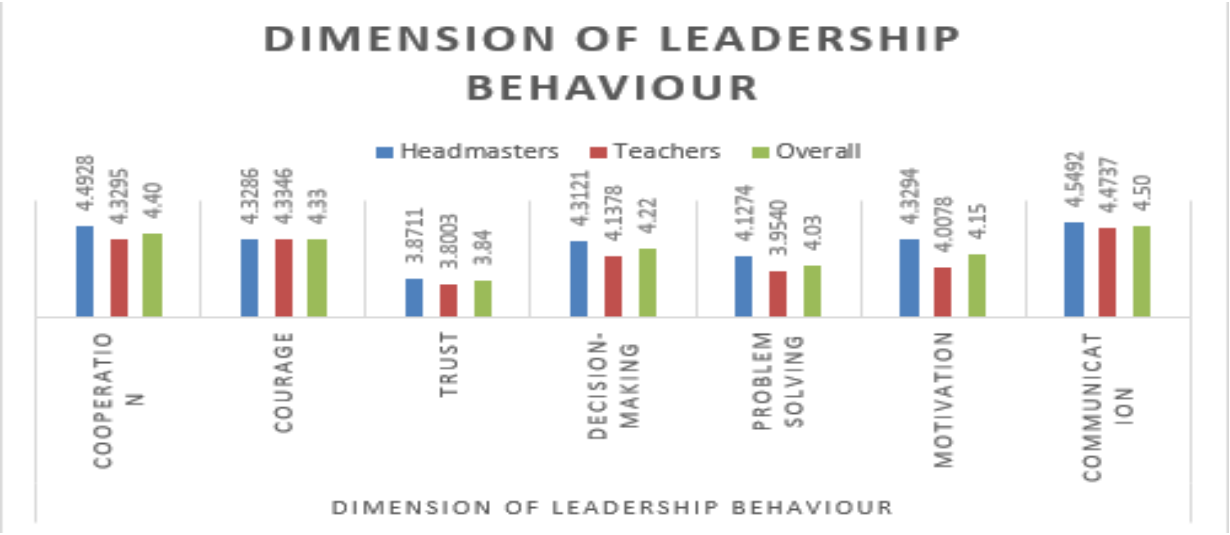

Figure No 4.1 Overall Mean of leadership behaviour scores of Headmasters & Teachers in different dimensions.

Table 4.1 and figure 4.1 analysed the mean scores across seven (7) dimensions of leadership

behavior as perceived by headmasters, teachers, and combined overall scores within an educational context.

- **Cooperation:** The headmasters perceived about themselves that their leadership trait of cooperation was good (4.49). The teachers also perceived that the headmasters leadership behaviour trait of cooperation was good (4.32). The overall mean score indicates that the leadership trait of cooperation in the headmaster was good (4.40).
- **Courage:** The headmasters perceived about themselves that their leadership trait of courage was good (4.32). The teachers also perceived that the headmaster leadership behaviour trait of courage was good (4.33). The overall mean score indicates that the leadership trait of courage in the headmaster was good (4.33).
- **Trust:** The headmasters perceived about themselves that their leadership trait of trust was good (3.87). The teachers also perceived that the headmaster leadership behaviour trait of trust was good (3.80). The overall mean score indicates that the leadership trait of trust in the headmaster was good (3.84).
- **Decision-Making:** The headmasters perceived about themeselves that their leadership skill of decision-making was good (4.31). The teachers also perceived that the headmaster leadership behaviour skill of decision-making was good (4.13). The overall mean score indicates that the leadership skill of decision-making in the headmaster was good (4.22).
- **Problem-Solving:** The headmasters perceived about themeselves that their leadership skill of problem solving was good (4.12). The teachers also perceived that the headmaster leadership behaviour skill of problem solving was good (3.95). The overall mean score indicates that the leadership skill of problem solving in the headmaster was good (4.03).
- **Motivation:** The headmasters perceived about themeselves that their leadership skill of motivation was good (4.12). The teachers also perceived that the headmaster leadership behaviour skill of motivation was good (3.95). The overall mean score indicates that the leadership skill of motivation in the headmaster was good (4.03).
- **Communication:** The headmasters perceived about themeselves that their leadership skill of communication was very good (4.54). The teachers also perceived that the headmaster leadership behaviour skill of communication was good (4.47). The overall mean score indicates that the leadership skill of communication in the headmaster was good (4.50).

The data from Table 4.1 & figure 4.1 illustrates that the headmasters perceived about themeself that their leadership behaviors which includes leadership traits and skills were good. The teachers also perceived that the headmasters leadership behaviour traits and skills were good. The overall mean score indicates that the leadership behaviour were good. The highest perceived dimension by both groups is "Communication," highlighting its critical role in effective leadership. However, "Trust" shows the lowest perception, suggesting an area where leadership could focus on improving.

4.1.2 Objective No. 2

To study the school effectiveness of the Government Scheduled Tribe and Scheduled Caste Development High Schools.

Table 4.2 Overall Mean of School Effectiveness scores of Headmasters & Teachers in different dimensions.

Mean		Headmasters	Teachers	Overall
Dimension of School Effectiveness	School Culture	4.2840	4.3025	4.29
	Resource Management	4.0568	4.0293	4.03
	Academic Achievement	4.1119	4.0747	4.10
	Teacher Effectiveness	4.1263	4.2942	4.21
	Pupils Development	3.7120	4.0304	3.87
	Pupil-Teacher relationship	3.7656	3.7388	3.75

*Dark colors indicate Higher Mean score

*Light colors indicate Lower Mean score

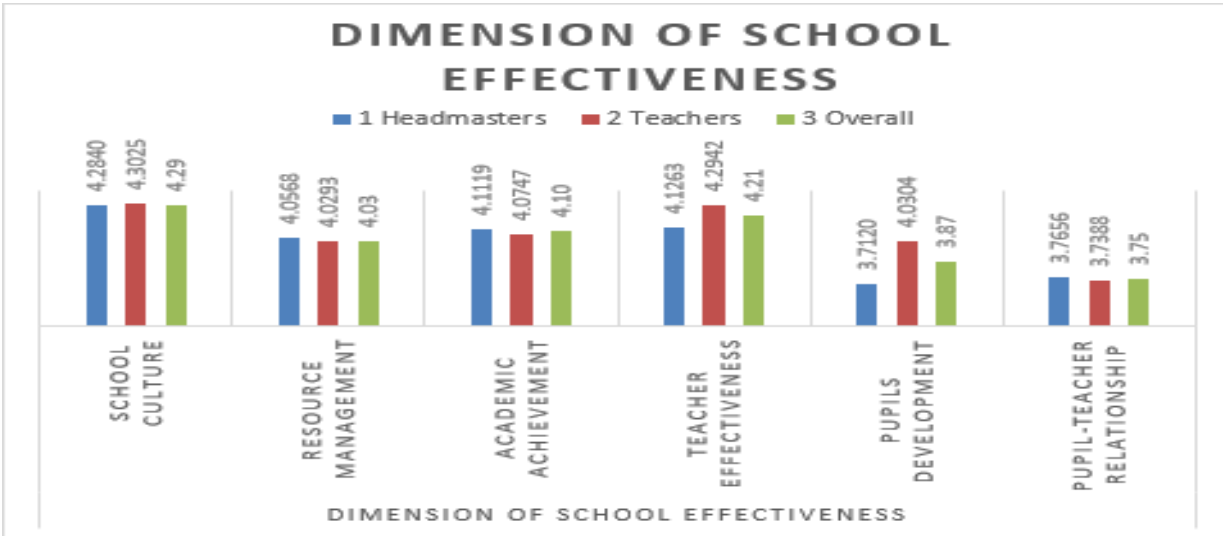

Figure No 4.2 Overall Mean of School Effectiveness scores of Headmasters & Teachers in

different dimensions.

Table 4.2 and **Figure 4.2** present the mean scores of six dimensions of school effectiveness as perceived by headmasters, teachers, and overall scores within an educational context.

- **School Culture:** The headmasters perceived that school culture dimension of school effectiveness was good (4.30). The teachers also perceived that the school culture dimension of school effectiveness was good (4.28). The overall mean score indicates that the school culture dimension of school effectiveness was good (4.29).
- **Resource management**: The headmasters perceived that resource management dimension of school effectiveness was good (4.05). The teachers also perceived that the resource management dimension of school effectiveness was good (4.02). The overall mean score indicates that the resource management dimension of school effectiveness was good (4.03).
- **Academic Achievement**: The headmasters perceived that academic achievement dimension of school effectiveness was good (4.11). The teachers also perceived that the academic achievement dimension of school effectiveness was good (4.07). The overall mean score indicates that the academic achievement dimension of school effectiveness was good (4.10).
- **Teacher Effectiveness**: The headmasters perceived that teacher effectiveness dimension of school effectiveness was good (4.12). The teacher also perceived that the teacher effectiveness dimension of school effectiveness was good (4.29). The overall mean score indicates that the teacher effectiveness dimension of school effectiveness was good (4.21).
- **Pupils' Development**: The headmasters perceived that pupils development dimension of school effectiveness was good (3.71). The teachers also perceived that the pupils development dimension of school effectiveness was good (4.03). The overall mean score indicates that the pupils development dimension of school effectiveness was good (3.87).
- **Pupil-teacher relationship:** The headmasters perceived that pupil-teacher relationship dimension of school effectiveness was good (3.76). The teachers also perceived that the pupil-teacher relationship dimension of school effectiveness was good (3.73). The overall mean score indicates that the pupil-teacher relationship dimension of school effectiveness was good (3.75).

The data from Table 4.2 & figure 4.2 illustrates that the headmasters perceived that school effectiveness were good.

4.1.3 Objective No. 3

To find out the relationship between leadership behaviour and school effectiveness.

Ho.1: There is no significant relationship between leadership behaviour trait of cooperation and school culture dimension of school effectiveness.

This analysis finds out the relationship between leadership behaviour trait of cooperation, and various dimensions of school effectiveness which includes school culture, resource management, academic achievement, teacher effectiveness, pupil development, and pupil-teacher relationships.

For testing the hypothesis, the researcher has used Pearson's Coefficient of Correlation(r). The hypothesis has been tested at 0.05 level of significance.

Table 4.3 Correlation Coefficient between Leadership Behaviour trait of Cooperation and School Culture dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Cooperation School Culture	100	0.03	0.79	Accepted

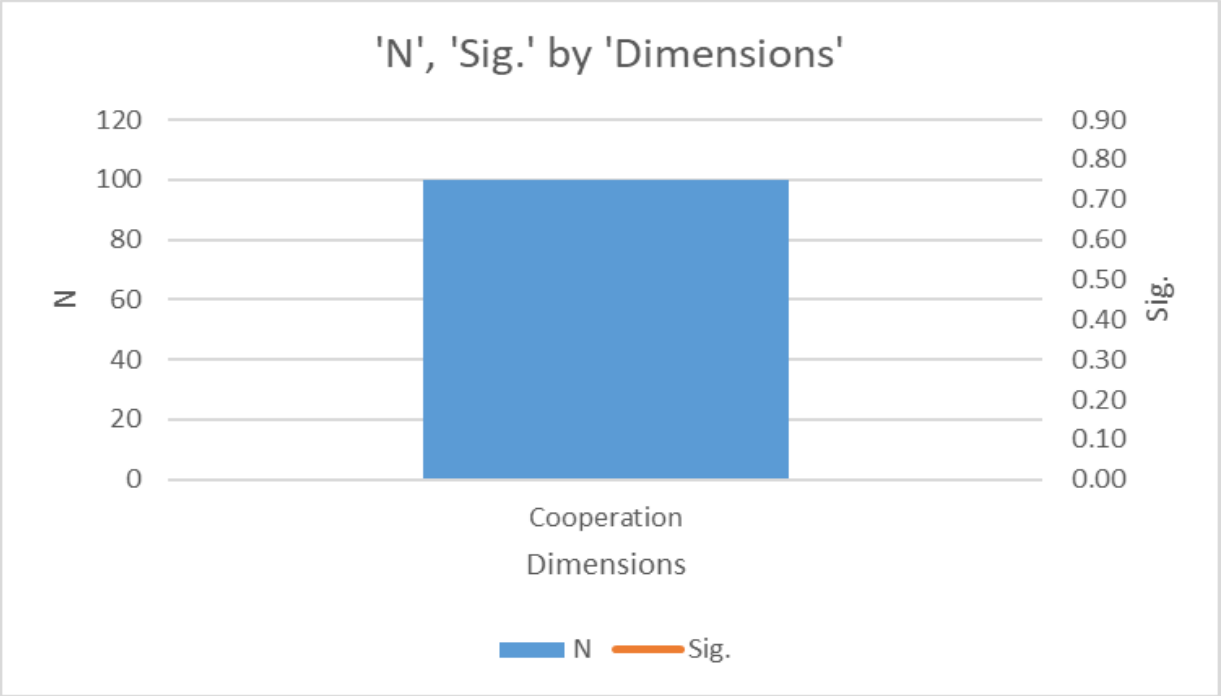

Figure 4.3 Correlation Coefficient between Leadership Behaviour trait of Cooperation and School Culture of School Effectiveness.

Table 4.3 and figure 4.3 shows there is no significant correlation between leadership behaviour trait of cooperation and school culture dimension of school effectiveness, r=0.03, n=100. Since the p-value = 0.79 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.4 shows the paired samples t-test between Leadership Behaviour trait of Cooperation and school culture dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COOPERATION AND SCHOOL CULTURE	0.15	0.58	0.06	0.03	0.26	2.53	99	0.01

Table no 4.4 the paired sample t-test shows that the mean difference between leadership behaviour trait of cooperation and school culture dimension of school effectiveness (Mean difference=0.15, with a t-value of 2.53 and a p-value of 0.01 with *df*= 99) and is indicated by

0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of cooperation and school culture dimension of school effectiveness.

Table 4.5 shows the paired samples statistics between Leadership Behaviour trait of Cooperation and school culture dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COOPERATION	4.40	100	0.35	0.03
SCHOOL CULTURE	4.26	100	0.47	0.05

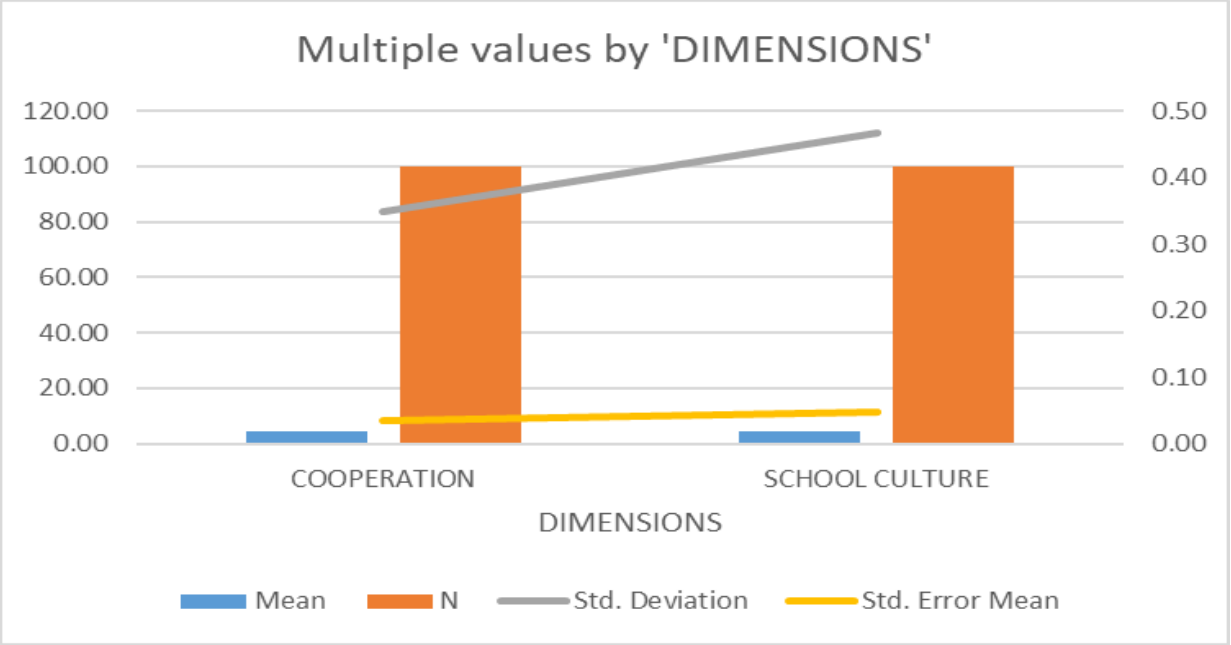

Figure 4.4 shows the paired samples statistics between Leadership Behaviour trait of Cooperation and school culture dimension of School Effectiveness.

Table no 4.5 and figure 4.4 the paired sample statistics shows that the mean of leadership behaviour trait of cooperation higher than school culture dimension of school effectiveness (mean = 4.40 and 4.26).

Ho.2: "There is no significant relationship between leadership behaviour trait of cooperation and school effectiveness of resource management."

Table 4.6 Correlation Coefficient between Leadership Behaviour trait of Cooperation and

Resource Management dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Cooperation Resource Management	100	-0.03	0.79	Accepted

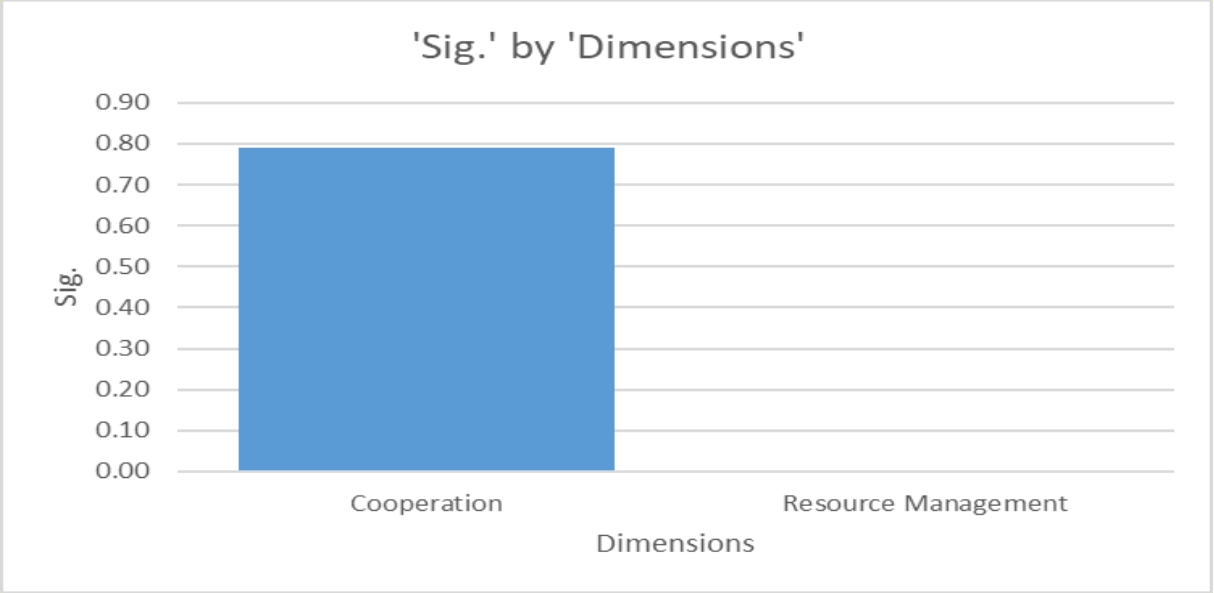

Figure 4.5 Correlation Coefficient between Leadership Behaviour trait of Cooperation and Resource Management dimension of School Effectiveness.

From the table 4.6 and figure 4.5 shows there is no significant correlation between leadership behaviour trait of cooperation and resource management dimension of school effectiveness, r=-0.03, n=100. Since the p-value = 0.79 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.7 shows the paired samples t-test between Leadership Behaviour trait of Cooperation and Resource Management dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COOPERATION & RESOURCE MANAGEMENT	0.38	0.60	0.06	0.26	0.50	6.34	99	0.00

Table no 4.7 the paired sample t-test shows that the mean difference between leadership behaviour trait of cooperation and resource management dimension of school effectiveness (Mean difference 0.38, with a t-value of 6.34 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of cooperation and resource management dimension of school effectiveness.

Table 4.8 shows the paired samples statistics between Leadership Behaviour trait of Cooperation and Resource Management dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COOPERATION	4.40	100	0.35	0.03
RESOURCE MANAGEMENT	4.03	100	0.47	0.05

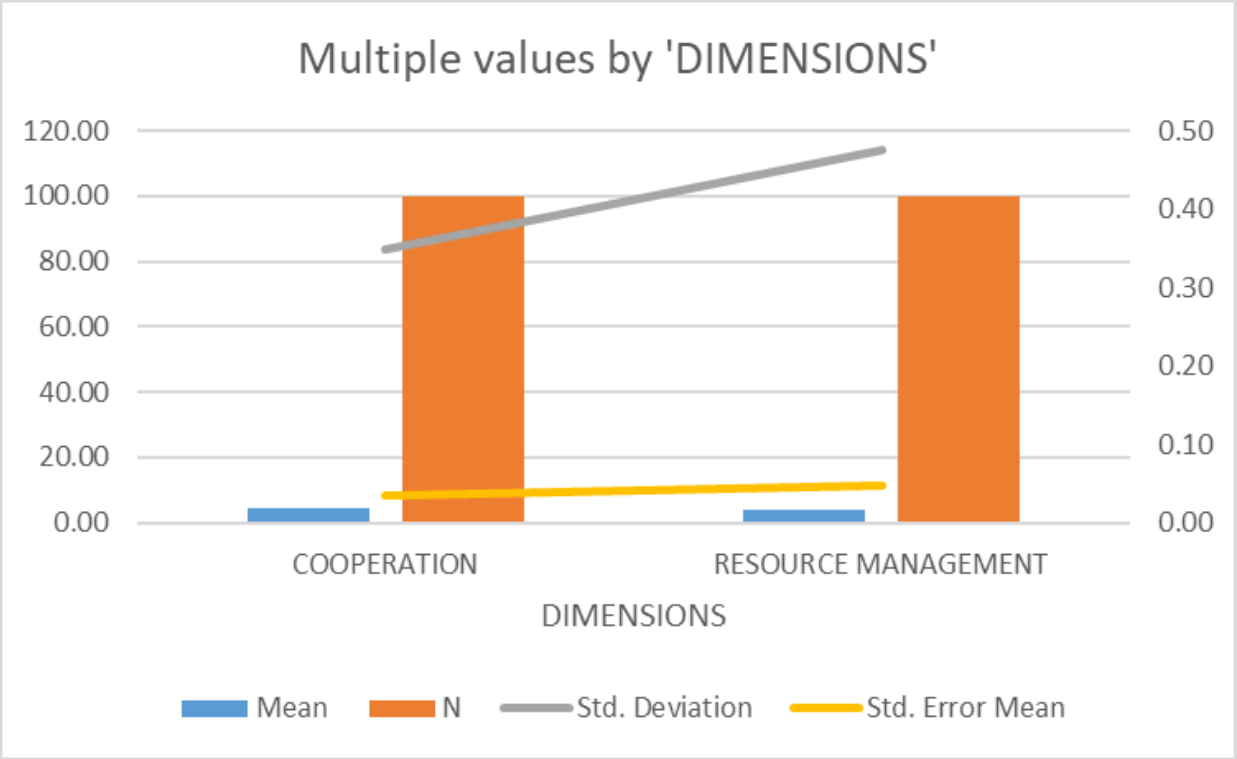

Figure 4.6 shows the paired samples statistics between Leadership Behaviour trait of Cooperation and Resource Management of School Effectiveness.

Table no 4.8 and figure 4.6 the paired sample statistics shows that the mean of leadership behaviour trait of cooperation higher than resource management dimension of school effectiveness (mean = 4.40 and 4.03).

Ho.3: "There is no significant relationship between leadership behaviour trait of cooperation and school effectiveness of academic achievement."

Table 4.9 Correlation Coefficient between Leadership Behaviour trait of Cooperation and Academic Achievement dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Cooperation	100	0.09	0.39	Accepted
Academic Achievement				

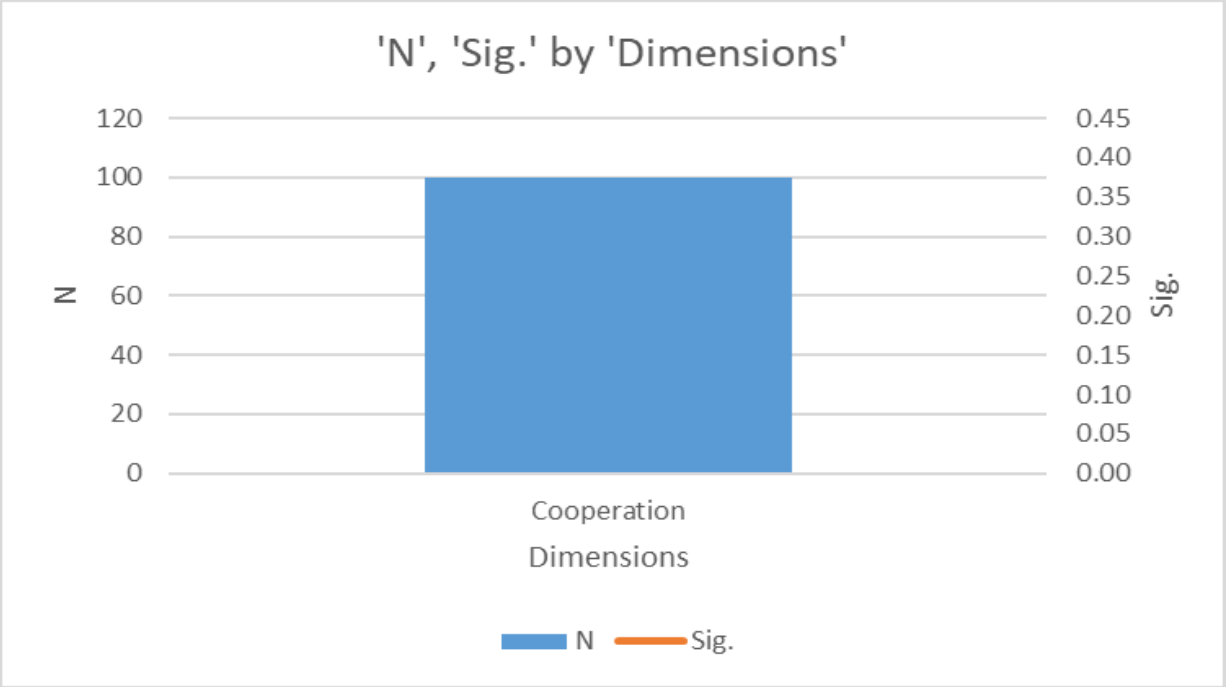

Figure 4.7 Correlation Coefficient between Leadership Behaviour trait of Cooperation and Academic Achievement dimension of School Effectiveness.

From the table 4.9 and figure 4.7 shows there is no significant correlation between leadership behaviour trait of cooperation and academic achievement dimension of school effectiveness, r=-0.09, n=100. Since the p-value = 0.39 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.10 shows the paired samples t-test between Leadership Behaviour trait of Cooperation and Academic Achievement dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COOPERATION & ACADEMIC ACHIEVEMENT	0.32	0.52	0.05	0.22	0.43	6.18	99	0.00

Table no 4.10 the paired sample t-test shows that the mean difference between leadership behaviour trait of cooperation and academic achievement dimension of school effectiveness (Mean difference 0.32, with a t-value of 6.18 and a p-value of 0.00 with *df*= 99) and is

indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of cooperation and academic achievement dimension of school effectiveness.

Table 4.11 shows the paired samples statistics between Leadership Behaviour trait of Cooperation and Academic Achievement dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	**Mean**	**N**	**Std. Deviation**	**Std. Error Mean**
COOPERATION	**4.40**	**100**	**0.35**	**0.03**
ACADEMIC ACHIEVEMENT	**4.08**	**100**	**0.42**	**0.04**

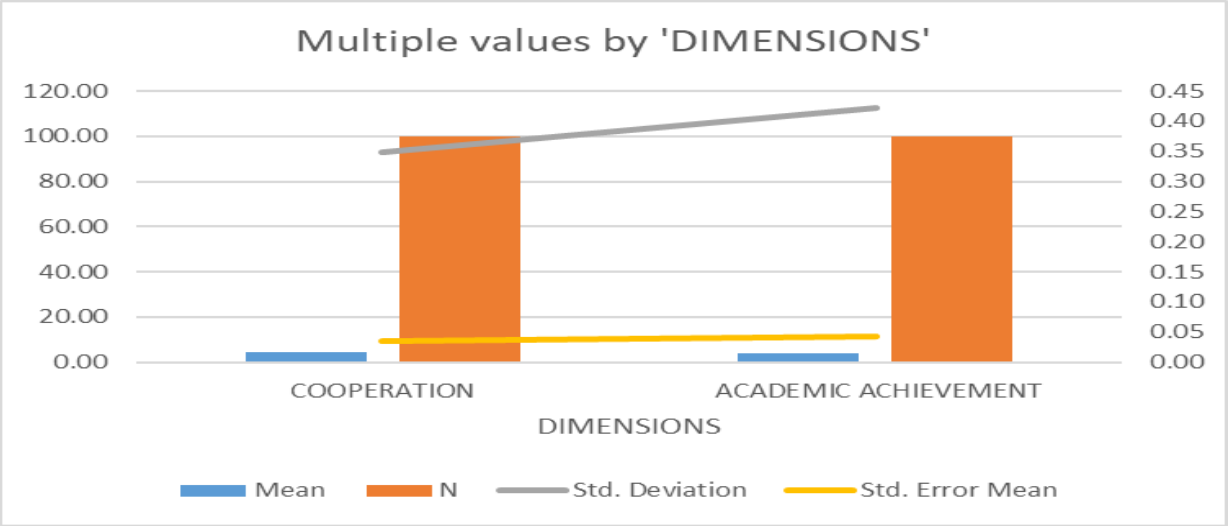

Figure 4.8 shows the paired samples statistics between Leadership Behaviour trait of Cooperation and Academic Achievement dimension of School Effectiveness.

Table no 4.11 and figure 4.8 the paired sample statistics shows that the mean of leadership behaviour trait of cooperation higher than academic achievement dimension of school effectiveness (mean = 4.40 and 4.08).

Ho.4: "There is no significant relationship between leadership behaviour trait of cooperation and school effectiveness of teacher effectiveness."

Table 4.12 Correlation Coefficient between Leadership Behaviour trait of Cooperation and Teacher Effectiveness dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Cooperation	100	0.00	0.98	Accepted
Teaching Effectiveness				

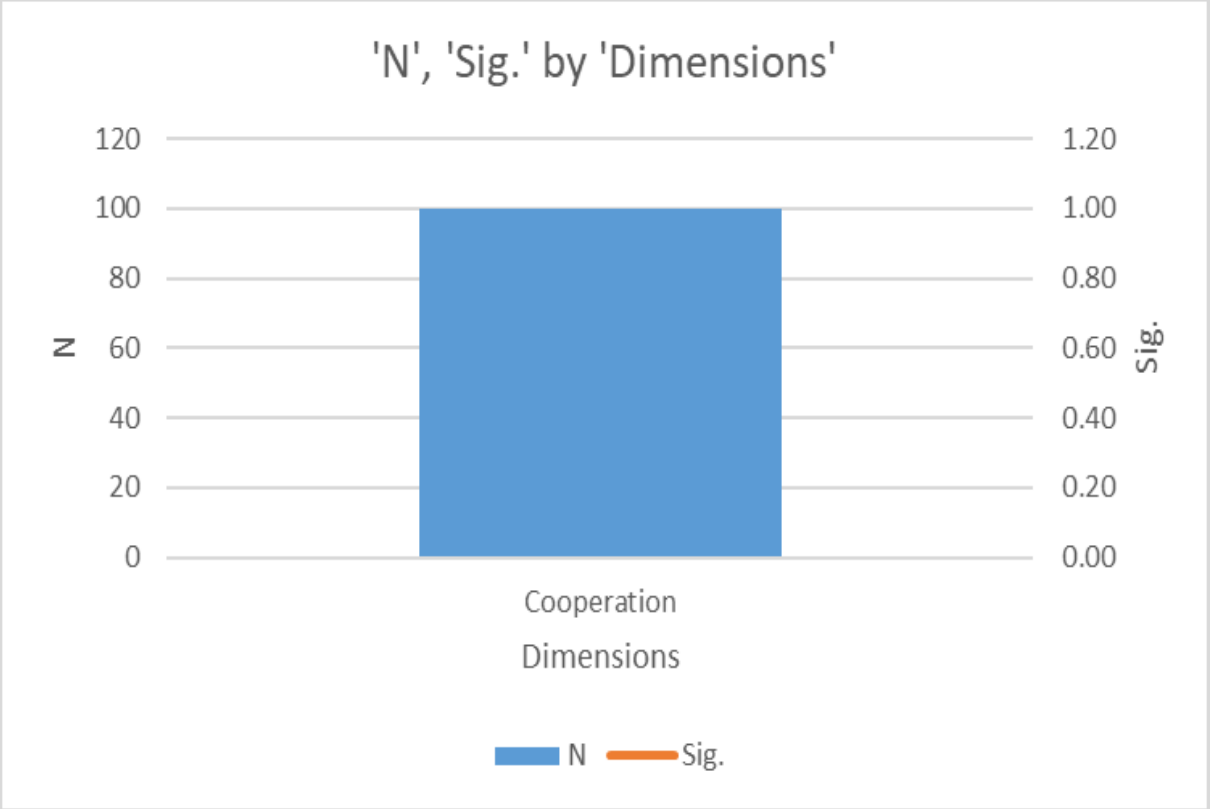

Figure 4.9 Correlation Coefficient between Leadership Behaviour trait of Cooperation and Teacher Effectiveness dimension of School Effectiveness.

From the table 4.12 and figure 4.9 shows there is no significant correlation between leadership behaviour trait of cooperation and teacher effectiveness dimension of school effectiveness, r=-0.00, n=100. Since the p-value = 0.98 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.13 shows the paired samples t-test between Leadership Behaviour trait of Cooperation and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COOPERATION & TEACHER EFFECTIVENESS	0.21	0.60	0.06	0.09	0.33	3.46	99	0.00

Table no 4.13 the paired sample t-test shows that the mean difference between leadership behaviour trait of cooperation and teacher effectiveness dimension of school effectiveness (Mean difference 0.21, with a t-value of 3.46 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of cooperation and teacher effectiveness dimension of school effectiveness.

Table 4.14 shows the paired samples statistics between Leadership Behaviour trait of Cooperation and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COOPERATION	4.40	100	0.35	0.03
TEACHER EFFECTIVENESS	4.20	100	0.49	0.05

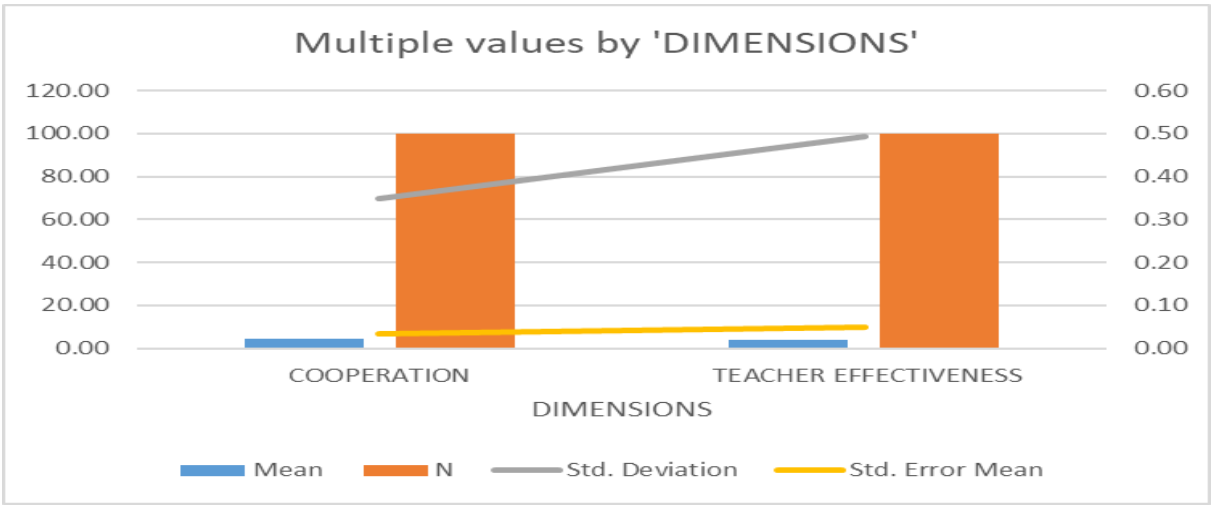

Figure 4.10 shows the paired samples statistics between Leadership Behaviour trait of Cooperation and Teacher Effectiveness dimension of School Effectiveness.

Table no 4.14 and figure 4.10 the paired sample statistics shows that the mean of leadership behaviour trait of cooperation higher than teacher effectiveness dimension of school effectiveness (mean = 4.40 and 4.20).

Ho.5: "There is no significant relationship between leadership behaviour trait of cooperation and school effectiveness of pupil development."

Table 4.15 Correlation Coefficient between Leadership Behaviour trait of Cooperation and Pupil Development dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Cooperation	100	-0.10	0.30	Accepted
Pupil-Development				

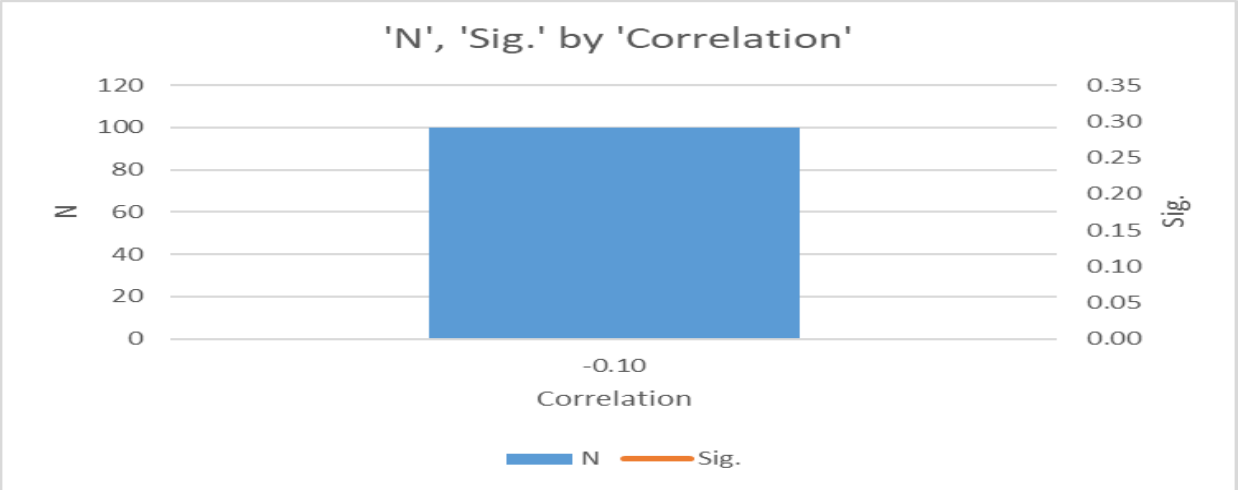

Figure 4.11 Correlation Coefficient between Leadership Behaviour trait of Cooperation and Pupil Development dimension of School Effectiveness.

From the table 4.15 and figure 4.11 shows there is no significant correlation between leadership behaviour trait of cooperation and pupil development dimension of school effectiveness, r=-0.10, n=100. Since the p-value = 0.30 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.16 shows the paired samples t-test between Leadership Behaviour trait of Cooperation and Pupil Development dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COOPERATION & PUPIL DEVELOPMENT	0.55	0.62	0.06	0.43	0.68	8.90	99	0.00

Table no 4.16 the paired sample t-test shows that the mean difference between leadership behaviour trait of cooperation and pupil development dimension of school effectiveness (Mean difference 0.55, with a t-value of 8.90 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of cooperation and pupil development dimension of school effectiveness.

Table 4.17 shows the paired samples statistics between Leadership Behaviour trait of Cooperation and Pupil Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COOPERATION	4.40	100	0.35	0.03
PUPIL DEVELOPMENT	3.85	100	0.48	0.05

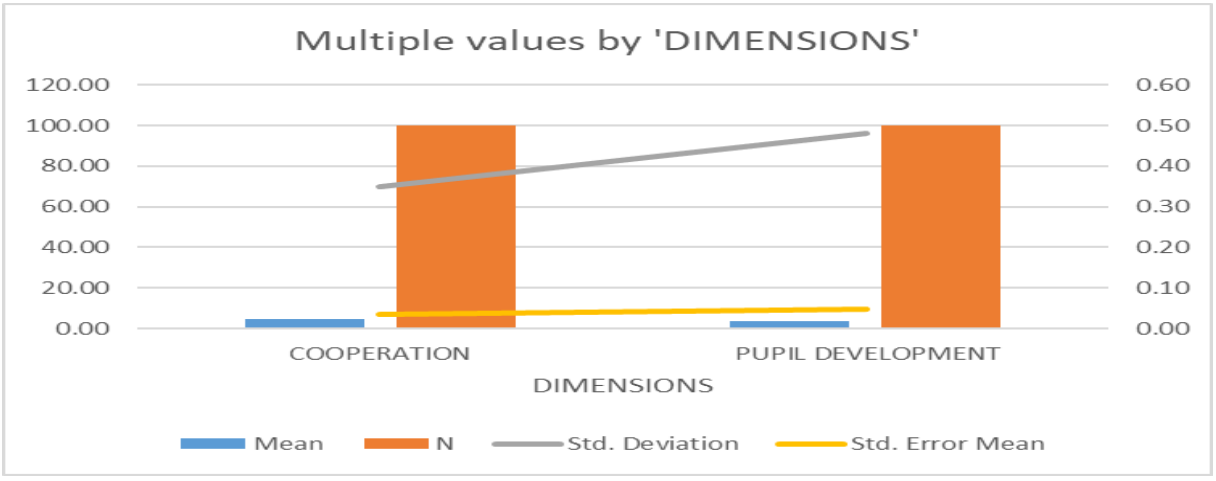

Figure 4.12 shows the paired samples statistics between Leadership Behaviour trait of Cooperation and Pupil Development dimension of School Effectiveness.

Table no 4.17 and figure 4.12 the paired sample statistics shows that the mean of leadership behaviour trait of cooperation higher than pupil development dimension of school effectiveness (mean = 4.40 and 3.85).

Ho.6: "There is no significant relationship between leadership behaviour trait of cooperation and school effectiveness of Pupil-teacher relationship."

Table 4.18 Correlation Coefficient between Leadership Behaviour trait of Cooperation and Pupil Teacher Relationship dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Cooperation	100	0.05	0.63	Accepted
Pupil-Teacher Relationship				

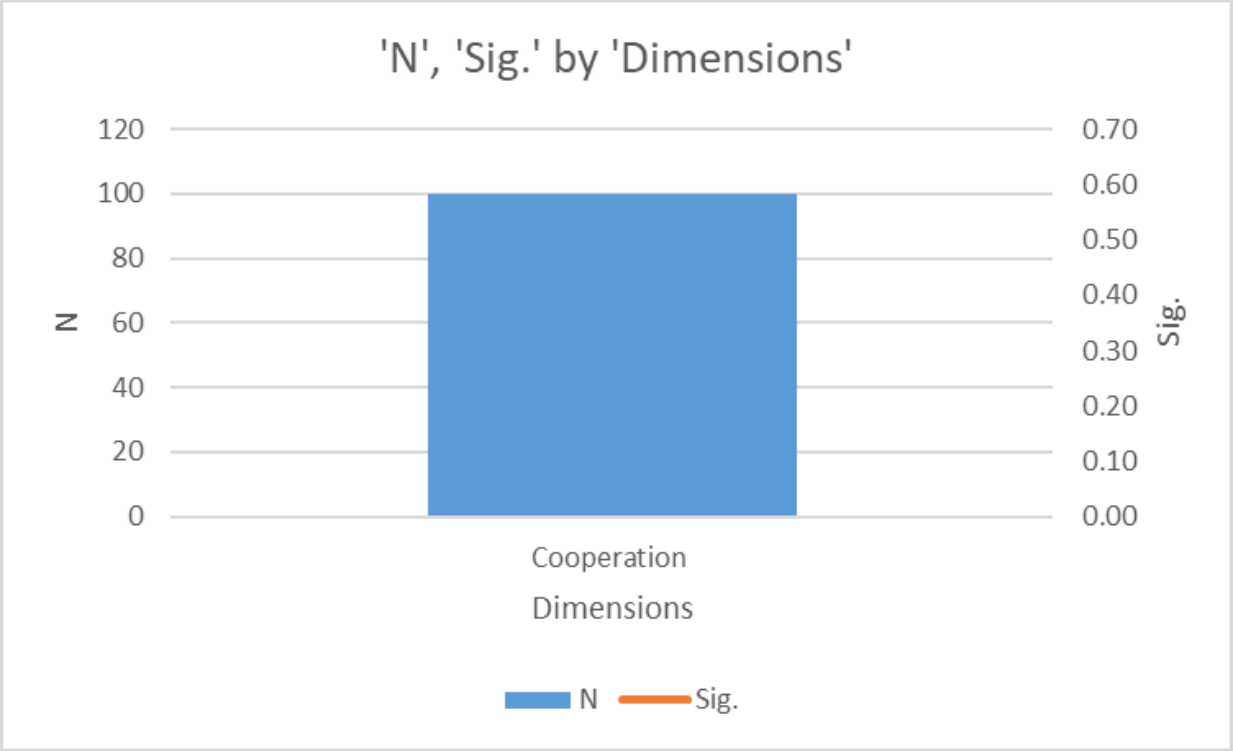

Figure 4.13 Correlation Coefficient between Leadership Behaviour trait of Cooperation and Pupil Teacher Relationship dimension of School Effectiveness.

From the table 4.18 and figure 4.13 shows there is no significant correlation between leadership behaviour trait of cooperation and pupil teacher relationship dimension of school effectiveness,

r=0.05, n=100. Since the p-value = 0.63 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.19 shows the paired samples t-test between Leadership Behaviour trait of Cooperation and Pupil Teacher Relationship dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COOPERATION & PUPIL-TEACHER RELATIONSHIP	0.67	0.50	0.05	0.57	0.76	13.30	99	0.00

Table no 4.19 the paired sample t-test shows that the mean difference between leadership behaviour trait of cooperation and pupil teacher relationship dimension of school effectiveness (Mean difference 0.67, with a t-value of 13.30 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of cooperation and pupil teacher relationship dimension of school effectiveness.

Table 4.20 shows the paired samples statistics between Leadership Behaviour trait of Cooperation and Pupil Teacher Relationship Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COOPERATION	4.40	100	0.35	0.03
PUPIL-TEACHER RELATIONSHIP	3.74	100	0.38	0.04

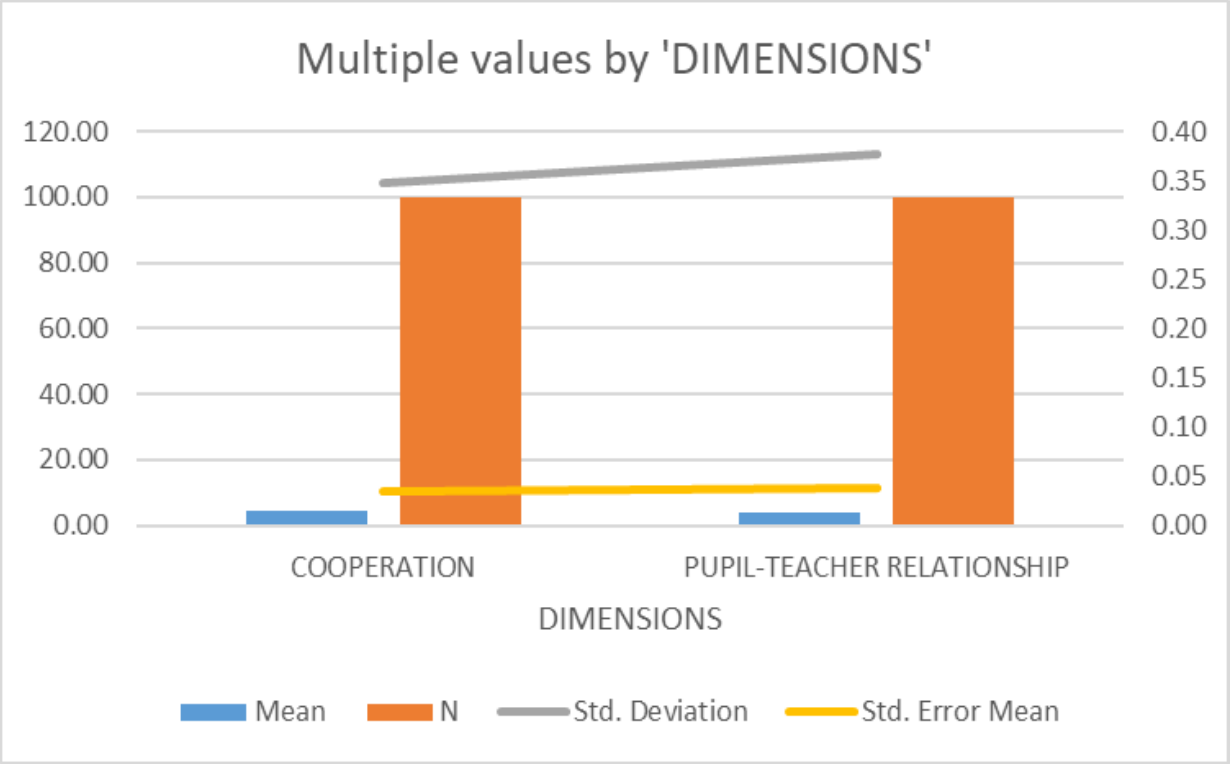

Figure 4.14 shows the paired samples statistics between Leadership Behaviour trait of Cooperation and Pupil Teacher Relationship dimension of School Effectiveness.

Table no 4.20 and figure 4.14 the paired sample statistics shows that the mean of leadership behaviour trait of cooperation higher than pupil teacher relationship dimension of school effectiveness (mean = 4.40 and 3.74).

Ho.7: "There is no significant relationship between leadership behaviour trait of courage and school effectiveness of school culture."

Table 4.21 Correlation Coefficient between Leadership Behaviour trait of Courage and School Culture dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Courage	100	0.10	0.34	Accepted
School Culture				

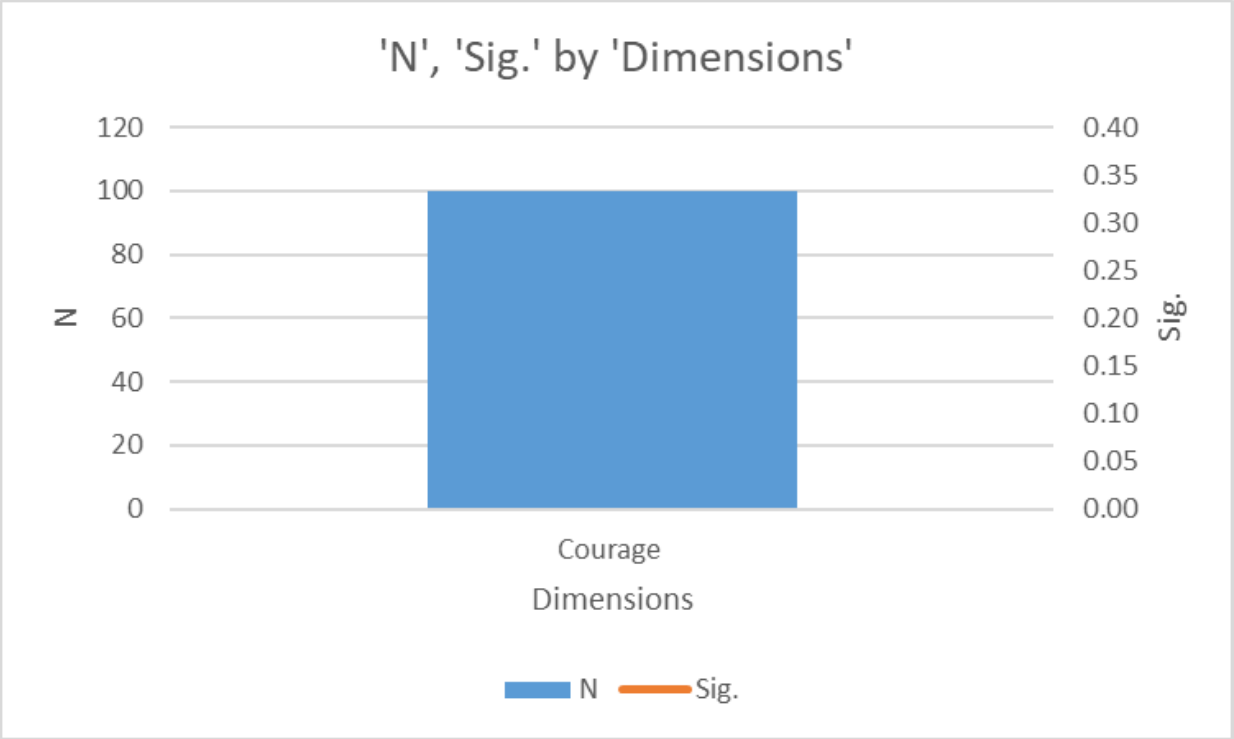

Figure 4.15 Correlation Coefficient between Leadership Behaviour trait of Courage and School Culture dimension of School Effectiveness.

From the table 4.21 and figure 4.15 shows there is no significant correlation between leadership behaviour trait of courage and school culture dimension of school effectiveness, r=0.10, n=100. Since the p-value = 0.34 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.22 shows the paired samples t-test between Leadership Behaviour trait of Courage and school culture dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COURAGE & SCHOOL CULTURE	0.07	0.57	0.06	-0.04	0.19	1.31	99	0.19

Table no 4.22 the paired sample t-test shows that the mean difference between leadership behaviour trait of courage and school culture dimension of school effectiveness (Mean difference 0.07, with a t-value of 1.31 and a p-value of 0.19 with df= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant

difference between leadership behaviour trait of courage and school culture dimension of school effectiveness.

Table 4.23 shows the paired samples statistics between Leadership Behaviour trait of Courage and school culture dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COURAGE	4.33	100	0.37	0.04
SCHOOL CULTURE	4.26	100	0.47	0.05

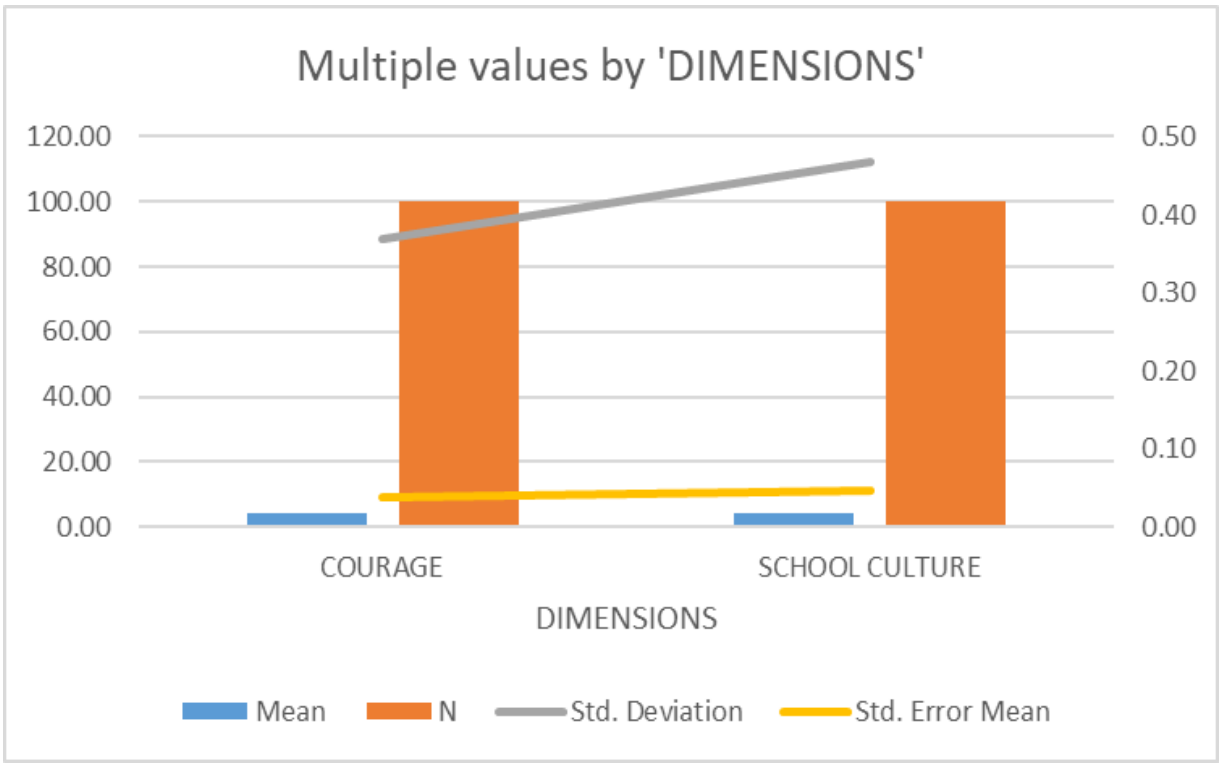

Figure 4.16 shows the paired samples statistics between Leadership Behaviour trait of Courage and school culture dimension of School Effectiveness.

Table no 4.23 and figure 4.16 the paired sample statistics shows that the mean of leadership behaviour trait of courage higher than school culture dimension of school effectiveness (mean = 4.33 and 4.26).

Ho.8: "There is no significant relationship between leadership behaviour trait of courage and school effectiveness of resource management."

Table 4.24 Correlation Coefficient between Leadership Behaviour trait of Courage and Resource Management dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Courage Resource Management	100	0.02	0.84	Accepted

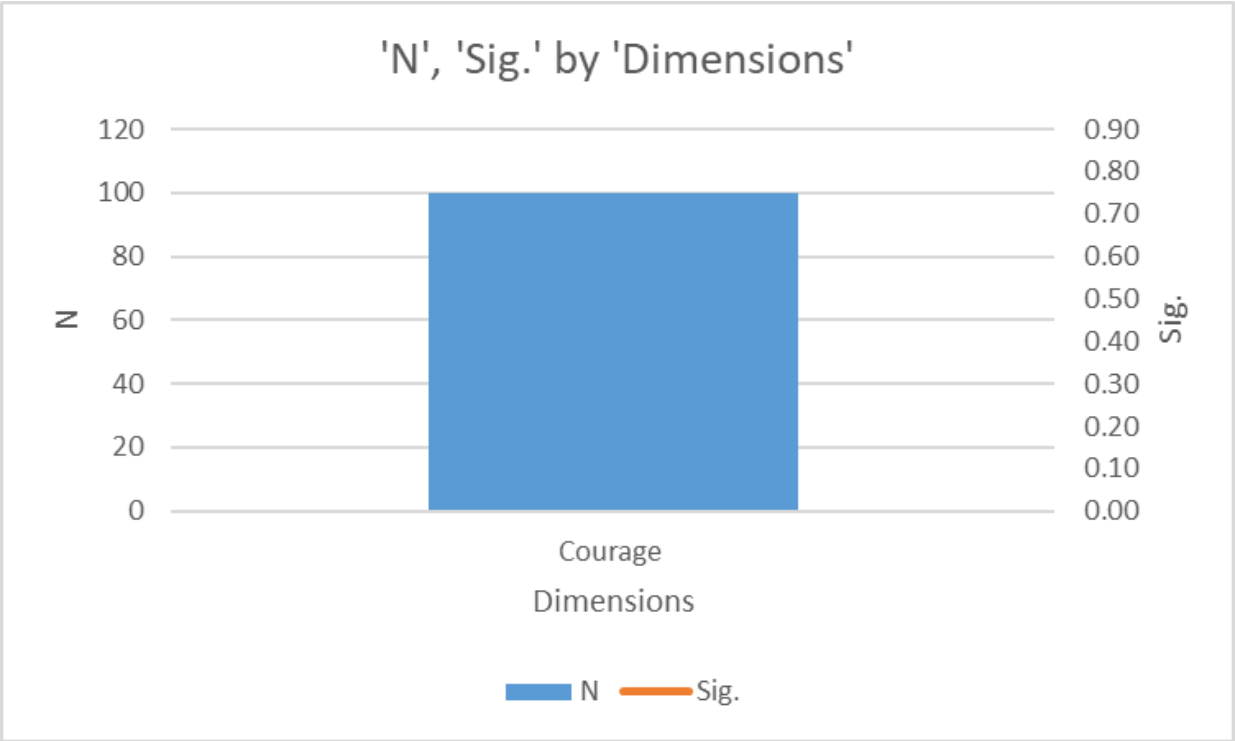

Figure 4.17 Correlation Coefficient between Leadership Behaviour trait of Courage and Resource Management dimension of School Effectiveness.

From the table 4.24 and figure 4.17 shows there is no significant correlation between leadership behaviour trait of courage and resource management dimension of school effectiveness, r=-0.02, n=100. Since the p-value = 0.84 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.25 shows the paired samples t-test between Leadership Behaviour trait of Courage and Resource Management dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COURAGE & RESOURCE MANAGEMENT	0.31	0.60	0.06	0.19	0.43	5.15	99	0.00

Table no 4.25 the paired sample t-test shows that the mean difference between leadership behaviour trait of courage and resource management dimension of school effectiveness (Mean difference 0.31, with a t-value of 5.15 and a p-value of 0.00 with df= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of courage and resource management dimension of school effectiveness.

Table 4.26 shows the paired samples statistics between Leadership Behaviour trait of Courage and Resource Management dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COURAGE	4.33	100	0.37	0.04
RESOURCE MANAGEMENT	4.03	100	0.47	0.05

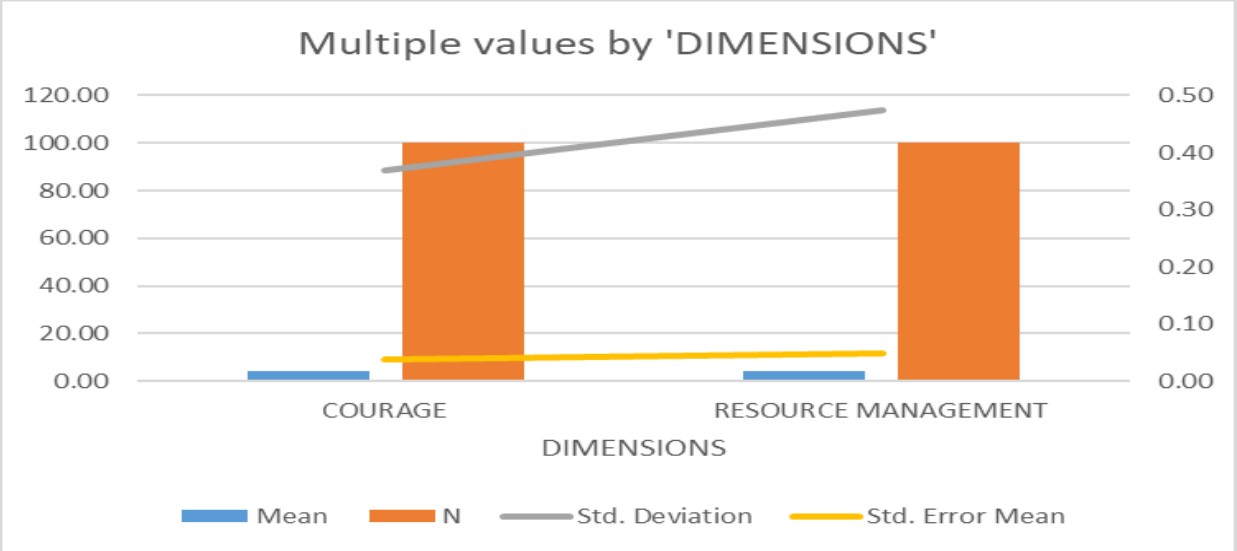

Figure 4.18 shows the paired samples statistics between Leadership Behaviour trait of Courage and Resource Management of School Effectiveness.

Table no 4.26 and figure 4.18 the paired sample statistics shows that the mean of leadership behaviour trait of courage higher than resource management dimension of school effectiveness (mean = 4.33 and 4.03).

Ho.9: "There is no significant relationship between leadership behaviour trait of courage and school effectiveness of academic achievement."

Table 4.27 Correlation Coefficient between Leadership Behaviour trait of Courage and Academic Achievement dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Courage	100	0.08	0.45	Accepted
Academic Achievement				

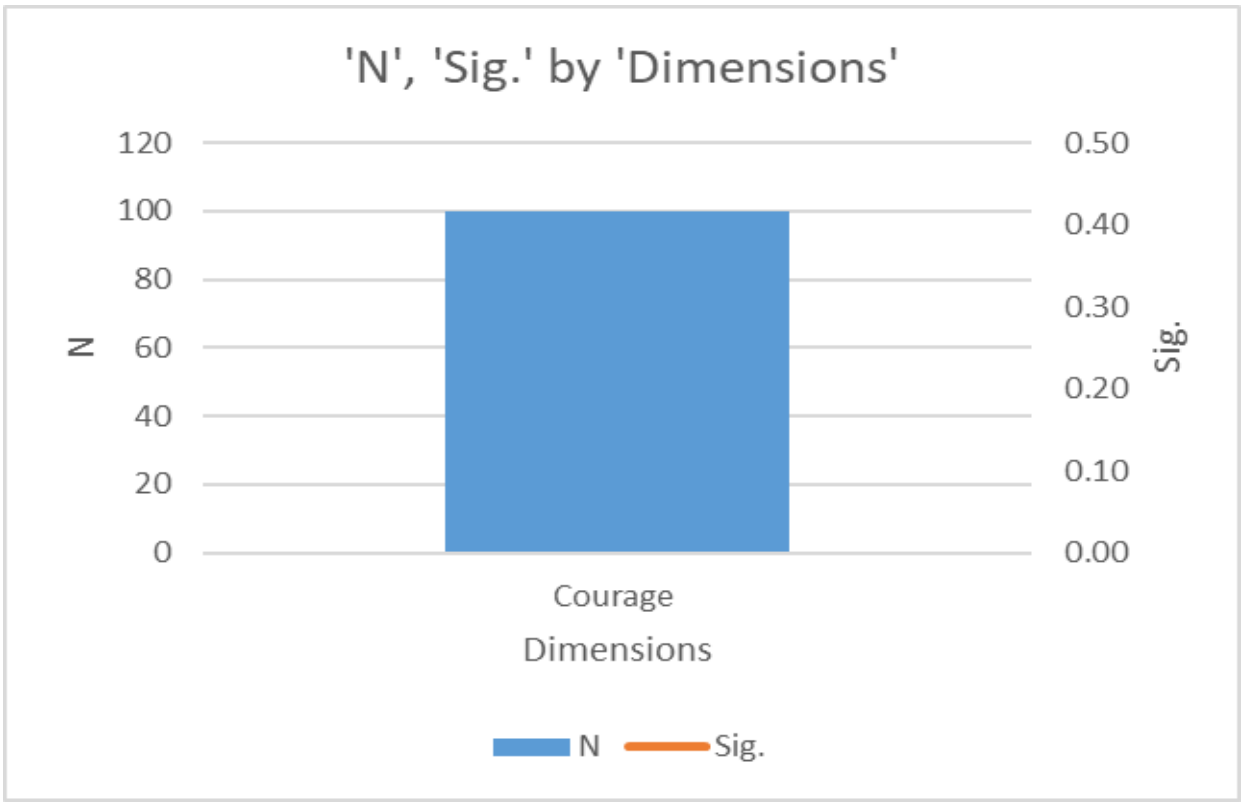

Figure 4.19 Correlation Coefficient between Leadership Behaviour trait of Courage and Academic Achievement dimension of School Effectiveness.

From the table 4.27 and figure 4.19 shows there is no significant correlation between leadership behaviour trait of courage and academic achievement dimension of school effectiveness, r=-

0.08, n=100. Since the p-value = 0.45 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.28 shows the paired samples t-test between Leadership Behaviour trait of Courage and Academic Achievement dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COURAGE & ACADEMIC ACHIEVEMENT	0.25	0.54	0.05	0.14	0.36	4.67	99	0.00

Table no 4.28 the paired sample t-test shows that the mean difference between leadership behaviour trait of courage and academic achievement dimension of school effectiveness (Mean difference 0.25, with a t-value of 4.67 and a p-value of 0.00 with df= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of courage and academic achievement dimension of school effectiveness.

Table 4.29 shows the paired samples statistics between Leadership Behaviour trait of Courage and Academic Achievement dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COURAGE	4.33	100	0.37	0.04
ACADEMIC ACHIEVEMENT	4.08	100	0.42	0.04

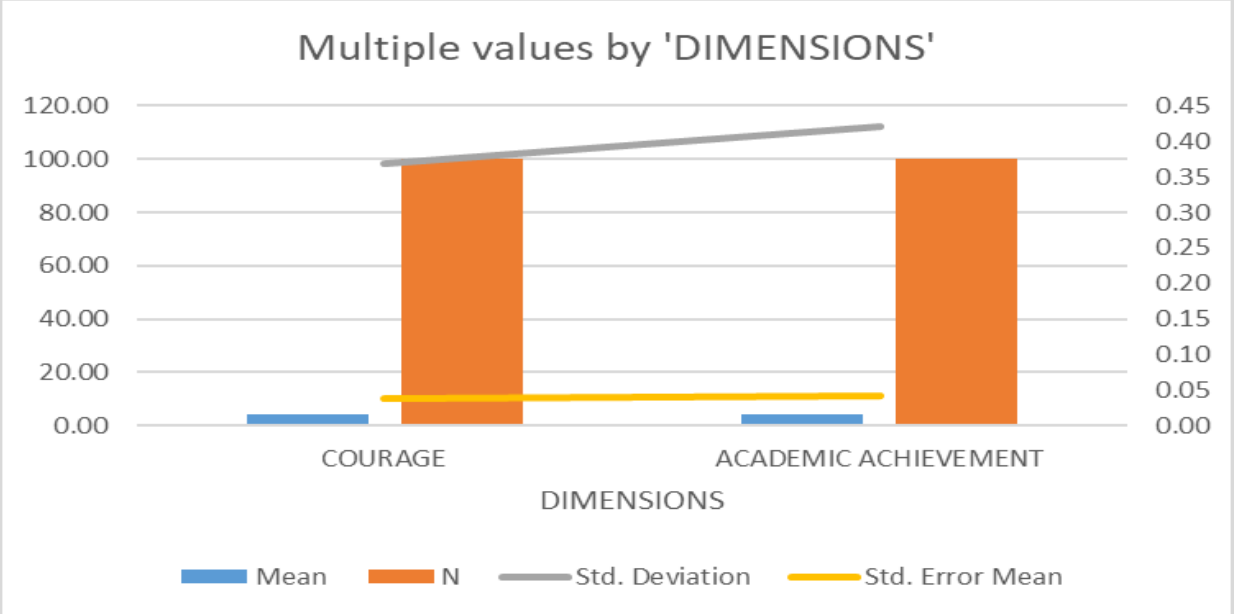

Figure 4.20 shows the paired samples statistics between Leadership Behaviour trait of Courage and Academic Achievement dimension of School Effectiveness.

Table no 4.29 and figure 4.20 the paired sample statistics shows that the mean of leadership behaviour trait of courage higher than resource management dimension of school effectiveness (mean = 4.33 and 4.08).

Ho.10: "There is no significant relationship between leadership behaviour trait of courage and school effectiveness of teacher effectiveness."

Table 4.30 Correlation Coefficient between Leadership Behaviour trait of Courage and Teacher Effectiveness dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Courage	100	0.08	0.43	Accepted
Teaching Effectiveness				

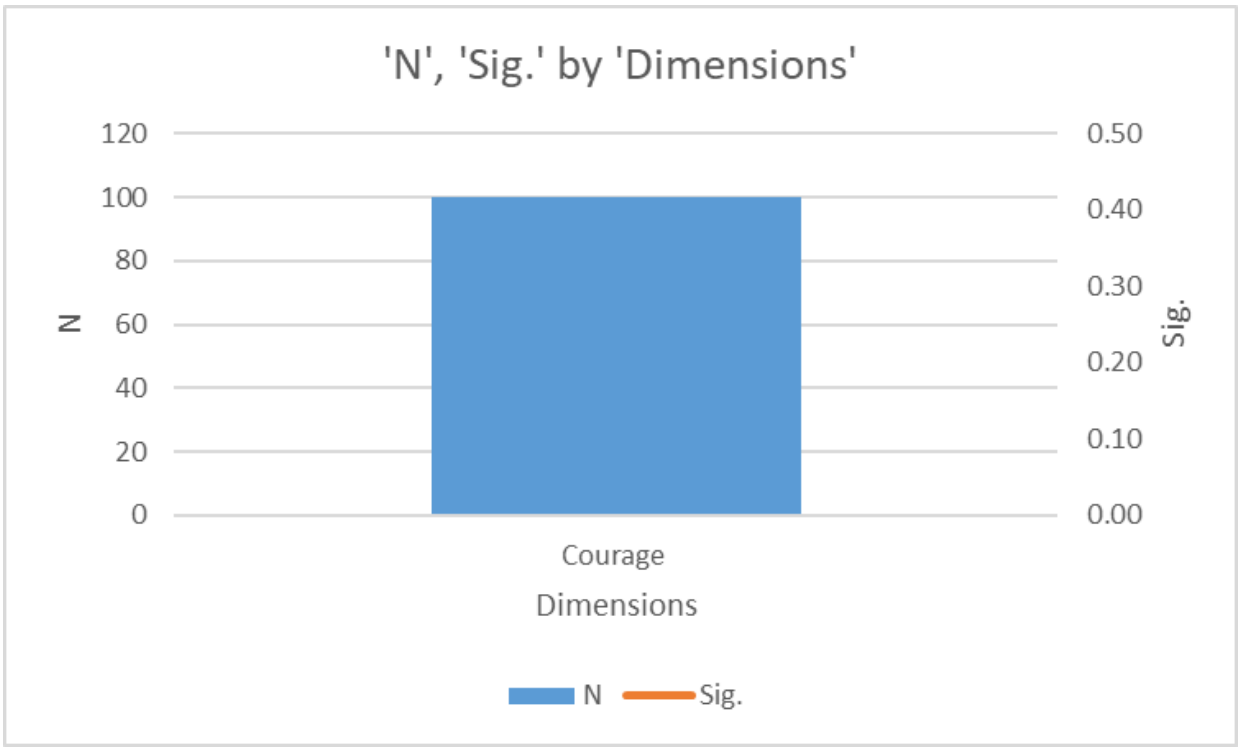

Figure 4.21 Correlation Coefficient between Leadership Behaviour trait of Courage and Teacher Effectiveness dimension of School Effectiveness.

From the table 4.30 and figure 4.21 shows there is no significant correlation between leadership behaviour trait of courage and teacher effectiveness dimension of school effectiveness, r=0.08, n=100. Since the p-value = 0.43 is more than 0.05 levels of significance, the null hypothesis is

accepted.

Table 4.31 shows the paired samples t-test between Leadership Behaviour trait of Courage and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COURAGE & TEACHER EFFECTIVENESS	0.14	0.59	0.06	0.02	0.25	2.32	99	0.02

Table no 4.31 the paired sample t-test shows that the mean difference between leadership behaviour trait of courage and teacher effectiveness dimension of school effectiveness (Mean difference 0.14, with a t-value of 2.32 and a p-value of 0.02 with df= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of courage and resource management dimension of school effectiveness.

Table 4.32 shows the paired samples statistics between Leadership Behaviour trait of Courage and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COURAGE	4.33	100	0.37	0.04
TEACHER EFFECTIVENESS	4.20	100	0.49	0.05

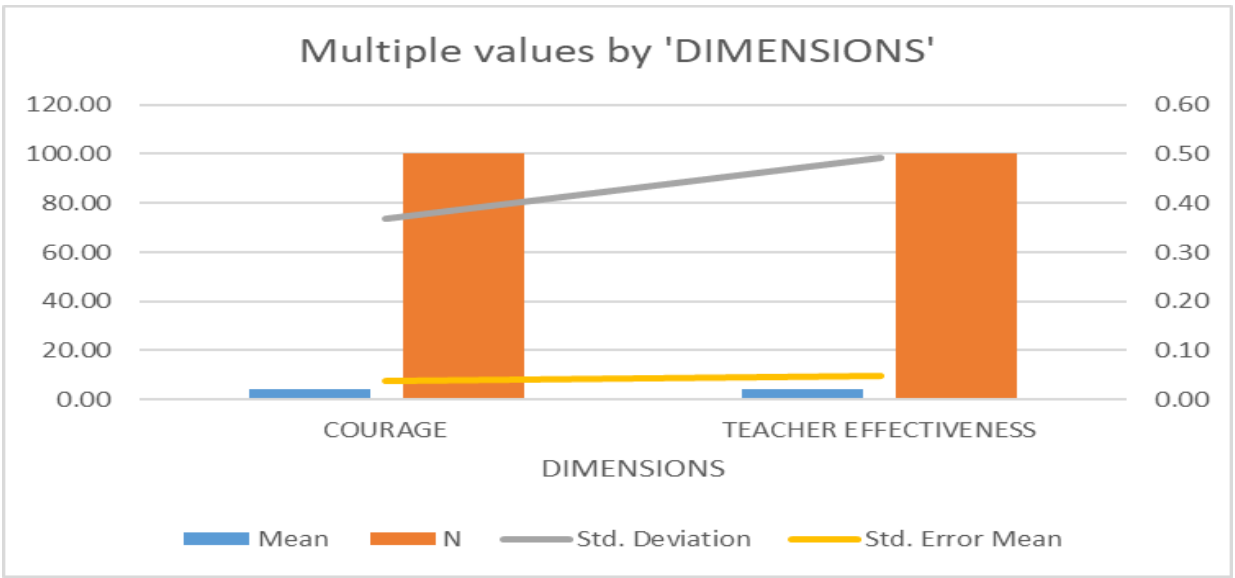

Figure 4.22 shows the paired samples statistics between Leadership Behaviour trait of Courage and Teacher Effectiveness dimension of School Effectiveness.

Table no 4.32 and figure 4.22 the paired sample statistics shows that the mean of leadership behaviour trait of courage higher than teacher effectiveness dimension of school effectiveness (mean = 4.33 and 4.20).

Ho.11: "There is no significant relationship between leadership behaviour trait of courage and school effectiveness of pupil development."

Table 4.33 Correlation Coefficient between Leadership Behaviour trait of Courage and Pupil Development dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Courage	100	0.10	0.33	Accepted
Pupil-Development				

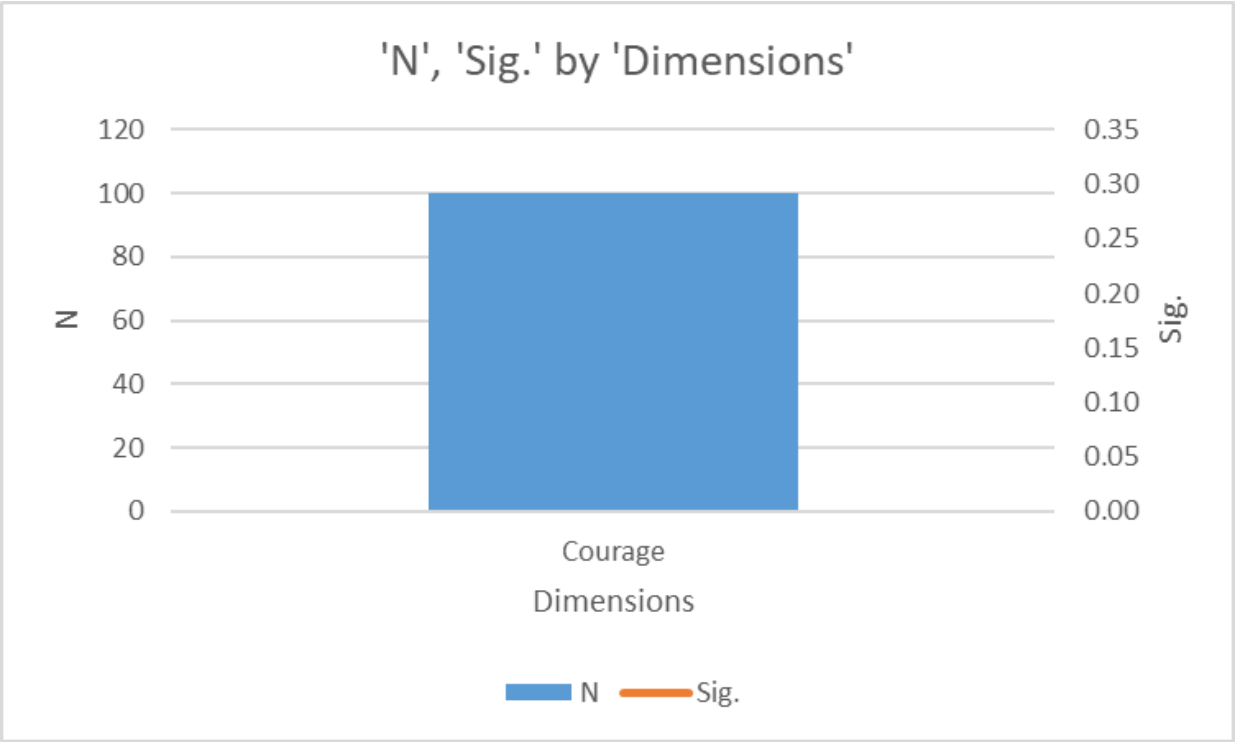

Figure 4.23 Correlation Coefficient between Leadership Behaviour trait of Courage and Pupil Development dimension of School Effectiveness.

From the table 4.33 and figure 4.23 shows there is no significant correlation between leadership behaviour trait of courage and pupil development dimension of school effectiveness, r=0.10, n=100. Since the p-value = 0.33 is more than 0.05 levels of significance, the null hypothesis is

accepted.

Table 4.34 shows the paired samples t-test between Leadership Behaviour trait of Courage and Pupil Development dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COURAGE & PUPIL DEVELOPMENT	0.48	0.58	0.06	0.37	0.60	8.37	99	0.00

Table no 4.34 the paired sample t-test shows that the mean difference between leadership behaviour trait of courage and pupil development dimension of school effectiveness (Mean difference 0.48, with a t-value of 8.37 and a p-value of 0.00 with df= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of courage and pupil development dimension of school effectiveness.

Table 4.35 shows the paired samples statistics between Leadership Behaviour trait of Courage and Pupil Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COURAGE	4.33	100	0.37	0.04
PUPIL DEVELOPMENT	3.85	100	0.48	0.05

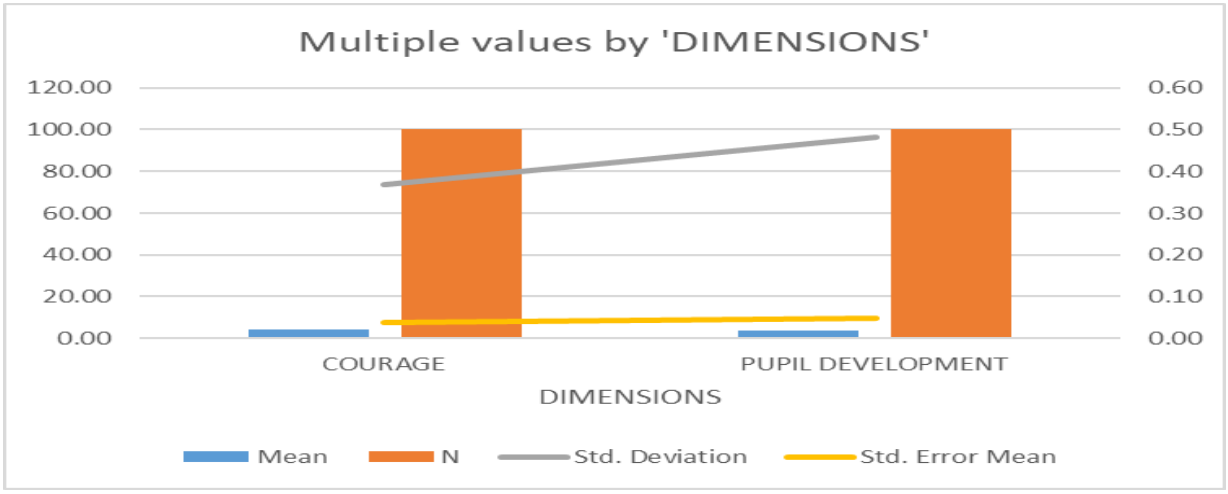

Figure 4.24 shows the paired samples statistics between Leadership Behaviour trait of Courage and Pupil Development dimension of School Effectiveness.

Table no 4.35 and figure 4.24 the paired sample statistics shows that the mean of leadership behaviour trait of courage higher than pupil development dimension of school effectiveness (mean = 4.33 and 3.85).

Ho.12: "There is no significant relationship between leadership behaviour trait of courage and school effectiveness of pupil-teacher relationship."

Table 4.36 Correlation Coefficient between Leadership Behaviour trait of Courage and Pupil Teacher Relationship dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Courage	100	0.12	0.24	Accepted
Pupil-Teacher Relationship				

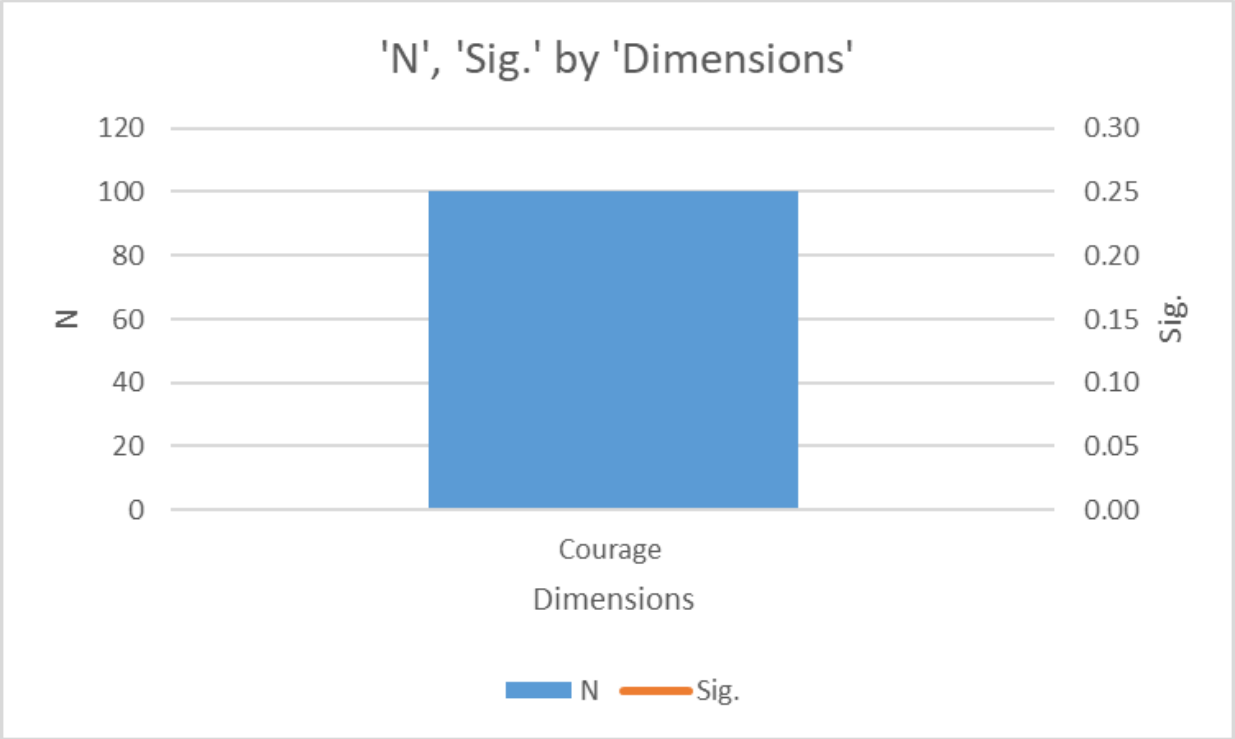

Figure 4.25 Correlation Coefficient between Leadership Behaviour trait of Courage and Pupil Teacher Relationship dimension of School Effectiveness.

From the table 4.36 and figure 4.25 shows there is no significant correlation between leadership behaviour trait of courage and pupil teacher relationship dimension of school effectiveness, r=0.12, n=100. Since the p-value = 0.24 is more than 0.05 levels of significance, the null

hypothesis is accepted.

Table 4.37 shows the paired samples t-test between Leadership Behaviour trait of Courage and Pupil Teacher Relationship dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COURAGE & PUPIL-TEACHER RELATIONSHIP	0.59	0.50	0.05	0.50	0.69	11.99	99	0.00

Table no 4.37 the paired sample t-test shows that the mean difference between leadership behaviour trait of courage and pupil teacher relationship dimension of school effectiveness (Mean difference 0.59, with a t-value of 11.99 and a p-value of 0.00 with df= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of courage and pupil teacher relationship dimension of school effectiveness.

Table 4.38 shows the paired samples statistics between Leadership Behaviour trait of Courage and Pupil Teacher Relationship Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COURAGE	4.33	100	0.37	0.04
PUPIL-TEACHER RELATIONSHIP	3.74	100	0.38	0.04

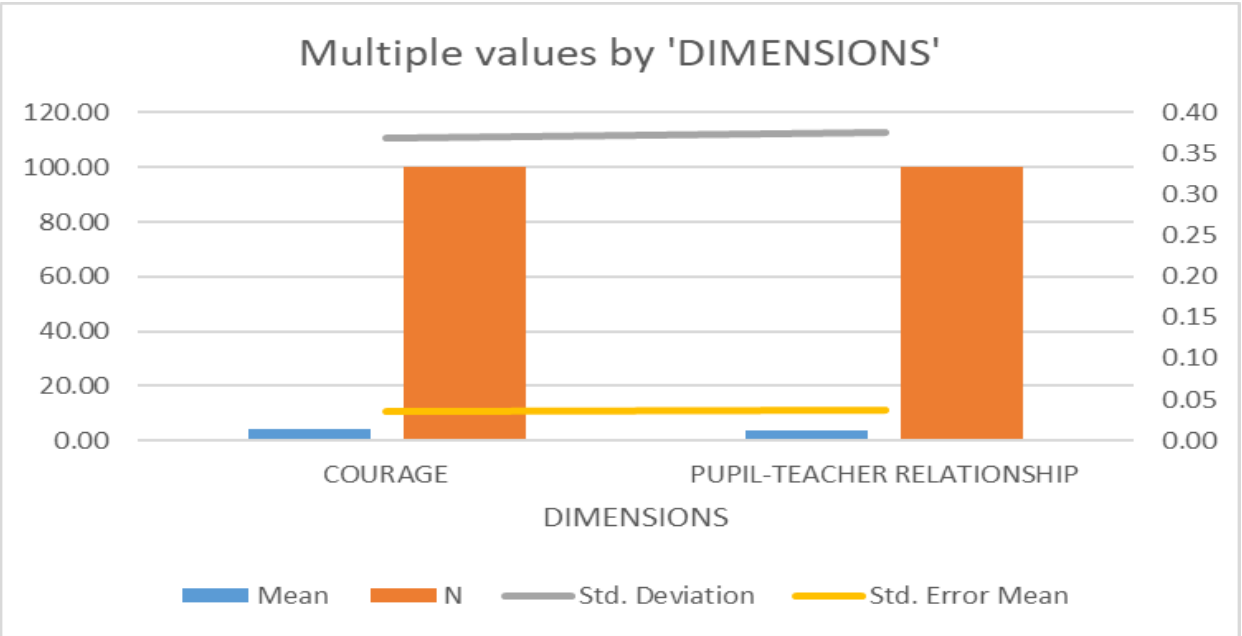

Figure 4.26 shows the paired samples statistics between Leadership Behaviour trait of Courage and Pupil Teacher Relationship dimension of School Effectiveness.

Table no 4.38 and figure 4.26 the paired sample statistics shows that the mean of leadership behaviour trait of courage higher than pupil teacher relationship dimension of school effectiveness (mean = 4.33 and 3.74).

Ho.13: "There is no significant relationship between leadership behaviour trait of trust and school effectiveness of school culture."

Table 4.39 Correlation Coefficient between Leadership Behaviour trait of Trust and School Culture dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Trust School Culture	100	-0.06	0.53	Accepted

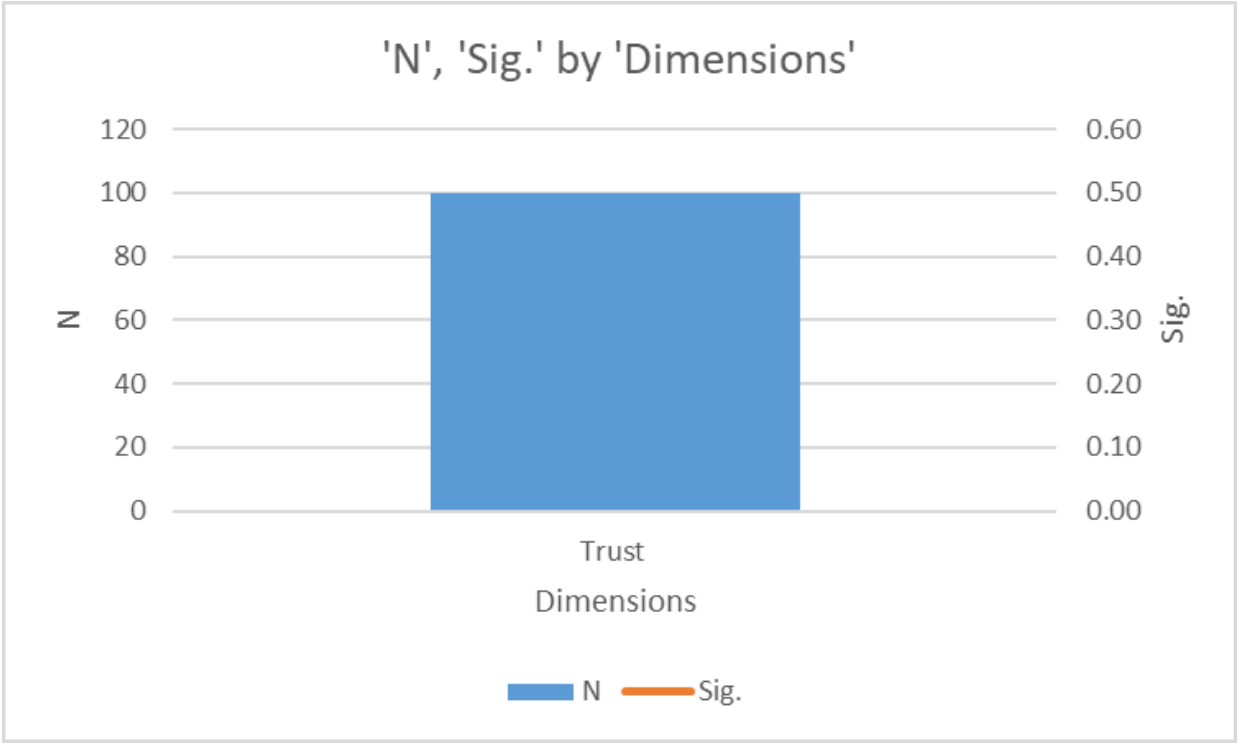

Figure 4.27 Correlation Coefficient between Leadership Behaviour trait of Trust and School Culture dimension of School Effectiveness.

From the table 4.39 and figure 4.27 shows there is no significant correlation between leadership

behaviour trait of trust and school culture dimension of school effectiveness, r=-0.06, n=100. Since the p-value = 0.53 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.40 shows the paired samples t-test between Leadership Behaviour trait of Trust and school culture dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
TRUST & SCHOOL CULTURE	-0.40	0.62	0.06	-0.53	-0.28	-6.56	99	0.00

Table no 4.40 the paired sample t-test shows that the mean difference between leadership behaviour trait of trust and school culture dimension of school effectiveness (Mean difference -0.40, with a t-value of -6.56 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of trust and school culture dimension of school effectiveness.

Table 4.41 shows the paired samples statistics between Leadership Behaviour trait of Trust and school culture dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
TRUST	3.86	100	0.37	0.04
SCHOOL CULTURE	4.26	100	0.47	0.05

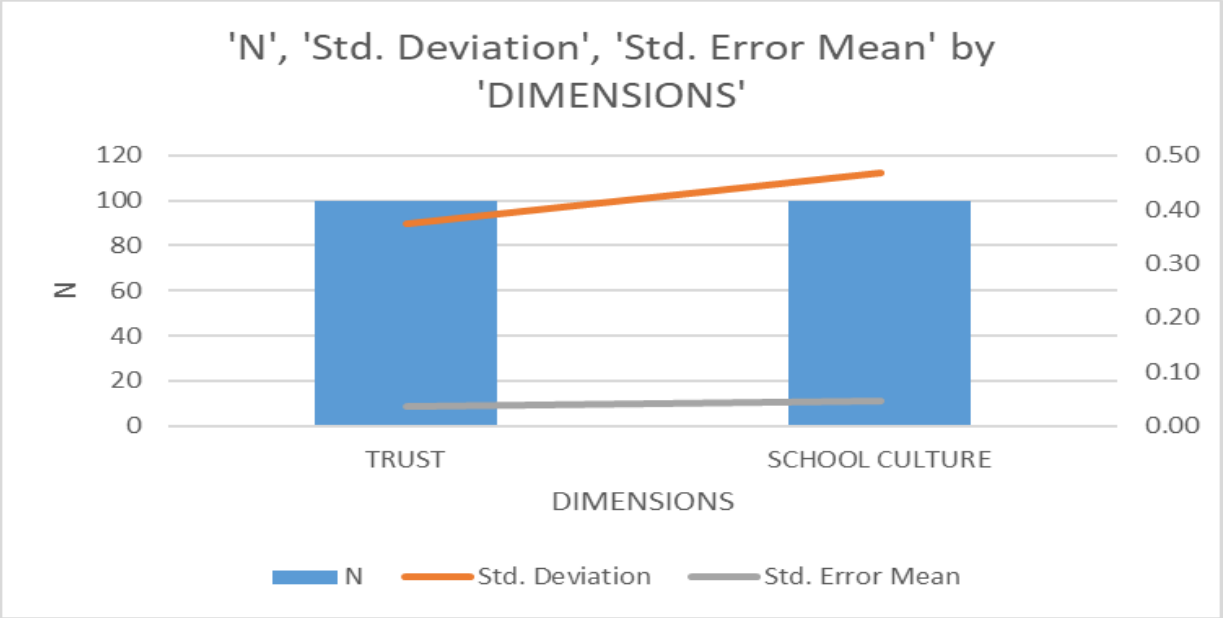

Figure 4.28 shows the paired samples statistics between Leadership Behaviour trait of Trust and school culture dimension of School Effectiveness.

Table no 4.41 and figure 4.28 the paired sample statistics shows that the mean of leadership behaviour trait of trust less than school culture dimension of school effectiveness (mean = 3.86 and 4.26).

Ho.14: "There is no significant relationship between leadership behaviour trait of trust and school effectiveness of resource management."

Table 4.42 Correlation Coefficient between Leadership Behaviour trait of Trust and Resource Management dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Trust	100	-0.15	0.15	Accepted
Resource Management				

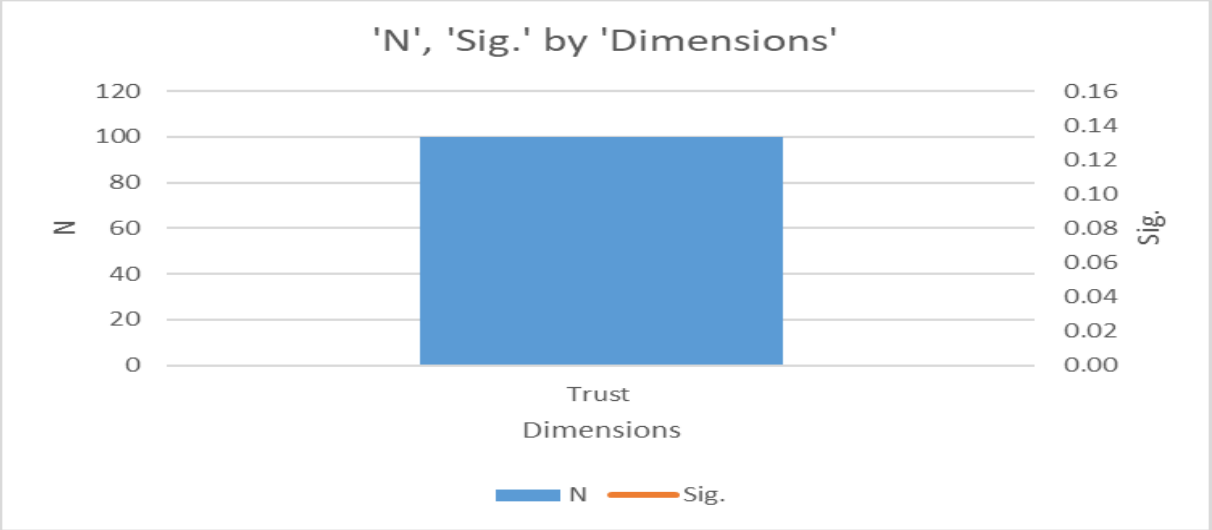

Figure 4.29 Correlation Coefficient between Leadership Behaviour trait of Trust and Resource Management dimension of School Effectiveness.

From the table 4.42 and figure 4.29 shows there is no significant correlation between leadership behaviour trait of trust and resource management dimension of school effectiveness, r=-0.15, n=100. Since the p-value = 0.15 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.43 shows the paired samples t-test between Leadership Behaviour trait of Trust and Resource Management dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
TRUST & RESOURCE MANAGEMENT	-0.17	0.64	0.06	-0.30	-0.04	-2.65	99	0.01

Table no 4.43 the paired sample t-test shows that the mean difference between leadership behaviour trait of trust and resource management dimension of school effectiveness (Mean difference -0.17, with a t-value of -2.65 and a p-value of 0.01 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of trust and resource management dimension of school effectiveness.

Table 4.44 shows the paired samples statistics between Leadership Behaviour trait of Trust and Resource Management dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	**Mean**	**N**	**Std. Deviation**	**Std. Error Mean**
TRUST	**3.86**	**100**	**0.37**	**0.04**
RESOURCE MANAGEMENT	**4.03**	**100**	**0.47**	**0.05**

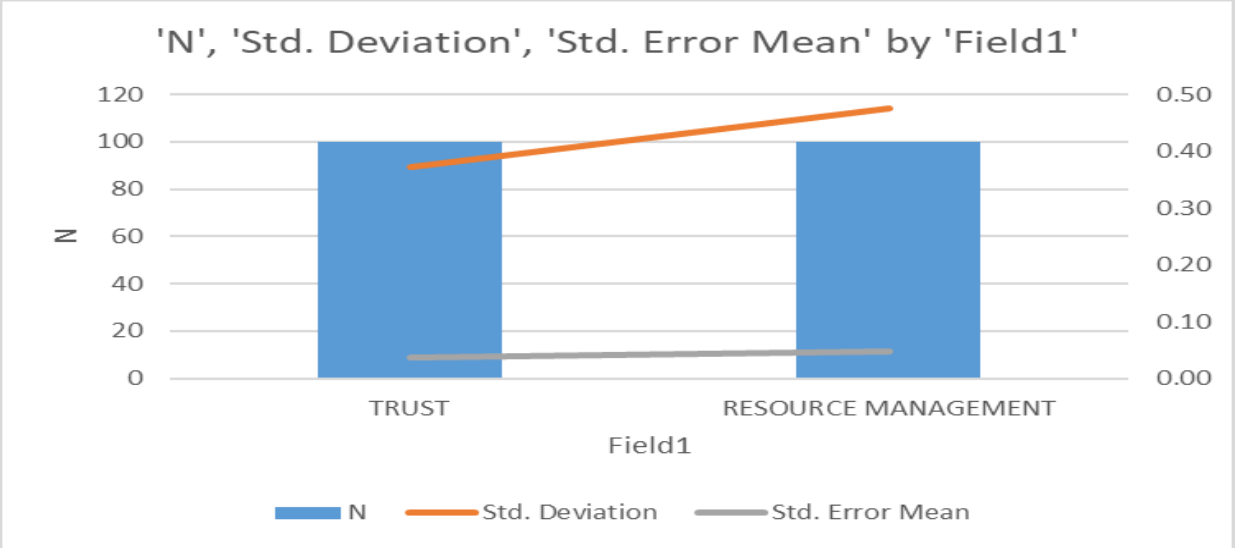

Figure 4.30 shows the paired samples statistics between Leadership Behaviour trait of Trust and Resource Management of School Effectiveness.

Table no 4.44 and figure 4.30 the paired sample statistics shows that the mean of leadership behaviour trait of trust less than resource management dimension of school effectiveness (mean = 3.86 and 4.03).

Ho.15: "There is no significant relationship between leadership behaviour trait of trust and school effectiveness of academic achievement."

Table 4.45 Correlation Coefficient between Leadership Behaviour trait of Trust and Academic Achievement dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Trust and Academeic Achievement	100	0.10	0.32	Accepted

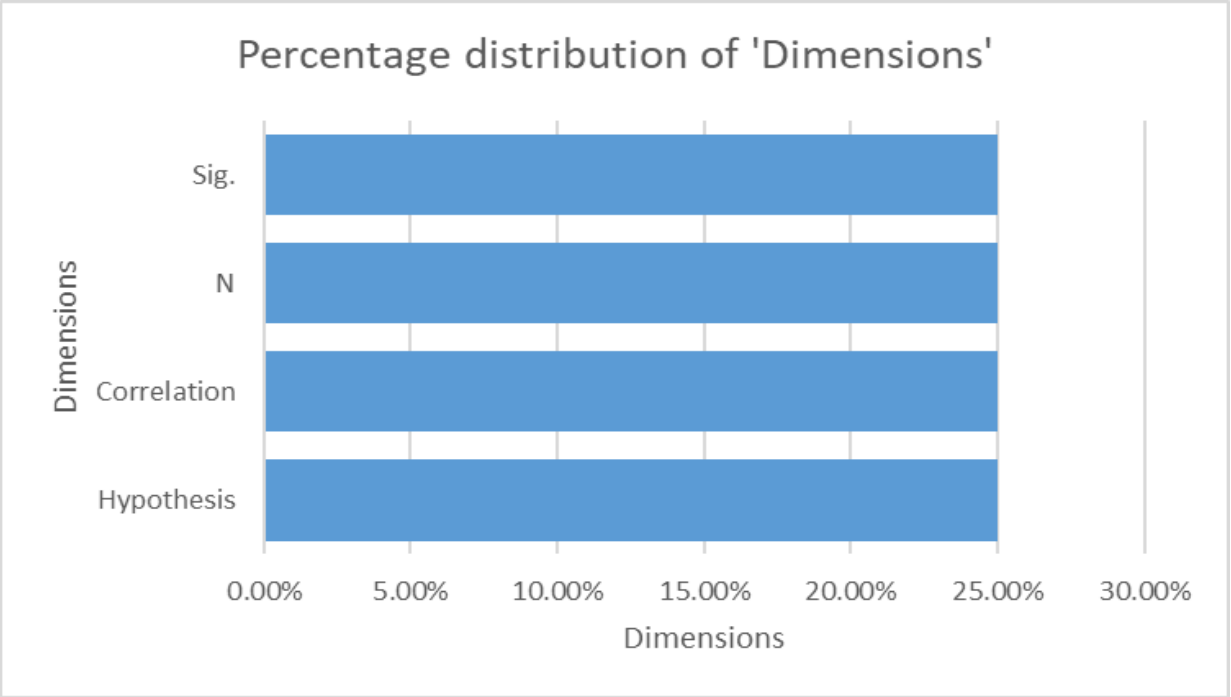

Figure 4.31 Correlation Coefficient between Leadership Behaviour trait of Trust and Academic Achievement dimension of School Effectiveness.

From the table 4.45 and figure 4.31 shows there is no significant correlation between leadership behaviour trait of trust and academic achievement dimension of school effectiveness, r=0.10, n=100. Since the p-value = 0.32 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.46 shows the paired samples t-test between Leadership Behaviour trait of Trust and Academic Achievement dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
TRUST & ACADEMIC ACHIEVEMENT	-0.23	0.53	0.05	-0.33	-0.12	-4.24	99	0.00

Table no 4.46 the paired sample t-test shows that the mean difference between leadership behaviour trait of trust and academic achievement dimension of school effectiveness (Mean difference= -0.23, with a t-value of -4.24 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of trust and academic achievement dimension of school effectiveness.

Table 4.47 shows the paired samples statistics between Leadership Behaviour trait of Trust and Academic Achievement dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	**Mean**	**N**	**Std. Deviation**	**Std. Error Mean**
TRUST	**3.86**	**100**	**0.37**	**0.04**
ACADEMIC ACHIEVEMENT	**4.08**	**100**	**0.42**	**0.04**

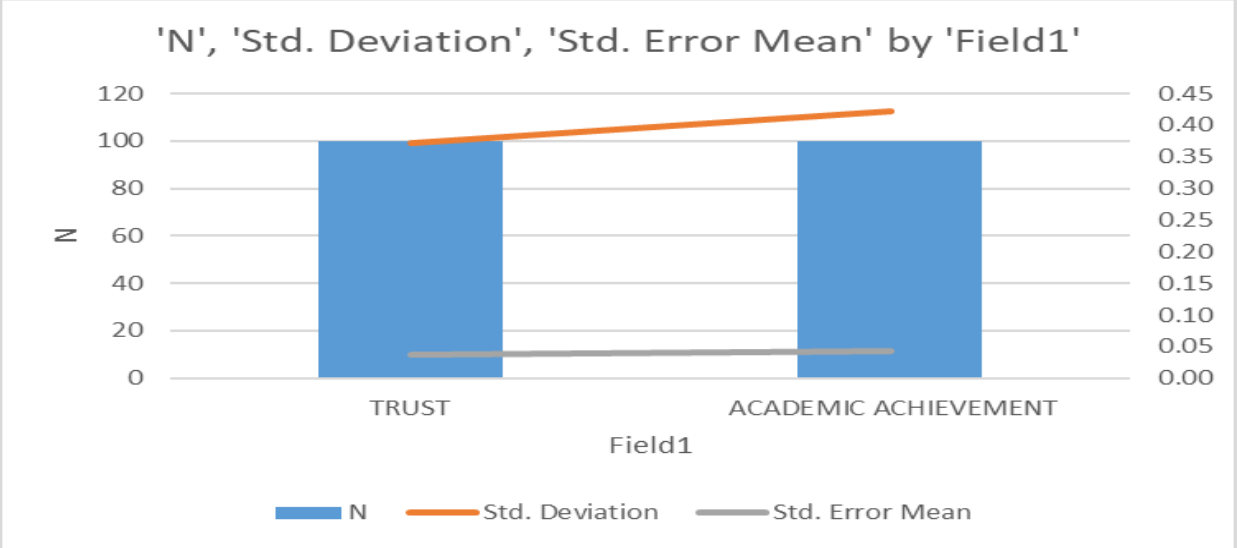

Figure 4.32 shows the paired samples statistics between Leadership Behaviour trait of Trust and Academic Achievement dimension of School Effectiveness.

Table no 4.47 and figure 4.32 the paired sample statistics shows that the mean of leadership behaviour trait of trust less than academic achievement dimension of school effectiveness (mean = 3.86 and 4.08).

Ho.16: "There is no significant relationship between leadership behaviour trait of trust and

school effectiveness of teacher effectiveness."

Table 4.48 Correlation Coefficient between Leadership Behaviour trait of Trust and Teacher Effectiveness dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Trust and Teacher Effectiveness	100	-0.03	0.74	Accepted

From the table 4.48 shows there is no significant correlation between leadership behaviour trait of trust and teacher effectiveness dimension of school effectiveness, r=-0.03, n=100. Since the p-value = 0.74 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.49 shows the paired samples t-test between Leadership Behaviour trait of Trust and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
TRUST & TEACHER EFFECTIVENESS	-0.34	0.63	0.06	-0.47	-0.22	-5.43	99	0.00

Table no 4.49 the paired sample t-test shows that the mean difference between leadership behaviour trait of trust and teacher effectiveness dimension of school effectiveness (Mean difference -0.34, with a t-value of -5.43 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of trust and teacher effectiveness dimension of school effectiveness.

Table 4.50 shows the paired samples statistics between Leadership Behaviour trait of Trust and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
TRUST	3.86	100	0.37	0.04
TEACHER EFFECTIVENESS	4.20	100	0.49	0.05

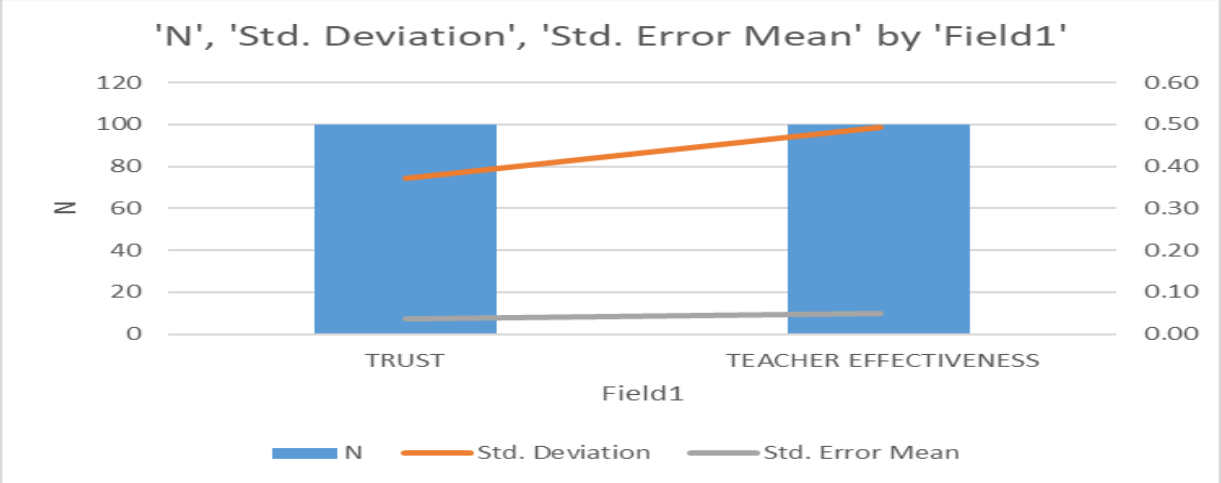

Figure 4.33 shows the paired samples statistics between Leadership Behaviour trait of Trust and Teacher Effectiveness dimension of School Effectiveness.

Table no 4.50 and figure 4.33 the paired sample statistics shows that the mean of leadership behaviour trait of trust less than teacher effectiveness dimension of school effectiveness (mean = 3.86 and 4.20).

Ho.17: "There is no significant relationship between leadership behaviour trait of trust and school effectiveness of pupil development."

Table 4.51 Correlation Coefficient between Leadership Behaviour trait of Trust and Pupil Development dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Trust and Pupil Development	100	-0.11	0.27	Accepted

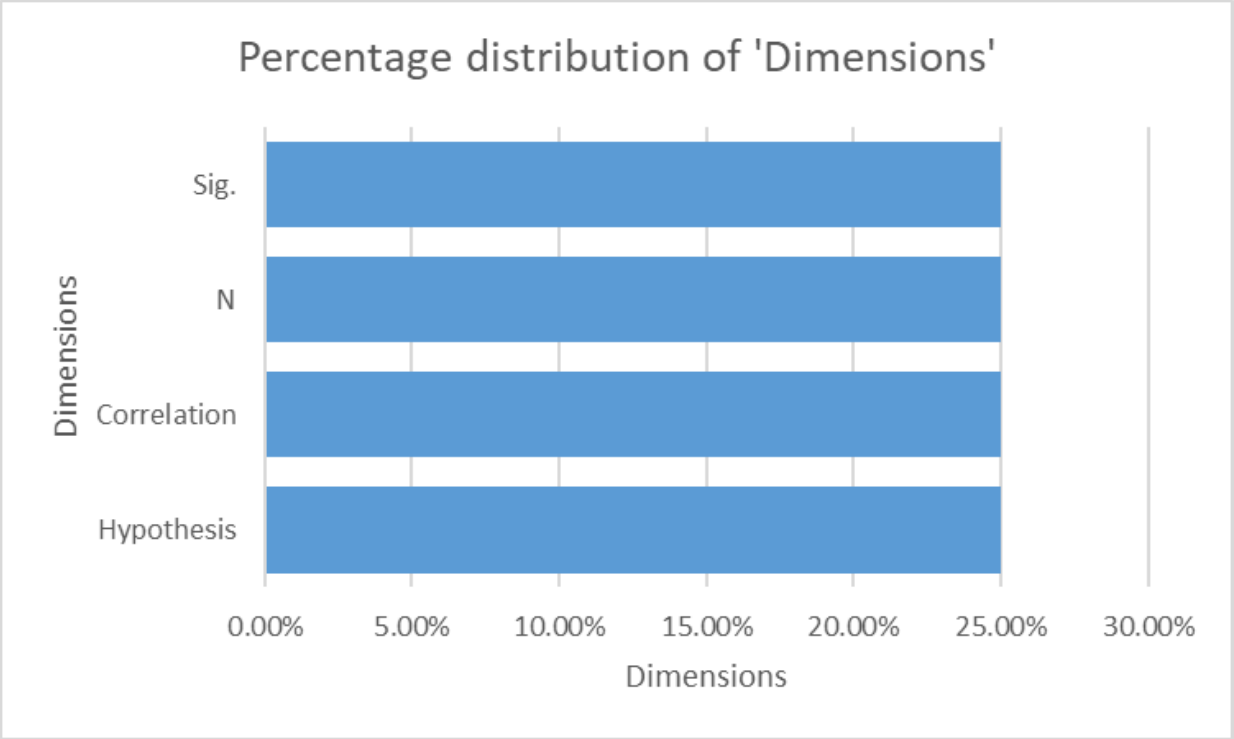

Figure 4.34 Correlation Coefficient between Leadership Behaviour trait of Trust and Pupil Development dimension of School Effectiveness.

From the table 4.51 and figure 4.34 shows there is no significant correlation between leadership behaviour trait of trust and pupil development dimension of school effectiveness, r=-0.11, n=100. Since the p-value = 0.27 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.52 shows the paired samples t-test between Leadership Behaviour trait of Trust and Pupil Development dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
TRUST & PUPIL DEVELOPMENT	0.00	0.64	0.06	-0.12	0.13	0.08	99	0.94

Table no 4.52 the paired sample t-test shows that the mean difference between leadership behaviour trait of trust and pupil development dimension of school effectiveness (Mean difference 0.00, with a t-value of 0.08 and a p-value of 0.94 with *df*= 99) and is indicated by

0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of Trust and pupil development dimension of school effectiveness.

Table 4.53 shows the paired samples statistics between Leadership Behaviour trait of Trust and Pupil Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	**Mean**	**N**	**Std. Deviation**	**Std. Error Mean**
TRUST	**3.86**	**100**	**0.37**	**0.04**
PUPIL DEVELOPMENT	**3.85**	**100**	**0.48**	**0.05**

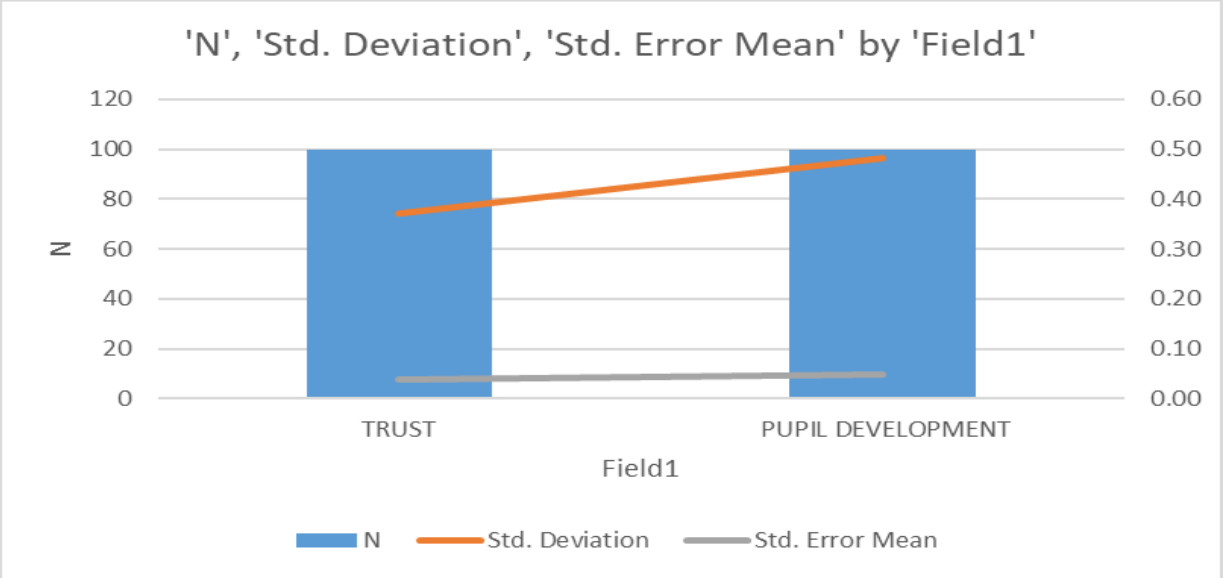

Figure 4.35 shows the paired samples statistics between Leadership Behaviour trait of Trust and Pupil Development dimension of School Effectiveness.

Table no 4.53 and figure 4.35 the paired sample statistics shows that the mean of leadership behaviour trait of trust higher than pupil development dimension of school effectiveness (mean = 3.86 and 3.85).

Ho.18: "There is no significant relationship between leadership behaviour trait of trust and school effectiveness of pupil-teacher relationship."

Table 4.54 Correlation Coefficient between Leadership Behaviour trait of Trust and Pupil Teacher Relationship dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Trust and Pupil-Teacher Relationship	100	-0.03	0.77	Accepted

From the table 4.34 shows there is no significant correlation between leadership behaviour trait of trust and pupil-teacher relationship dimension of school effectiveness, r=-0.03, n=100. Since the p-value = 0.77 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.55 shows the paired samples t-test between Leadership Behaviour trait of Trust and Pupil Teacher Relationship dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
TRUST & PUPIL-TEACHER RELATIONSHIP	0.12	0.54	0.05	0.01	0.22	2.16	99	0.03

Table no 4.55 the paired sample t-test shows that the mean difference between leadership behaviour trait of trust and pupil-teacher relationship dimension of school effectiveness (Mean difference 0.12, with a t-value of 2.16 and a p-value of 0.03 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour trait of trust and pupil-teacher relationship dimension of school effectiveness.

Table 4.56 shows the paired samples statistics between Leadership Behaviour trait of Trust and Pupil Teacher Relationship Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
TRUST	3.86	100	0.37	0.04
PUPIL-TEACHER RELATIONSHIP	3.74	100	0.38	0.04

Table no 4.56 the paired sample statistics shows that the mean of leadership behaviour trait of trust higher than pupil-teacher relationship dimension of school effectiveness (mean = 3.86 and 3.74).

Ho.19: "There is no significant relationship between leadership behaviour skill of decision-making and school effectiveness of school culture."

Table 4.57 Correlation Coefficient between Leadership Behaviour skill of Decision making and School Culture dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Decision-Making and School Culture	100	-0.02	0.87	Accepted

From the table 4.57 shows there is no significant correlation between leadership behaviour skill of decision making and school culture dimension of school effectiveness, r=-0.02, n=100. Since the p-value = 0.87 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.58 shows the paired samples t-test between Leadership Behaviour skill of Decision making and school culture dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
DECISION-MAKING & SCHOOL CULTURE	-0.03	0.58	0.06	-0.14	0.09	-0.47	99	0.64

Table no 4.58 the paired sample t-test shows that the mean difference between leadership behaviour skill of decision making and school culture dimension of school effectiveness (Mean

difference -0.03, with a t-value of -0.47 and a p-value of 0.64 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of decision making and school culture dimension of school effectiveness.

Table 4.59 shows the paired samples statistics between Leadership Behaviour skill of Decision making and school culture dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
DECISION-MAKING	4.23	100	0.33	0.03
SCHOOL CULTURE	4.26	100	0.47	0.05

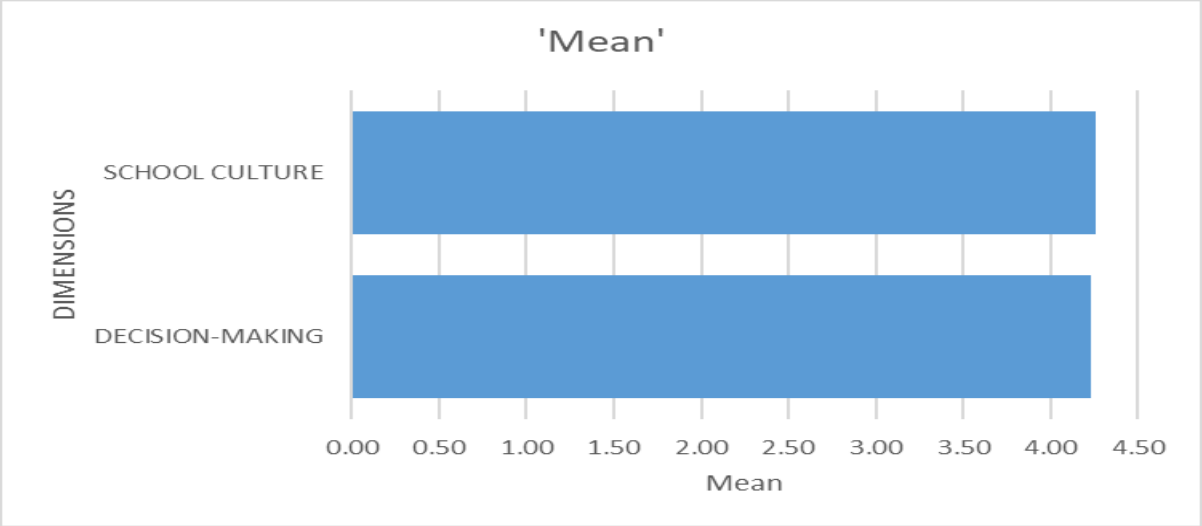

Figure 4.36 shows the paired samples statistics between Leadership Behaviour skill of Decision making and school culture dimension of School Effectiveness.

Table no 4.59 and figure 4.36 the paired sample statistics shows that the mean of leadership behaviour skill of decision making less than school culture dimension of school effectiveness (mean = 4.23 and 4.26).

Ho.20: "There is no significant relationship between leadership behaviour skill of decision-making and school effectiveness of resource management."

Table 4.60 Correlation Coefficient between Leadership Behaviour skill of Decision making and Resource Management dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Decision-Making and Resource Management	100	-0.01	0.91	Accepted

From the table 4.60 shows there is no significant correlation between leadership behaviour skill of decision making and resource management dimension of school effectiveness, r=-0.01, n=100. Since the p-value = 0.91 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.61 shows the paired samples t-test between Leadership Behaviour skill of Decision making and Resource Management dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
DECISION-MAKING & RESOURCE MANAGEMENT	0.21	0.58	0.06	0.09	0.32	3.53	99	0.00

Table no 4.61 the paired sample t-test shows that the mean difference between leadership behaviour skill of decision making and resource management dimension of school effectiveness (mean difference 0.21, with a t-value of 3.53 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of decision making and resource management dimension of school effectiveness.

Table 4.62 shows the paired samples statistics between Leadership Behaviour skill of Decision making and Resource Management dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
DECISION-MAKING	4.23	100	0.33	0.03
RESOURCE MANAGEMENT	4.03	100	0.47	0.05

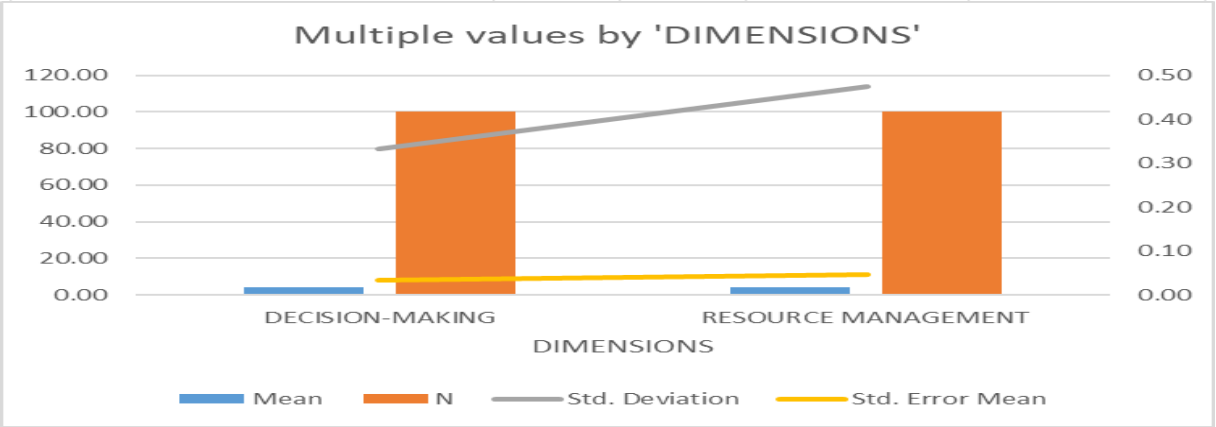

Figure 4.37 shows the paired samples statistics between Leadership Behaviour skill of Decision making and Resource Management of School Effectiveness.

Table no 4.62 and figure 4.37 the paired sample statistics shows that the mean of leadership behaviour skill of decision making higher than resource management dimension of school effectiveness (mean = 4.23 and 4.03).

Ho.21: "There is no significant relationship between leadership behaviour skill of decision-making and school effectiveness of academic achievement."

Table 4.63 Correlation Coefficient between Leadership Behaviour skill of Decision Making and Academic Achievement dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Decision-Making and Academeic Achievement	100	-0.04	0.72	Accepted

from the table 4.63 shows there is no significant correlation between leadership behaviour skill of decision making and academic achievement dimension of school effectiveness, r=-0.04, n=100. Since the p-value = 0.72 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.64 shows the paired samples t-test between Leadership Behaviour skill of Decision making and Academic Achievement dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
DECISION-MAKING & ACADEMIC ACHIEVEMENT	0.15	0.55	0.05	0.04	0.26	2.75	99	0.01

Table no 4.64 the paired sample t-test shows that the mean difference between leadership behaviour skill of decision making and academic achievement dimension of school effectiveness (Mean difference 0.15, with a t-value of 2.75 and a p-value of 0.01 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of decision making and academic achievement dimension of school effectiveness.

Table 4.65 shows the paired samples statistics between Leadership Behaviour skill of Decision making and Academic Achievement dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
DECISION-MAKING	4.23	100	0.33	0.03
ACADEMIC ACHIEVEMENT	4.08	100	0.42	0.04

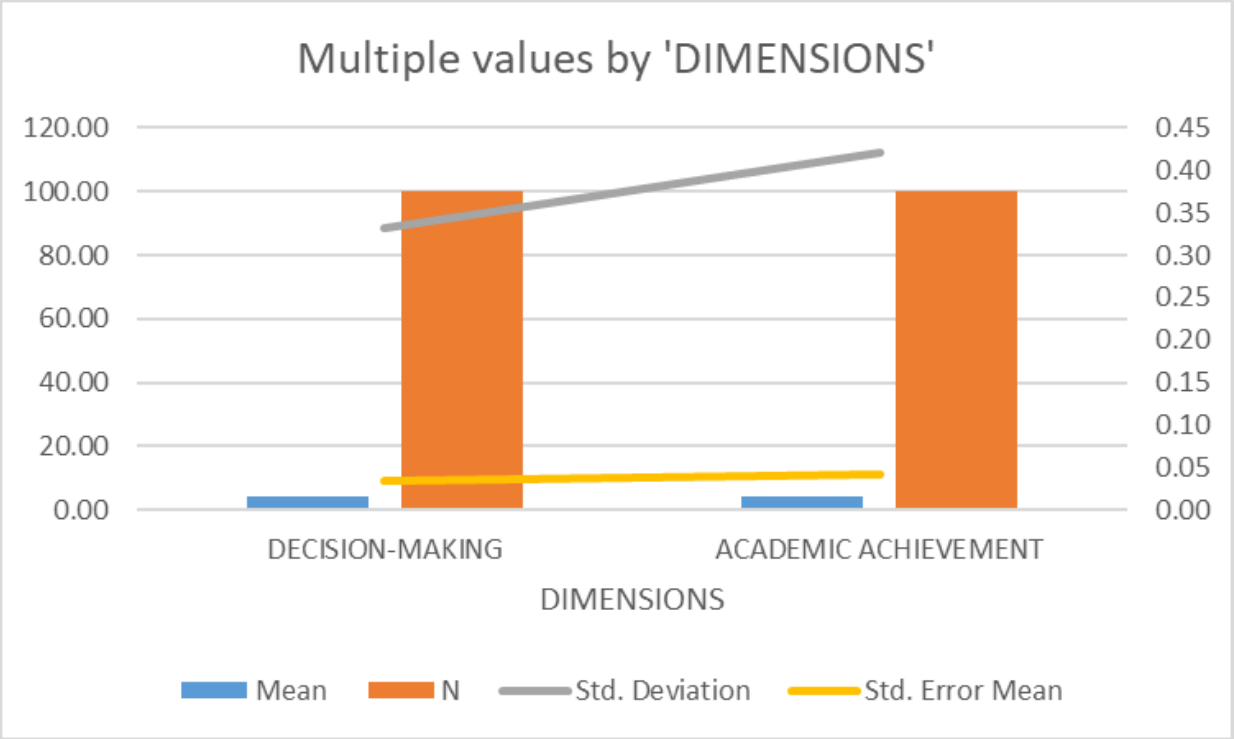

Figure 4.38 shows the paired samples statistics between Leadership Behaviour skill of Decision making and Academic Achievement dimension of School Effectiveness.

Table no 4.65 and figure 4.38 the paired sample statistics shows that the mean of leadership behaviour skill of decision making higher than academic achievement dimension of school effectiveness (mean = 4.23 and 4.08).

Ho.22: "There is no significant relationship between leadership behaviour skill of decision-making and school effectiveness of teacher effectiveness."

Table 4.66 Correlation Coefficient between Leadership Behaviour skill of Decision making and Teacher Effectiveness dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Decision-Making and Teacher Effectiveness	100	-0.14	0.15	Accepted

From the table 4.66 shows there is no significant correlation between leadership behaviour skill of decision making and teacher effectiveness dimension of school effectiveness, r=-0.14, n=100. Since the p-value = 0.15 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.67 shows the paired samples t-test between Leadership Behaviour skill of Decision making and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
DECISION-MAKING & TEACHER EFFECTIVENESS	0.04	0.63	0.06	-0.09	0.16	0.56	99	0.57

Table no 4.67 the paired sample t-test shows that the mean difference between leadership behaviour skill of decision making and teacher effectiveness dimension of school effectiveness (Mean difference 0.04, with a t-value of 0.56 and a p-value of 0.57 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of decision making and teacher effectiveness dimension of school effectiveness.

Table 4.68 shows the paired samples statistics between Leadership Behaviour skill of Decision making and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
DECISION-MAKING	4.23	100	0.33	0.03
TEACHER EFFECTIVENESS	4.20	100	0.49	0.05

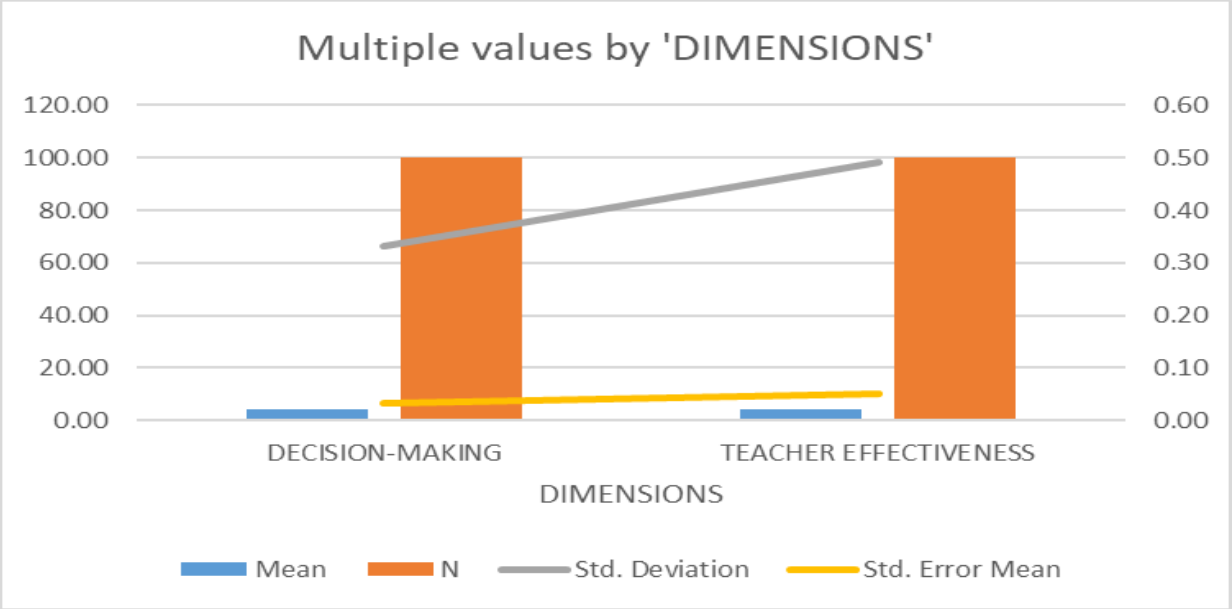

Figure 4.39 shows the paired samples statistics between Leadership Behaviour skill of Decision making and Teacher Effectiveness dimension of School Effectiveness.

Table no 4.68 and figure 4.39 the paired sample statistics shows that the mean of leadership behaviour skill of decision making higher than teacher effectiveness dimension of school effectiveness (mean = 4.23 and 4.20).

Ho.23: "There is no significant relationship between leadership behaviour skill of decision-making and school effectiveness of pupil development."

Table 4.69 Correlation Coefficient between Leadership Behaviour skill of Decision making and Pupil Development dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Decision-Making and Pupil Development	100	-0.03	0.73	Accepted

From the table 4.69 shows there is no significant correlation between leadership behaviour skill of decision making and pupil development dimension of school effectiveness, r=-0.03, n=100. Since the p-value = 0.73 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.70 shows the paired samples t-test between Leadership Behaviour skill of Decision making and Pupil Development dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
DECISION-MAKING & PUPIL DEVELOPMENT	0.38	0.59	0.06	0.26	0.50	6.42	99	0.00

Table no 4.70 the paired sample t-test shows that the mean difference between leadership behaviour skill of decision making and pupil development dimension of school effectiveness (Mean difference 0.38, with a t-value of 6.42 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of decision making and pupil development dimension of school effectiveness.

Table 4.71 shows the paired samples statistics between Leadership Behaviour skill of Decision making and Pupil Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
DECISION-MAKING	4.23	100	0.33	0.03
PUPIL DEVELOPMENT	3.85	100	0.48	0.05

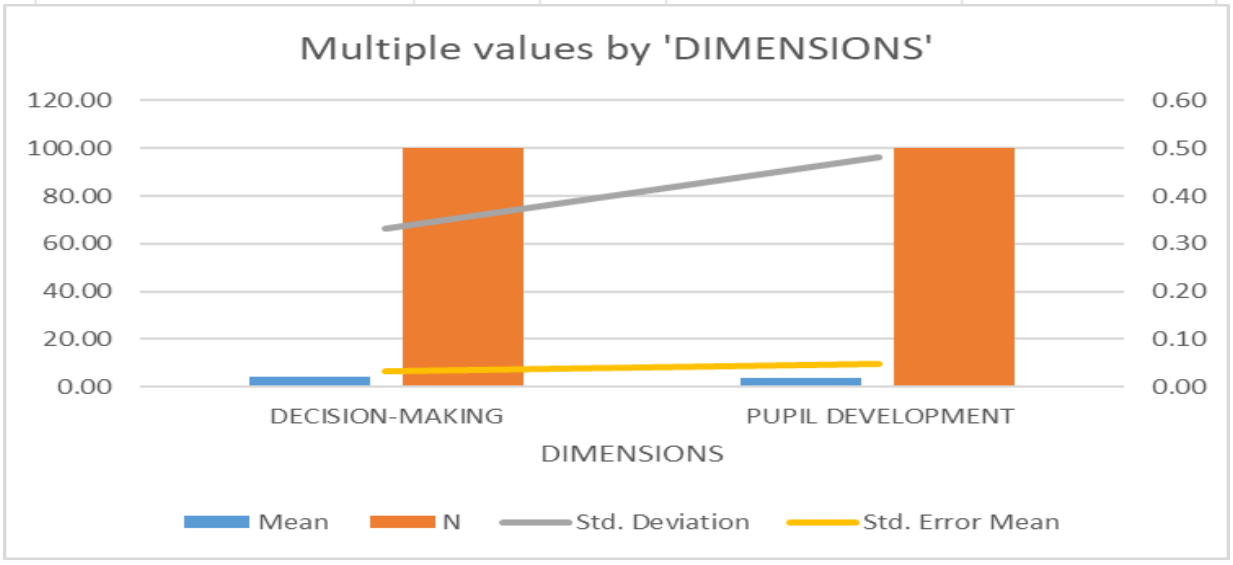

Figure 4.40 shows the paired samples statistics between Leadership Behaviour skill of

Decision making and Pupil Development dimension of School Effectiveness.

Table no 4.71 and figure 4.40 the paired sample statistics shows that the mean of leadership behaviour skill of decision making higher than pupil development dimension of school effectiveness (mean = 4.23 and 3.85).

Ho.24: "There is no significant relationship between leadership behaviour skill of decision-making and school effectiveness of pupil teacher relationship."

Table 4.72 Correlation Coefficient between Leadership Behaviour skill of Decision making and Pupil Teacher Relationship dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Decision-Making and Pupil-Teacher Relationship	100	0.01	0.95	Accepted

From the table 4.72 shows there is no significant correlation between leadership behaviour skill of decision making and pupil teacher relationship dimension of school effectiveness, r=0.01, n=100. Since the p-value = 0.95 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.73 shows the paired samples t-test between Leadership Behaviour skill of Decision making and Pupil Teacher Relationship dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
DECISION-MAKING & PUPIL-TEACHER RELATIONSHIP	0.49	0.50	0.05	0.39	0.59	9.83	99	0.00

Table no 4.73 the paired sample t-test shows that the mean difference between leadership behaviour skill of decision making and pupil teacher relationship dimension of school effectiveness (Mean difference 0.49, with a t-value of 9.83 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of decision making and pupil teacher

relationship dimension of school effectiveness.

Table 4.74 shows the paired samples statistics between Leadership Behaviour skill of Decision making and Pupil Teacher Relationship Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	**Mean**	**N**	**Std. Deviation**	**Std. Error Mean**
DECISION-MAKING	**4.23**	**100**	**0.33**	**0.03**
PUPIL-TEACHER RELATIONSHIP	**3.74**	**100**	**0.38**	**0.04**

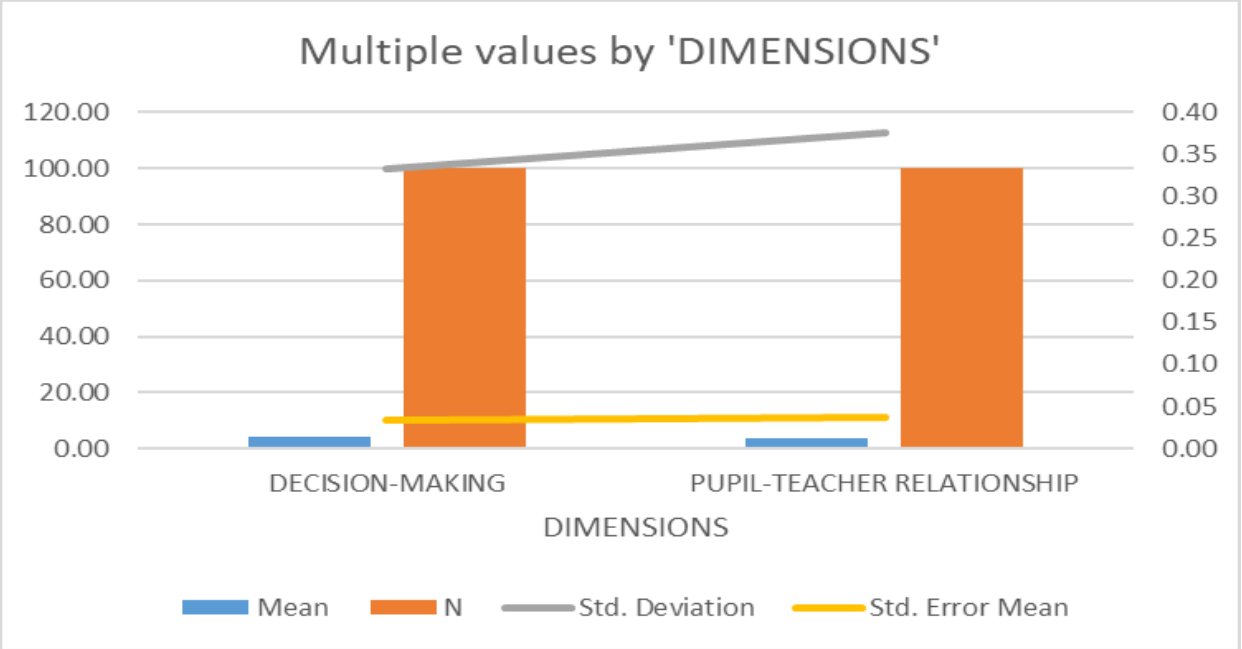

Figure 4.41 shows the paired samples statistics between Leadership Behaviour skill of Decision making and Pupil Teacher Relationship dimension of School Effectiveness.

Table no 4.74 and figure 4.41 the paired sample statistics shows that the mean of leadership behaviour skill of decision making higher than pupil teacher relationship dimension of school effectiveness (mean = 4.23 and 3.74).

Ho.25: "There is no significant relationship between leadership behaviour skill of problem-solving and school effectiveness of school culture."

Table 4.75 Correlation Coefficient between Leadership Behaviour skill of Problem

solving and School Culture dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Problem-Solving and School Culture	100	0.02	0.87	Accepted

From the table 4.75 shows there is no significant correlation between leadership behaviour skill of problem solving and school culture dimension of school effectiveness, r=0.02, n=100. Since the p-value = 0.87 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.76 shows the paired samples t-test between Leadership Behaviour skill of Problem solving and school culture dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PROBLEM-SOLVING & SCHOOL CULTURE	-0.21	0.65	0.06	-0.34	-0.08	-3.27	99	0.00

Table no 4.76 the paired sample t-test shows that the mean difference between leadership behaviour skill of problem solving and school culture dimension of school effectiveness (Mean difference -0.21, with a t-value of -3.27 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of problem solving and school culture dimension of school effectiveness.

Table 4.77 shows the paired samples statistics between Leadership Behaviour skill of Problem solving and school culture dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
PROBLEM-SOLVING	4.05	100	0.46	0.05
SCHOOL CULTURE	4.26	100	0.47	0.05

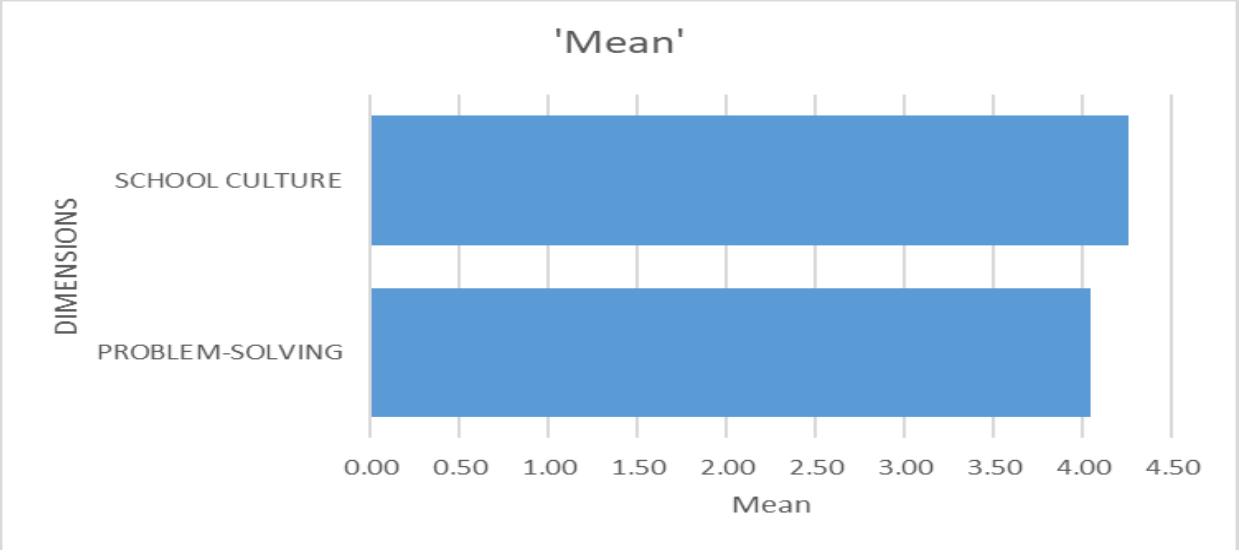

Figure 4.42 shows the paired samples statistics between Leadership Behaviour skill of Problem solving and school culture dimension of School Effectiveness.

Table no 4.77 and figure 4.42 the paired sample statistics shows that the mean of leadership behaviour skill of problem solving less than school culture dimension of school effectiveness (mean = 4.05 and 4.26).

Ho.26: "There is no significant relationship between leadership behaviour skill of problem-solving and school effectiveness of resource management."

Table 4.78 Correlation Coefficient between Leadership Behaviour skill of Problem solving and Resource Management dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Problem-Solving and Resource Management	100	0.04	0.71	Accepted

From the table 4.78 shows there is no significant correlation between leadership behaviour skill of problem solving and resource management dimension of school effectiveness, r=0.04, n=100. Since the p-value = 0.71 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.79 shows the paired samples t-test between Leadership Behaviour skill of

Problem solving and Resource Management dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PROBLEM-SOLVING & RESOURCE MANAGEMENT	0.02	0.65	0.06	-0.11	0.15	0.33	99	0.74

Table no 4.79 the paired sample t-test shows that the mean difference between leadership behaviour skill of problem solving and resource management dimension of school effectiveness (Mean difference 0.02, with a t-value of 0.33 and a p-value of 0.74 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of Problem solving and resource management dimension of school effectiveness.

Table 4.80 shows the paired samples statistics between Leadership Behaviour skill of Problem solving and Resource Management dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
PROBLEM-SOLVING	4.05	100	0.46	0.05
RESOURCE MANAGEMENT	4.03	100	0.47	0.05

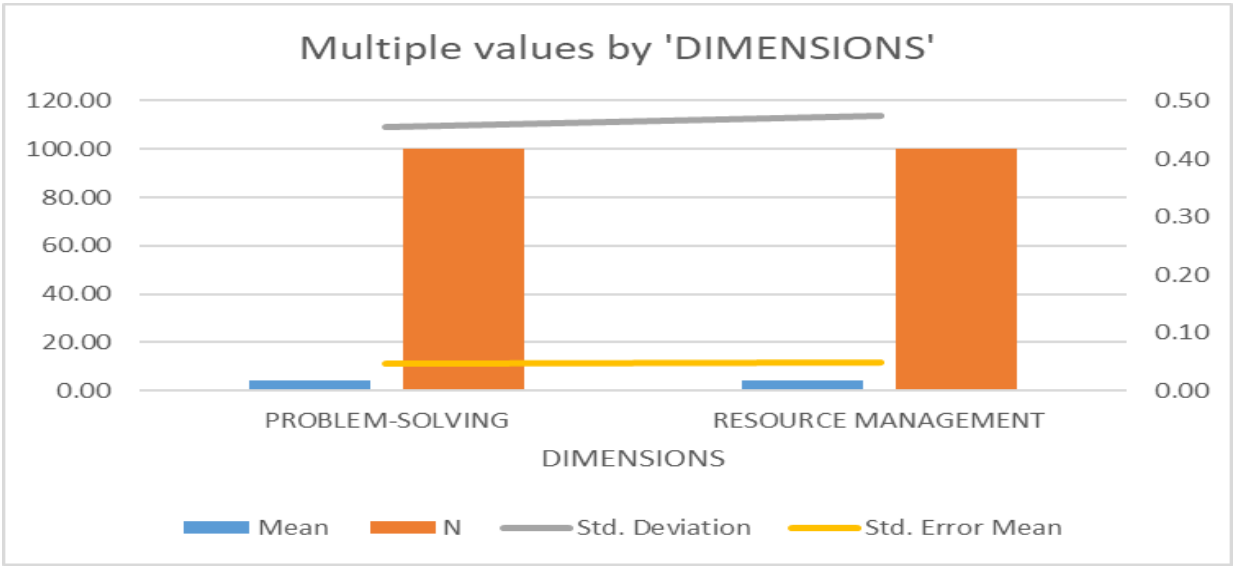

Figure 4.43 shows the paired samples statistics between Leadership Behaviour skill of Problem solving and Resource Management of School Effectiveness.

Table no 4.80 and figure 4.43 the paired sample statistics shows that the mean of leadership behaviour skill of problem solving higher than resource management dimension of school effectiveness (mean = 4.05 and 4.03).

Ho.27: "There is no significant relationship between leadership behaviour skill of problem-solving and school effectiveness of academic achievement."

Table 4.81 Correlation Coefficient between Leadership Behaviour skill of Problem solving and Academic Achievement dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Problem-Solving and Academic Achievement	100	0.05	0.64	Accepted

From the table 4.81 shows there is no significant correlation between leadership behaviour skill of problem solving and academic achievement dimension of school effectiveness, r=0.05, n=100. Since the p-value = 0.64 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.82 shows the paired samples t-test between Leadership Behaviour skill of Problem solving and Academic Achievement dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PROBLEM-SOLVING & ACADEMIC ACHIEVEMENT	-0.03	0.61	0.06	-0.15	0.09	-0.56	99	0.58

Table no 4.82 the paired sample t-test shows that the mean difference between leadership

behaviour skill of problem solving and academic achievement dimension of school effectiveness (Mean difference -0.03, with a t-value of -0.56 and a p-value of 0.58 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of problem solving and academic achievement dimension of school effectiveness.

Table 4.83 shows the paired samples statistics between Leadership Behaviour skill of Problem solving and Academic Achievement dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
PROBLEM-SOLVING	4.05	100	0.46	0.05
ACADEMIC ACHIEVEMENT	4.08	100	0.42	0.04

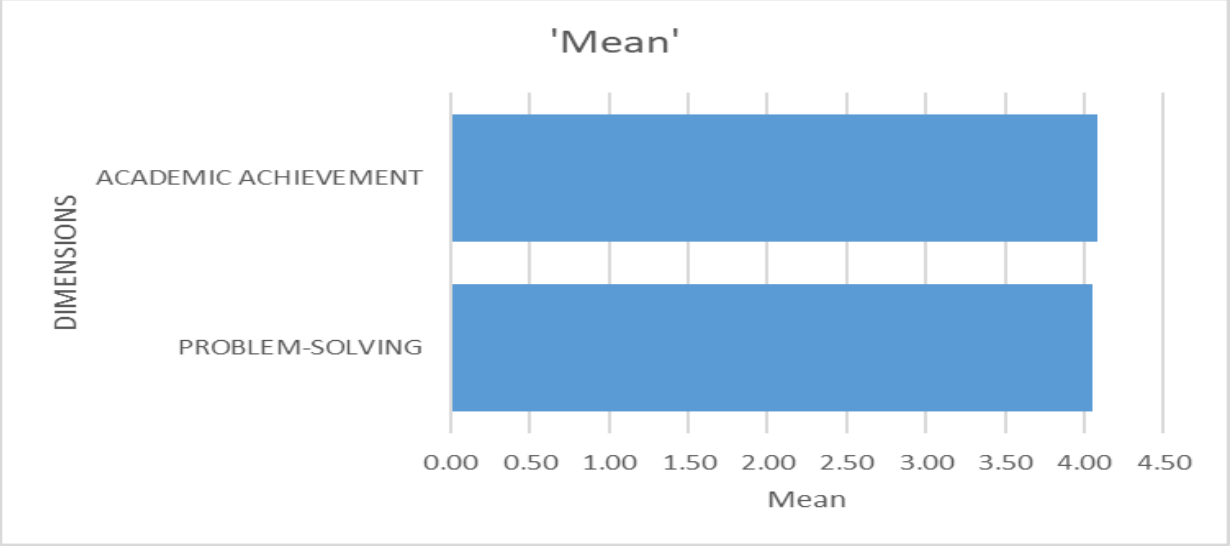

Figure 4.44 shows the paired samples statistics between Leadership Behaviour skill of Problem solving and Academic Achievement dimension of School Effectiveness.

Table no 4.83 and figure 4.44 the paired sample statistics shows that the mean of leadership behaviour skill of problem solving less than academic achievement dimension of school effectiveness (mean = 4.05 and 4.08).

Ho.28: "There is no significant relationship between leadership behaviour skill of problem-solving and school effectiveness of teacher effectiveness."

Table 4.84 Correlation Coefficient between Leadership Behaviour skill of Problem

solving and Teacher Effectiveness dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Problem-Solving and Teacher Effectiveness	100	-0.02	0.85	Accepted

From the table 4.84 shows there is no significant correlation between leadership behaviour skill of problem solving and teacher effectiveness dimension of school effectiveness, r=-0.02, n=100. Since the p-value = 0.85 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.85 shows the paired samples t-test between Leadership Behaviour skill of Problem solving and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PROBLEM-SOLVING & TEACHER EFFECTIVENESS	-0.15	0.68	0.07	-0.28	-0.01	-2.19	99	0.03

Table no 4.85 the paired sample t-test shows that the mean difference between leadership behaviour skill of problem solving and teacher effectiveness dimension of school effectiveness (Mean difference -0.15, with a t-value of -2.19 and a p-value of 0.03 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of problem solving and teacher effectiveness dimension of school effectiveness.

Table 4.86 shows the paired samples statistics between Leadership Behaviour skill of Problem solving and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
PROBLEM-SOLVING	4.05	100	0.46	0.05
TEACHER EFFECTIVENESS	4.20	100	0.49	0.05

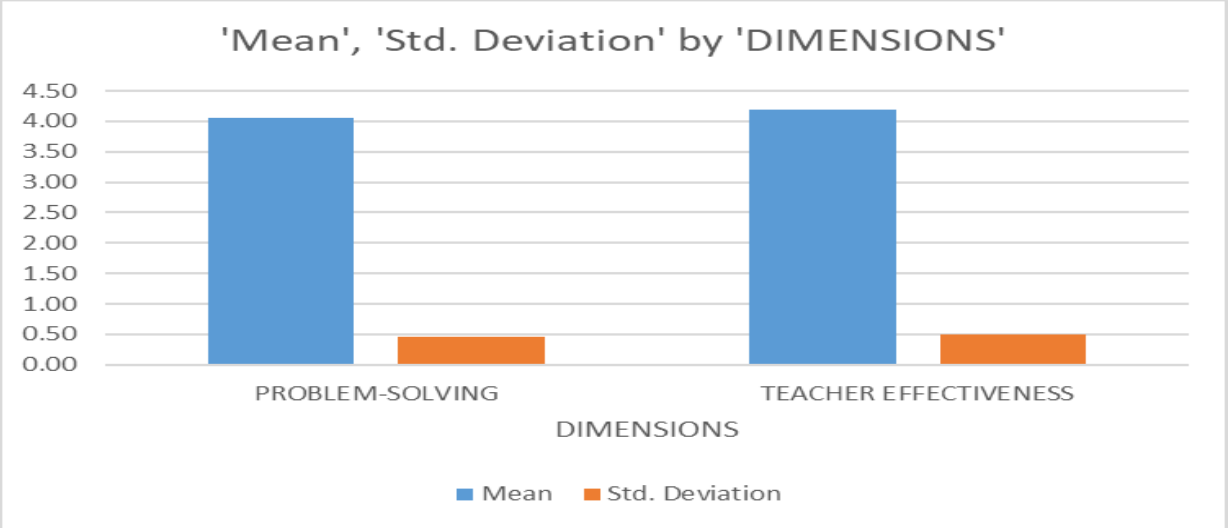

Figure 4.45 shows the paired samples statistics between Leadership Behaviour skill of Problem solving and Teacher Effectiveness dimension of School Effectiveness.

Table no 4.86 and figure 4.45 the paired sample statistics shows that the mean of leadership behaviour skill of problem solving less than teacher effectiveness dimension of school effectiveness (mean = 4.05 and 4.20).

Ho.29: "There is no significant relationship between leadership behaviour skill of problem-solving and school effectiveness of pupil development."

Table 4.87 Correlation Coefficient between Leadership Behaviour skill of Problem solving and Pupil Development dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Problem-Solving and Pupil-Developmet	100	-0.01	0.89	Accepted

From the table 4.87 shows there is no significant correlation between leadership behaviour skill of problem solving and pupil development dimension of school effectiveness, r=-0.01, n=100. Since the p-value = 0.89 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.88 shows the paired samples t-test between Leadership Behaviour skill of Problem solving and Pupil Development dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PROBLEM-SOLVING & PUPIL DEVELOPMENT	0.20	0.67	0.07	0.06	0.33	2.96	99	0.00

Table no 4.88 the paired sample t-test shows that the mean difference between leadership behaviour skill of problem solving and pupil development dimension of school effectiveness (Mean difference 0.20, with a t-value of 2.96 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of problem solving and pupil development dimension of school effectiveness.

Table 4.89 shows the paired samples statistics between Leadership Behaviour skill of Problem solving and Pupil Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
PROBLEM-SOLVING	4.05	100	0.46	0.05
PUPIL DEVELOPMENT	3.85	100	0.48	0.05

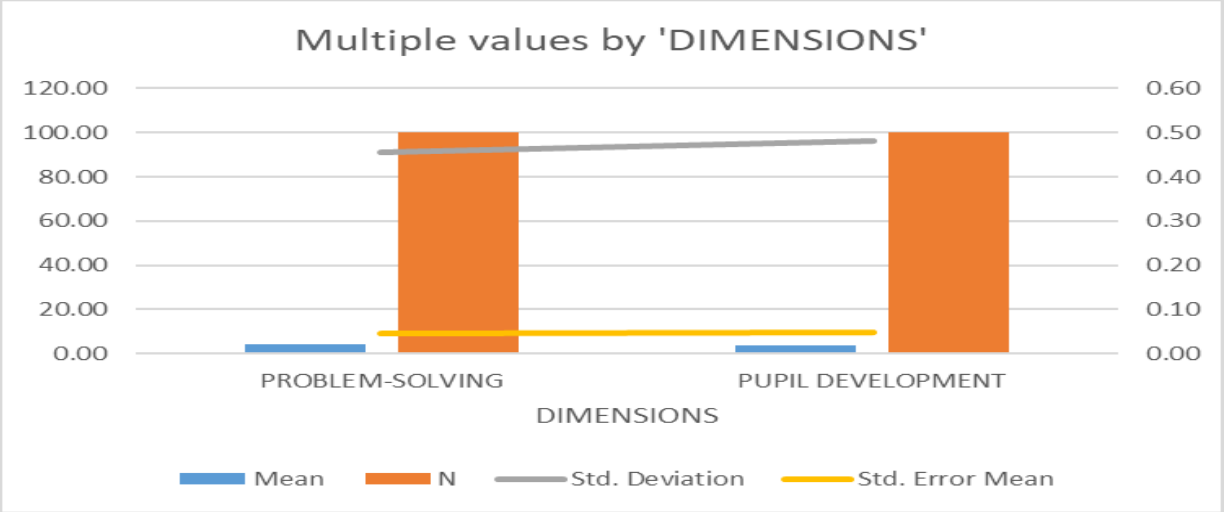

Figure 4.46 shows the paired samples statistics between Leadership Behaviour skill of Problem solving and Pupil Development dimension of School Effectiveness.

Table no 4.89 and figure 4.46 the paired sample statistics shows that the mean of leadership behaviour skill of problem solving higher than pupil development dimension of school effectiveness (mean = 4.05 and 3.85).

Ho.30: "There is no significant relationship between leadership behaviour skill of problem-solving and school effectiveness of pupil teacher relationship."

Table 4.90 Correlation Coefficient between Leadership Behaviour skill of Problem solving and Pupil Teacher Relationship dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Problem-Solving and Pupil-Teacher Relationship	100	-0.02	0.88	Accepted

From the table 4.90 and figure 4.7 shows there is no significant correlation between leadership behaviour skill of problem solving and pupil-teacher relationship dimension of school effectiveness, r=-0.02, n=100. Since the p-value = 0.88 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.91 shows the paired samples t-test between Leadership Behaviour skill of

Problem solving and Pupil Teacher Relationship dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PROBLEM-SOLVING & PUPIL-TEACHER RELATIONSHIP	0.31	0.60	0.06	0.19	0.43	5.17	99	0.00

Table no 4.91 the paired sample t-test shows that the mean difference between leadership behaviour skill of Problem solving and pupil-teacher relationship dimension of school effectiveness (Mean difference 0.31, with a t-value of 5.17 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of problem solving and pupil-teacher relationship dimension of school effectiveness.

Table 4.92 shows the paired samples statistics between Leadership Behaviour skill of Problem solving and Pupil Teacher Relationship Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
PROBLEM-SOLVING	4.05	100	0.46	0.05
PUPIL-TEACHER RELATIONSHIP	3.74	100	0.38	0.04

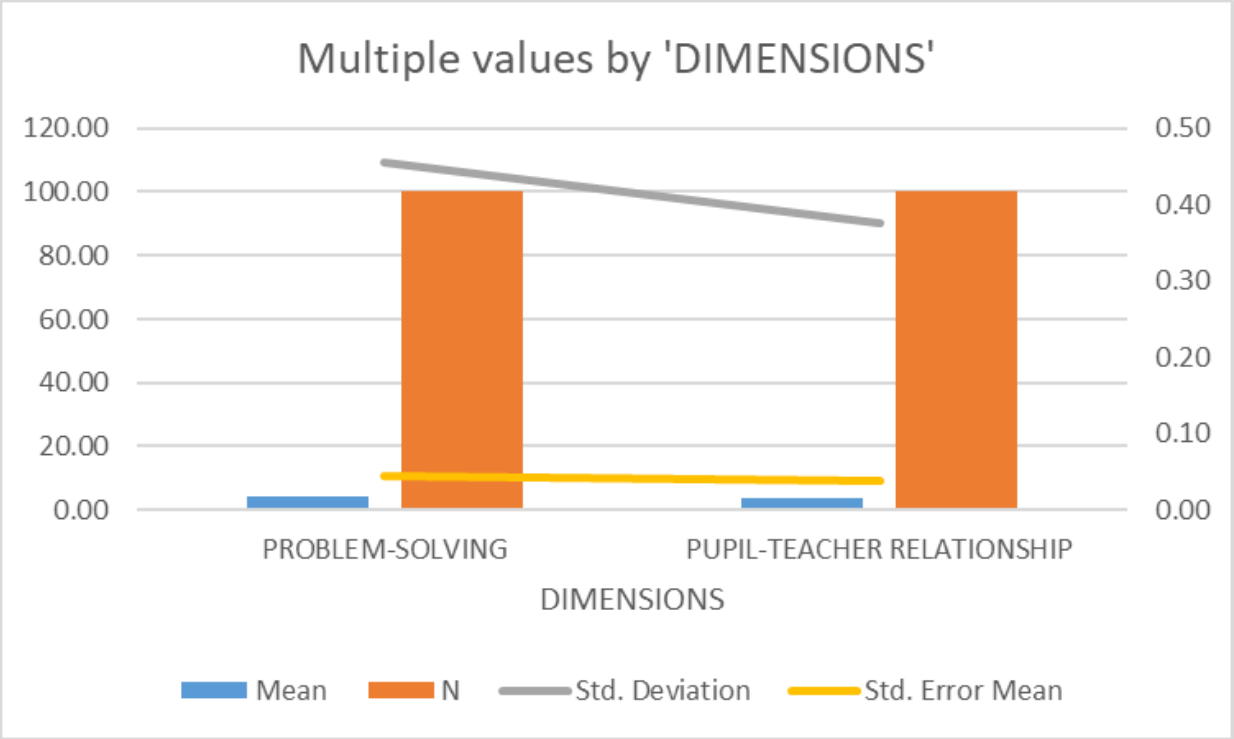

Figure 4.47 shows the paired samples statistics between Leadership Behaviour skill of Problem solving and Pupil Teacher Relationship dimension of School Effectiveness.

Table no 4.92 and figure 4.47 the paired sample statistics shows that the mean of leadership behaviour skill of problem solving higher than pupil-teacher relationship dimension of school effectiveness (mean = 4.05 and 3.74).

Ho.31: "There is no significant relationship between leadership behaviour skill of motivation and school effectiveness of school culture."

Table 4.93 Correlation Coefficient between Leadership Behaviour skill of Motivation and School Culture dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Motivation and School Culture	100	0.07	0.48	Accepted

From the table 4.93 shows there is no significant correlation between leadership behaviour skill of motivation and school culture dimension of school effectiveness, r=0.07, n=100. Since the p-value = 0.48 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.94 shows the paired samples t-test between Leadership Behaviour skill of Motivation and school culture dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
MOTIVATION & SCHOOL CULTURE	-0.11	0.58	0.06	-0.22	0.01	-1.83	99	0.07

Table no 4.94 the paired sample t-test shows that the mean difference between leadership behaviour skill of Motivation and school culture dimension of school effectiveness (Mean difference -0.11, with a t-value of -1.83 and a p-value of 0.07 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of motivation and school culture dimension of school effectiveness.

Table 4.95 shows the paired samples statistics between Leadership Behaviour skill of Motivation and school culture dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
MOTIVATION	4.15	100	0.37	0.04
SCHOOL CULTURE	4.26	100	0.47	0.05

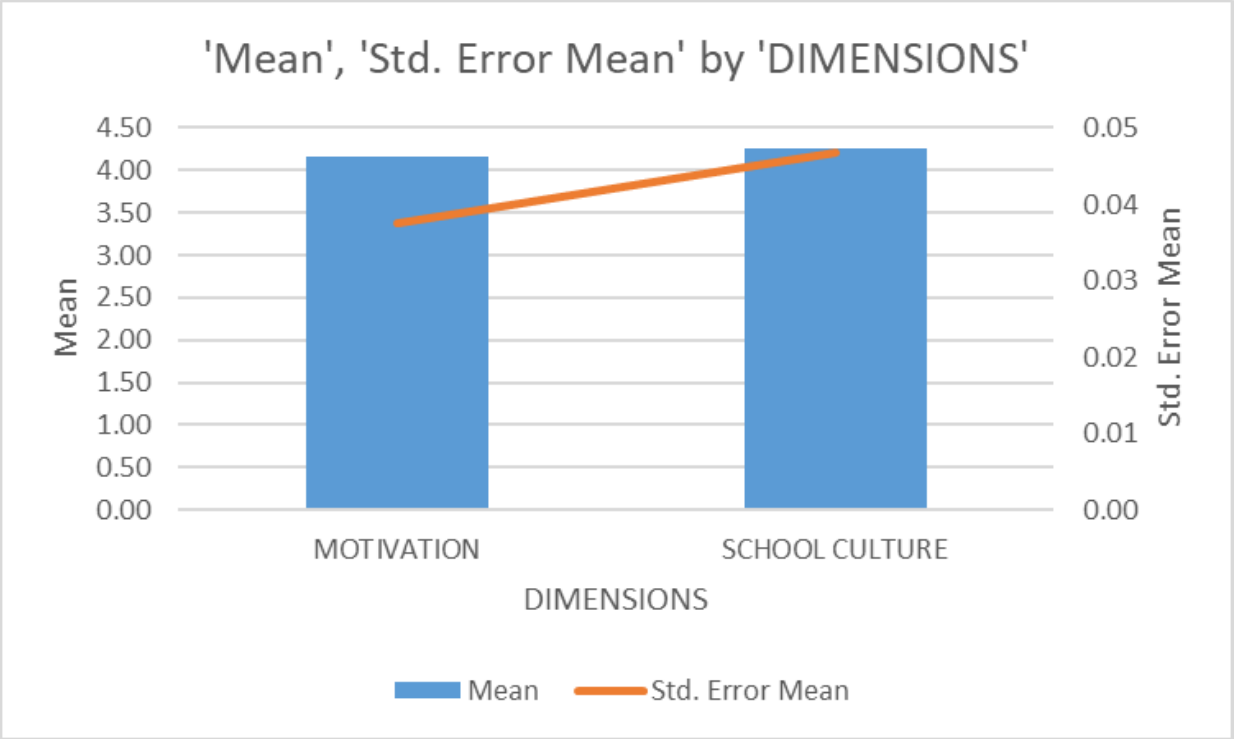

Figure 4.48 shows the paired samples statistics between Leadership Behaviour skill of Motivation and school culture dimension of School Effectiveness.

Table no 4.95 and figure 4.48 the paired sample statistics shows that the mean of leadership behaviour skill of motivation higher than school culture dimension of school effectiveness (mean = 4.15 and 4.26).

Ho.32: "There is no significant relationship between leadership behaviour skill of motivation and school effectiveness of resource management."

Table 4.96 Correlation Coefficient between Leadership Behaviour skill of Motivation and Resource Management dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Motivation and Resource Management	100	0.09	0.40	Accepted

From the table 4.96 shows there is no significant correlation between leadership behaviour skill of motivation and resource management dimension of school effectiveness, r=0.09, n=100.

Since the p-value = 0.40 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.97 shows the paired samples t-test between Leadership Behaviour skill of Motivation and Resource Management dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
MOTIVATION & RESOURCE MANAGEMENT	0.13	0.58	0.06	0.01	0.24	2.19	99	0.03

Table no 4.97 the paired sample t-test shows that the mean difference between leadership behaviour skill of motivation and resource management dimension of school effectiveness (Mean difference 0.13, with a t-value of 2.19 and a p-value of 0.03 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of motivation and resource management dimension of school effectiveness.

Table 4.98 shows the paired samples statistics between Leadership Behaviour skill of Motivation and Resource Management dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
MOTIVATION	4.15	100	0.37	0.04
RESOURCE MANAGEMENT	4.03	100	0.47	0.05

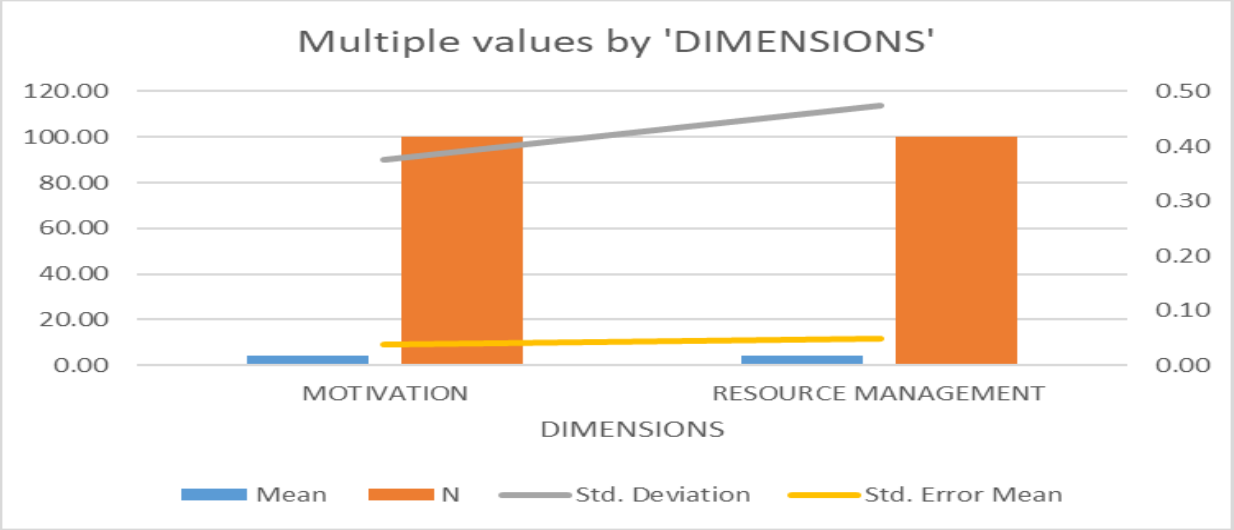

Figure 4.49 shows the paired samples statistics between Leadership Behaviour skill of Motivation and Resource Management of School Effectiveness.

Table no 4.98 and figure 4.49 the paired sample statistics shows that the mean of leadership behaviour skill of motivation higher than resource management dimension of school effectiveness (mean = 4.15 and 4.03).

Ho.33: "There is no significant relationship between leadership behaviour skill of motivation and school effectiveness of academic achievement."

Table 4.99 Correlation Coefficient between Leadership Behaviour skill of Motivation and Academic Achievement dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Motivation and Academic Achievement	100	0.08	0.40	Accepted

From the table 4.99 shows there is no significant correlation between leadership behaviour skill of motivation and academic achievement dimension of school effectiveness, r=0.08, n=100. Since the p-value = 0.40 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.100 shows the paired samples t-test between Leadership Behaviour skill of Motivation and Academic Achievement dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
MOTIVATION & ACADEMIC ACHIEVEMENT	0.07	0.54	0.05	-0.04	0.18	1.33	99	0.19

Table no 4.100 the paired sample t-test shows that the mean difference between leadership behaviour skill of motivation and academic achievement dimension of school effectiveness (Mean difference 0.07, with a t-value of 1.33 and a p-value of 0.19 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of motivation and academic achievement dimension of school effectiveness.

Table 4.101 shows the paired samples statistics between Leadership Behaviour skill of Motivation and Academic Achievement dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
MOTIVATION	4.15	100	0.37	0.04
ACADEMIC ACHIEVEMENT	4.08	100	0.42	0.04

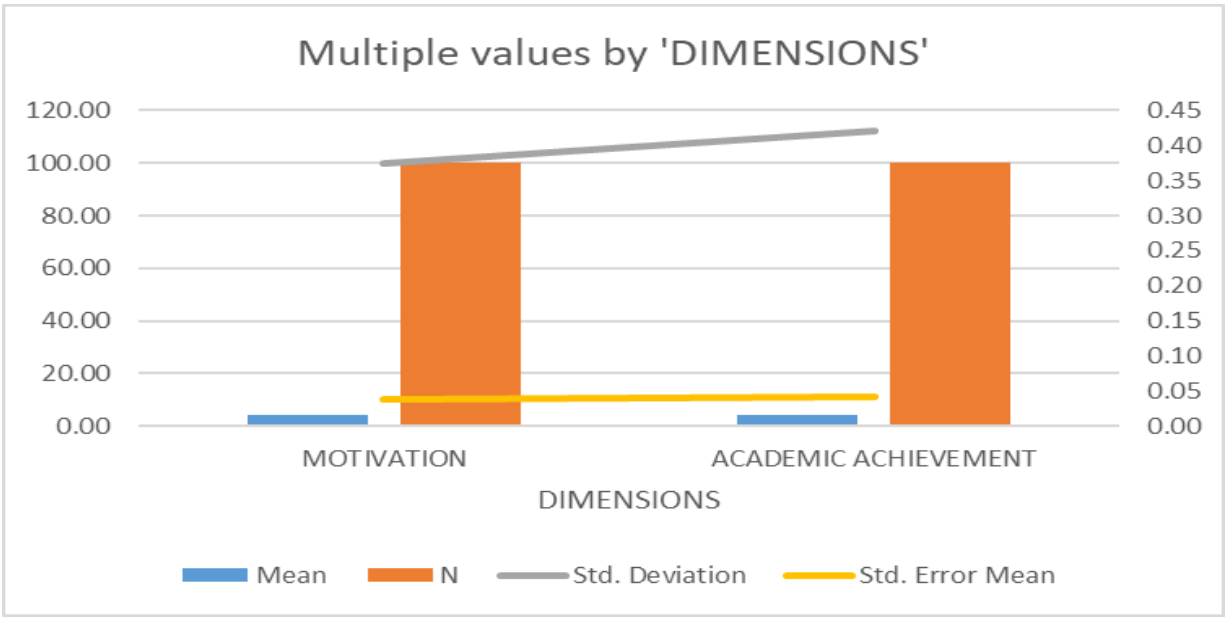

Figure 4.50 shows the paired samples statistics between Leadership Behaviour skill of Motivation and Academic Achievement dimension of School Effectiveness.

Table no 4.101 and figure 4.50 the paired sample statistics shows that the mean of leadership behaviour skill of motivation higher than academic achievement dimension of school effectiveness (mean = 4.15 and 4.08).

Ho.34: "There is no significant relationship between leadership behaviour skill of motivation and school effectiveness of teacher effectiveness."

Table 4.102 Correlation Coefficient between Leadership Behaviour skill of Motivation and Teacher Effectiveness dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Motivation and Teacher Effectiveness	100	0.06	0.59	Accepted

From the table 4.102 shows there is no significant correlation between leadership behaviour skill of motivation and teacher effectiveness dimension of school effectiveness, r=0.06, n=100. Since the p-value = 0.59 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.103 shows the paired samples t-test between Leadership Behaviour skill of Motivation and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
MOTIVATION & TEACHER EFFECTIVENESS	-0.04	0.60	0.06	-0.16	0.08	-0.71	99	0.48

Table no 4.103 the paired sample t-test shows that the mean difference between leadership behaviour skill of motivation and teacher effectiveness dimension of school effectiveness (Mean difference -0.04, with a t-value of -0.71 and a p-value of 0.48 with *df*= 99) and is

indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of motivation and teacher effectiveness dimension of school effectiveness.

Table 4.104 shows the paired samples statistics between Leadership Behaviour skill of Motivation and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	**Mean**	**N**	**Std. Deviation**	**Std. Error Mean**
MOTIVATION	**4.15**	**100**	**0.37**	**0.04**
TEACHER EFFECTIVENESS	**4.20**	**100**	**0.49**	**0.05**

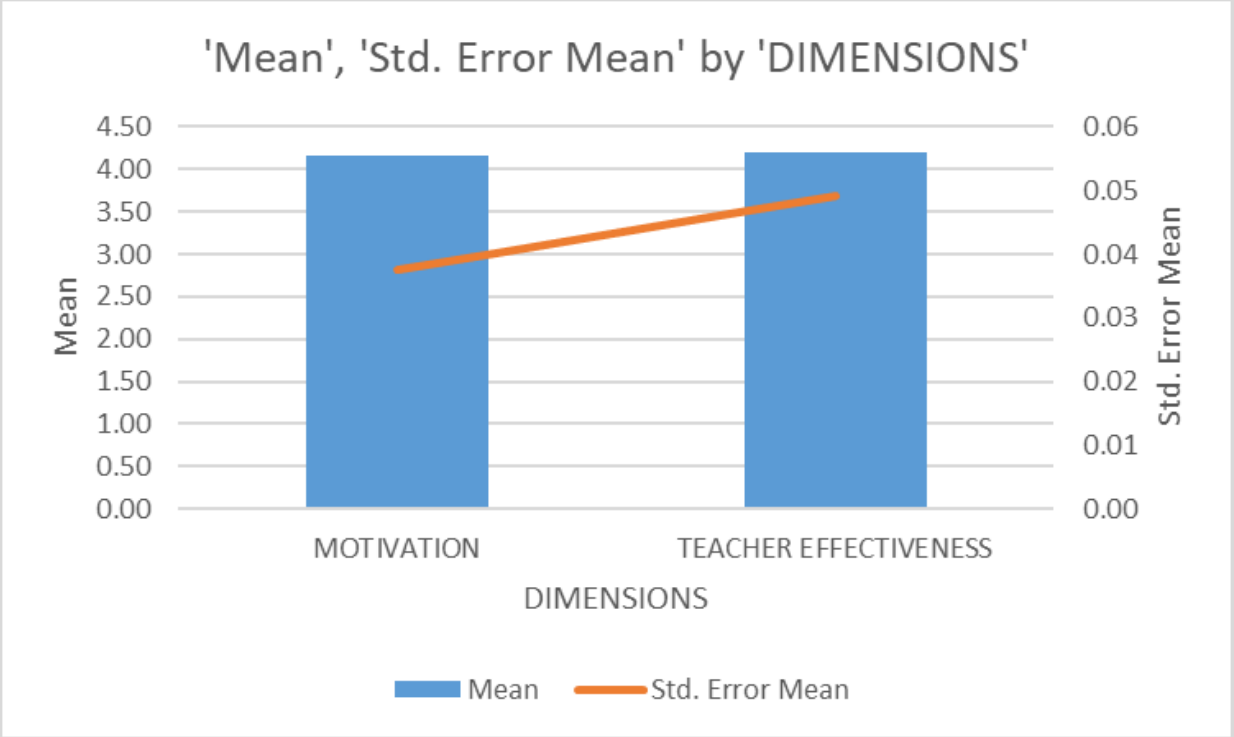

Figure 4.51 shows the paired samples statistics between Leadership Behaviour skill of Motivation and Teacher Effectiveness dimension of School Effectiveness.

Table no 4.104 and figure 4.51 the paired sample statistics shows that the mean of leadership behaviour skill of motivation less than teacher effectiveness dimension of school effectiveness (mean = 4.15 and 4.20).

Ho.35: "There is no significant relationship between leadership behaviour skill of motivation and school effectiveness of pupil development."

Table 4.105 Correlation Coefficient between Leadership Behaviour skill of Motivation and Pupil Development dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Motivation and Pupil-Development	100	-0.04	0.70	Accepted

From the table 4.105 shows there is no significant correlation between leadership behaviour skill of Motivation and pupil development dimension of school effectiveness, r=-0.04, n=100. Since the p-value = 0.70 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.106 shows the paired samples t-test between Leadership Behaviour skill of Motivation and Pupil Development dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
MOTIVATION & PUPIL DEVELOPMENT	0.30	0.62	0.06	0.18	0.43	4.88	99	0.00

Table no 4.106 the paired sample t-test shows that the mean difference between leadership behaviour skill of motivation and pupil development dimension of school effectiveness (Mean difference 0.30, with a t-value of 4.88 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of motivation and pupil development dimension of school effectiveness.

Table 4.107 shows the paired samples statistics between Leadership Behaviour skill of Motivation and Pupil Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
MOTIVATION	4.15	100	0.37	0.04
PUPIL DEVELOPMENT	3.85	100	0.48	0.05

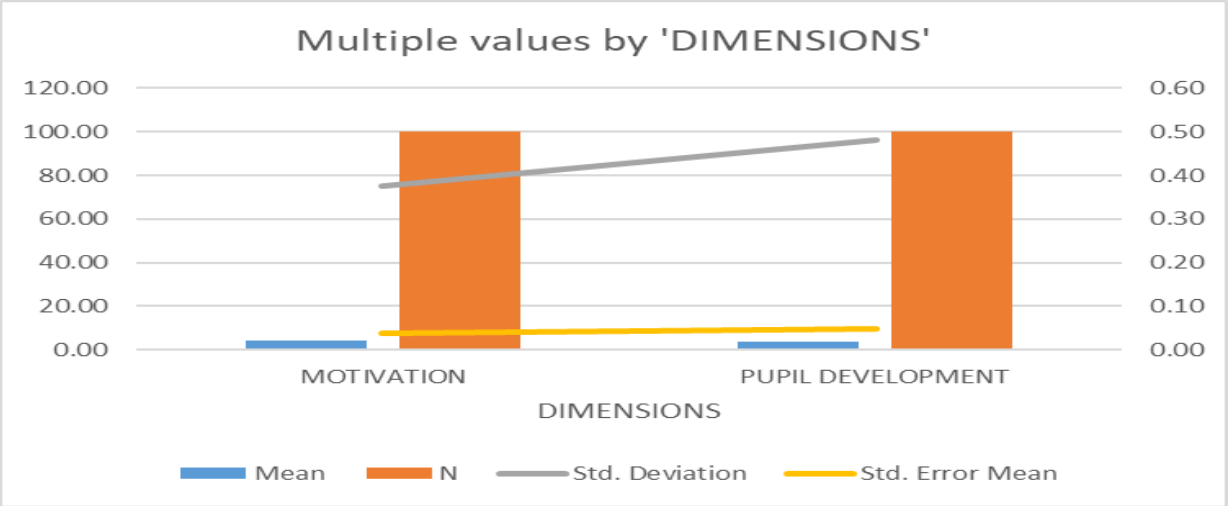

Figure 4.52 shows the paired samples statistics between Leadership Behaviour skill of Motivation and Pupil Development dimension of School Effectiveness.

Table no 4.107 and figure 4.52 the paired sample statistics shows that the mean of leadership behaviour skill of motivation higher than pupil development dimension of school effectiveness (mean = 4.15 and 3.85).

Ho.36: "There is no significant relationship between leadership behaviour skill of motivation and school effectiveness of pupil teacher relationship."

Table 4.108 Correlation Coefficient between Leadership Behaviour skill of Motivation and Pupil Teacher Relationship dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Motivation and Pupil-Teacher Relationship	100	0.22	0.03	Rejected

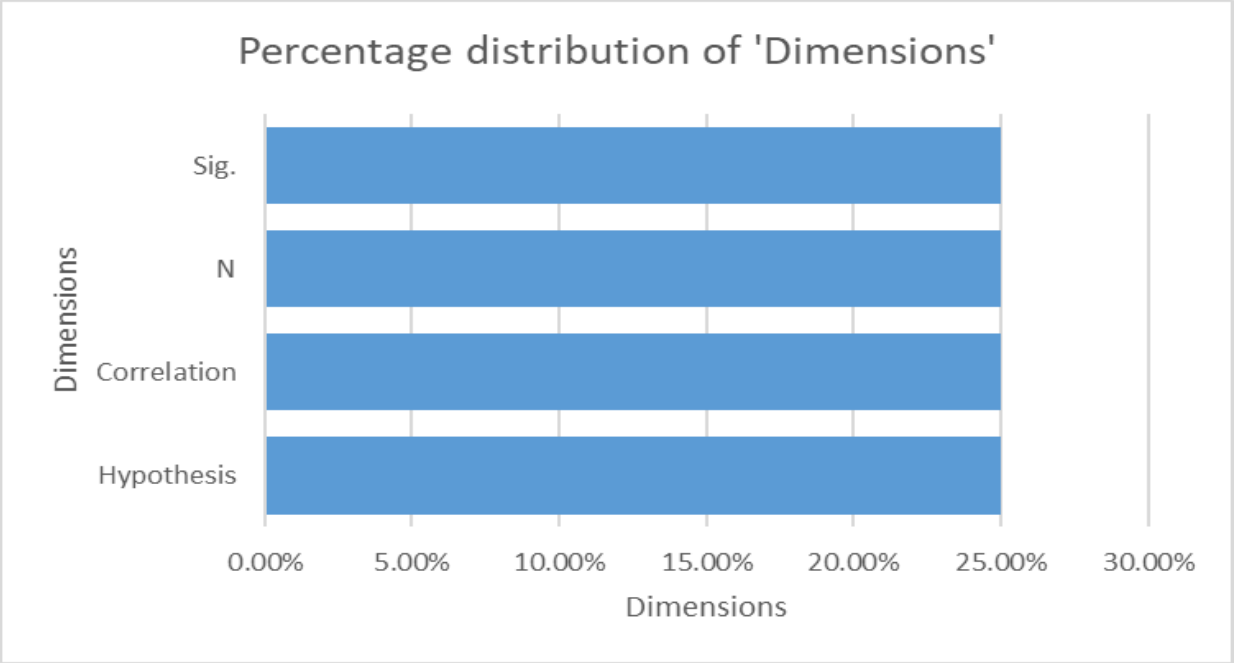

Figure 4.53 Correlation Coefficient between Leadership Behaviour skill of Motivation and Pupil Teacher Relationship dimension of School Effectiveness.

From the table 4.108 and figure 4.53 shows there is significant correlation between leadership behaviour skill of motivation and pupil teacher relationship dimension of school effectiveness, r=0.22, n=100. Since the p-value = 0.03 is less than 0.05 levels of significance, the null hypothesis is rejected.

Table 4.109 shows the paired samples t-test between Leadership Behaviour skill of Motivation and Pupil Teacher Relationship dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
MOTIVATION & PUPIL-TEACHER RELATIONSHIP	0.41	0.47	0.05	0.32	0.51	8.81	99	0.00

Table no 4.109 the paired sample t-test shows that the mean difference between leadership behaviour skill of motivation and pupil teacher relationship dimension of school effectiveness (Mean difference 0.41, with a t-value of 8.81 and a p-value of 0.00 with *df*= 99) and is

indicated by 0.05 level of significance which is less than the tabulated p-value. There is no significant difference between leadership behaviour skill of motivation and pupil teacher relationship dimension of school effectiveness.

Table 4.110 shows the paired samples statistics between Leadership Behaviour skill of Motivation and Pupil Teacher Relationship Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
MOTIVATION	4.15	100	0.37	0.04
PUPIL-TEACHER RELATIONSHIP	3.74	100	0.38	0.04

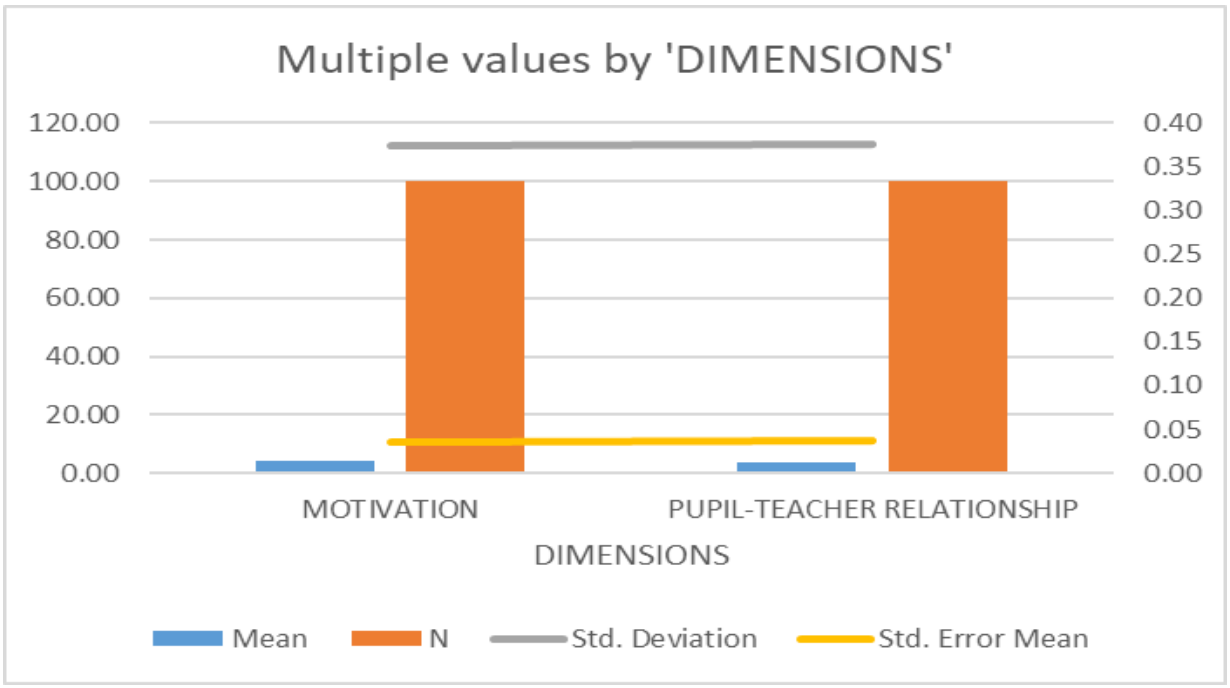

Figure 4.54 shows the paired samples statistics between Leadership Behaviour skill of Motivation and Pupil Teacher Relationship dimension of School Effectiveness.

Table no 4.110 and figure 4.54 the paired sample statistics shows that the mean of leadership behaviour skill of motivation higher than pupil teacher relationship dimension of school effectiveness (mean = 4.15 and 3.74).

Ho.37: "There is no significant relationship between leadership behaviour skill of communication and school effectiveness of school culture."

Table 4.111 Correlation Coefficient between Leadership Behaviour skill of Communication and School Culture dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Commuication and School Culture	100	0.03	0.78	Accepted

From the table 4.111 shows there is no significant correlation between leadership behaviour skill of communication and school culture dimension of school effectiveness, r=0.03, n=100. since the p-value = 0.78 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.112 shows the paired samples t-test between Leadership Behaviour skill of Communication and school culture dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COMMUNICATION & SCHOOL CULTURE	0.24	0.69	0.07	0.11	0.38	3.54	99	0.00

Table no 4.112 the paired sample t-test shows that the mean difference between leadership behaviour skill of communication and school culture dimension of school effectiveness (mean difference 0.24, with a t-value of 3.54 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. there is a significant difference between leadership behaviour skill of communication and school culture dimension of school effectiveness.

Table 4.113 shows the paired samples statistics between Leadership Behaviour skill of Communication and school culture dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COMMUNICATION	4.50	100	0.52	0.05
SCHOOL CULTURE	4.26	100	0.47	0.05

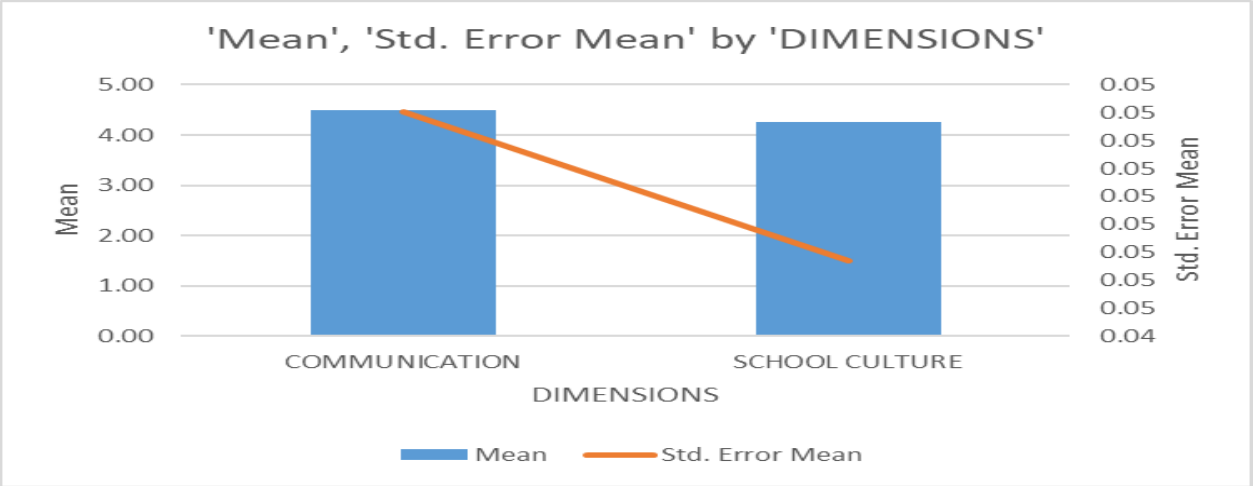

Figure 4.55 shows the paired samples statistics between Leadership Behaviour skill of Communication and school culture dimension of School Effectiveness.

Table no 4.113 and figure 4.55 the paired sample statistics shows that the mean of leadership behaviour skill of communication higher than school culture dimension of school effectiveness (mean = 4.50 and 4.26).

Ho.38: "There is no significant relationship between leadership behaviour skill of communication and school effectiveness of resource management."

Table 4.114 Correlation Coefficient between Leadership Behaviour skill of Communication and Resource Management dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Commuication and Resource Management	100	-0.10	0.35	Accepted

From the table 4.114 shows there is no significant correlation between leadership behaviour skill of communication and resource management dimension of school effectiveness, r=-0.10,

n=100. since the p-value = 0.35 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.115 shows the paired samples t-test between Leadership Behaviour skill of Communication and Resource Management dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COMMUNICATION & RESOURCE MANAGEMENT	0.48	0.74	0.07	0.33	0.62	6.47	99	0.00

Table no 4.115 the paired sample t-test shows that the mean difference between leadership behaviour skill of communication and resource management dimension of school effectiveness (Mean difference 0.48, with a t-value of 6.47 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of communication and resource management dimension of school effectiveness.

Table 4.116 shows the paired samples statistics between Leadership Behaviour skill of Communication and Resource Management dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COMMUNICATION	4.50	100	0.52	0.05
RESOURCE MANAGEMENT	4.03	100	0.47	0.05

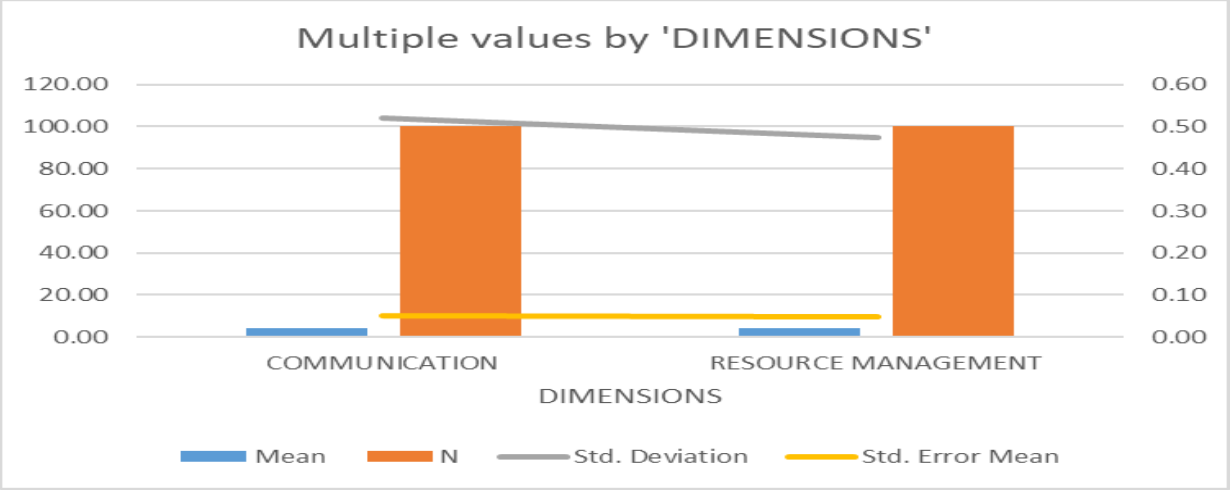

Figure 4.56 shows the paired samples statistics between Leadership Behaviour skill of Communication and Resource Management of School Effectiveness.

Table no 4.116 and figure 4.56 the paired sample statistics shows that the mean of leadership behaviour skill of communication higher than resource management dimension of school effectiveness (mean = 4.50 and 4.03).

Ho.39: "There is no significant relationship between leadership behaviour skill of communication and school effectiveness of academic achievement."

Table 4.117 Correlation Coefficient between Leadership Behaviour skill of Communication and Academic Achievement dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Commuication and Academic Acheivement	100	0.02	0.86	Accepted

From the table 4.117 shows there is no significant correlation between leadership behaviour skill of communication and academic achievement dimension of school effectiveness, r=0.02, n=100. Since the p-value = 0.86 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.118 shows the paired samples t-test between Leadership Behaviour skill of Communication and Academic Achievement dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COMMUNICATION & ACADEMIC ACHIEVEMENT	0.42	0.66	0.07	0.29	0.55	6.35	99	0.00

Table no 4.118 the paired sample t-test shows that the mean difference between leadership behaviour skill of communication and academic achievement dimension of school effectiveness (Mean difference 0.42, with a t-value of 6.35 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of communication and academic achievement dimension of school effectiveness.

Table 4.119 shows the paired samples statistics between Leadership Behaviour skill of Communication and Academic Achievement dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COMMUNICATION	4.50	100	0.52	0.05
ACADEMIC ACHIEVEMENT	4.08	100	0.42	0.04

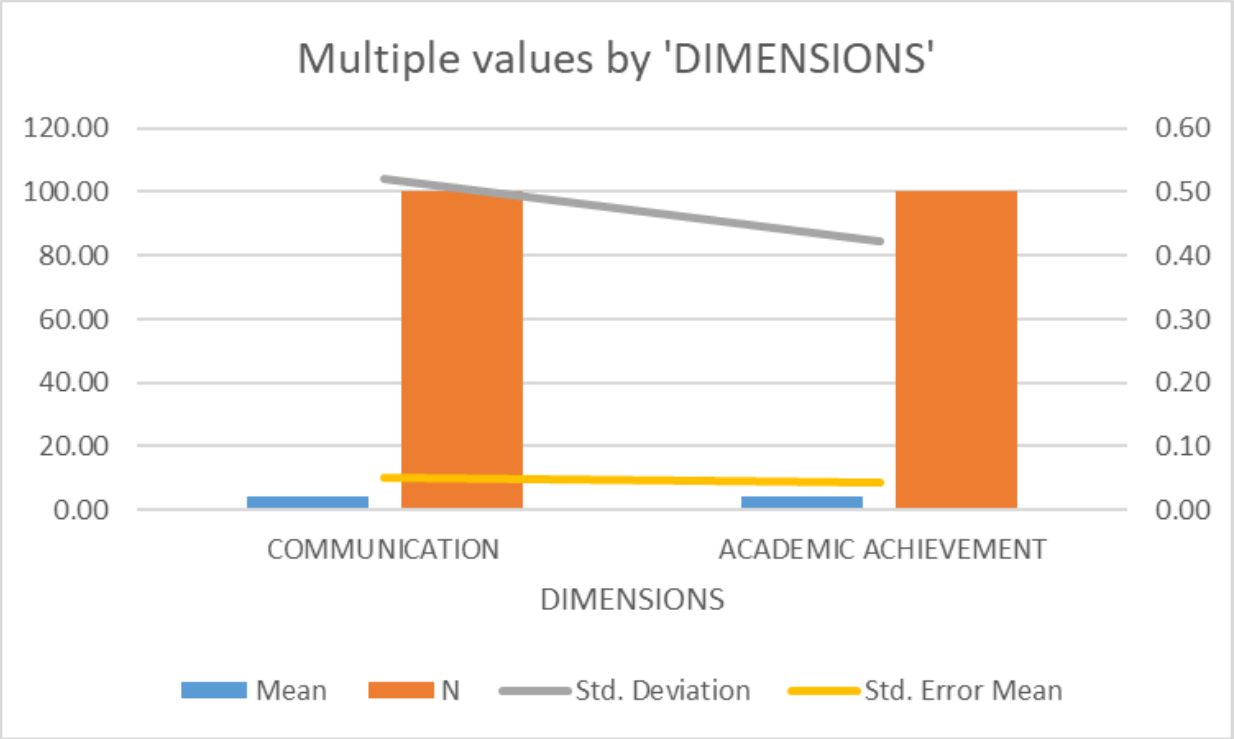

Figure 4.57 shows the paired samples statistics between Leadership Behaviour skill of Communication and Academic Achievement dimension of School Effectiveness.

Table no 4.119 and figure 4.57 the paired sample statistics shows that the mean of leadership behaviour skill of communication higher than academic achievement dimension of school effectiveness (mean = 4.50 and 4.08).

Ho.40: "There is no significant relationship between leadership behaviour skill of communication and school effectiveness of teacher effectiveness."

Table 4.120 Correlation Coefficient between Leadership Behaviour skill of Communication and Teacher Effectiveness dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Commuication and Teacher Effectiveness	100	0.03	0.80	Accepted

From the table 4.120 and figure 4.58 shows there is no significant correlation between leadership behaviour skill of communication and teacher effectiveness dimension of school

effectiveness, r=-0.03, n=100. Since the p-value = 0.80 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.121 shows the paired samples t-test between Leadership Behaviour skill of Communication and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COMMUNICATION & TEACHER EFFECTIVENESS	0.31	0.71	0.07	0.17	0.45	4.35	99	0.00

Table no 4.121 the paired sample t-test shows that the mean difference between leadership behaviour skill of communication and teacher effectiveness dimension of school effectiveness (Mean difference 0.31, with a t-value of 4.35 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of communication and teacher effectiveness dimension of school effectiveness.

Table 4.122 shows the paired samples statistics between Leadership Behaviour skill of Communication and Teacher Effectiveness dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COMMUNICATION	4.50	100	0.52	0.05
TEACHER EFFECTIVENESS	4.20	100	0.49	0.05

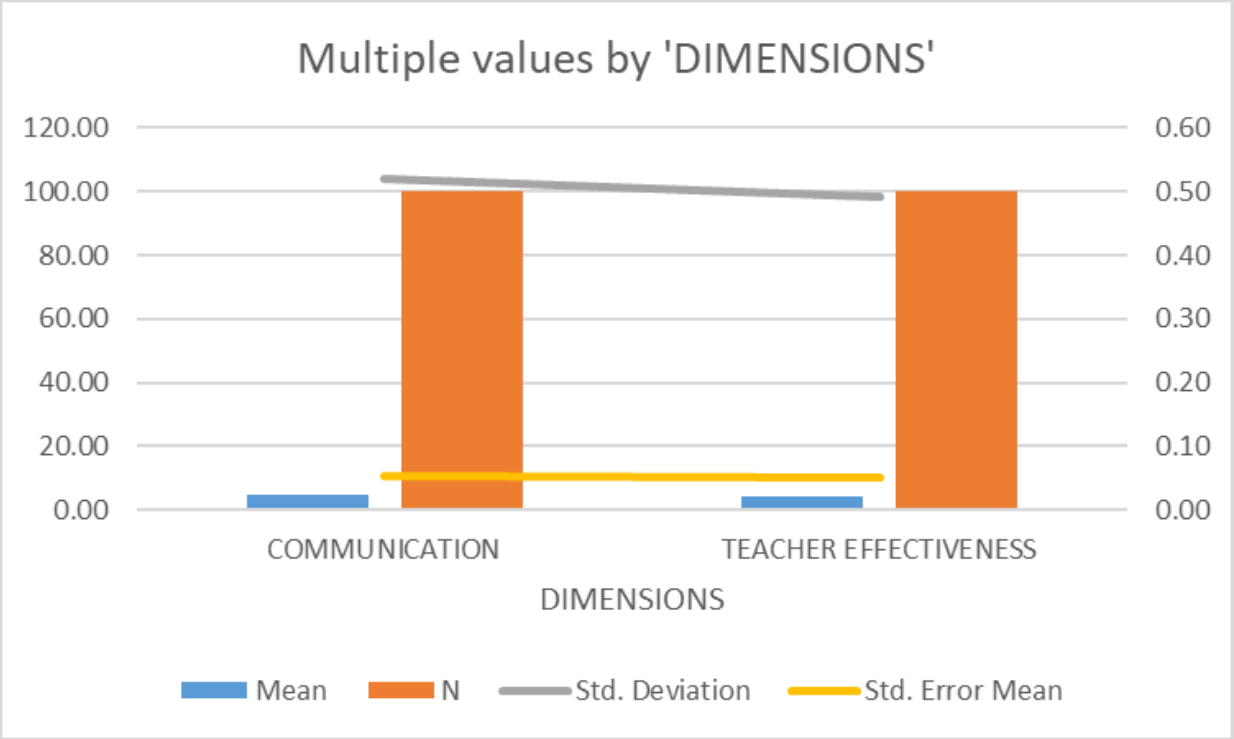

Figure 4.58 shows the paired samples statistics between Leadership Behaviour skill of Communication and Teacher Effectiveness dimension of School Effectiveness.

Table no 4.122 and figure 4.58 the paired sample statistics shows that the mean of leadership behaviour skill of communication higher than teacher effectiveness dimension of school effectiveness (mean = 4.50 and 4.20).

Ho.41: "There is no significant relationship between leadership behaviour skill of communication and school effectiveness of pupil development."

Table 4.123 Correlation Coefficient between Leadership Behaviour skill of Communication and Pupil Development dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Commuication and Pupil Developmnt	100	-0.16	0.11	Accepted

From the table 4.123 shows there is no significant correlation between leadership behaviour skill of communication and pupil development dimension of school effectiveness, r=-0.16,

n=100. Since the p-value = 0.11 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.124 shows the paired samples t-test between Leadership Behaviour skill of Communication and Pupil Development dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COMMUNICATION & PUPIL DEVELOPMENT	0.65	0.76	0.08	0.50	0.80	8.56	99	0.00

Table no 4.124 the paired sample t-test shows that the mean difference between leadership behaviour skill of communication and pupil development dimension of school effectiveness (Mean difference 0.65, with a t-value of 8.56 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of Communication and Pupil Development dimension of school effectiveness.

Table 4.125 shows the paired samples statistics between Leadership Behaviour skill of Communication and Pupil Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COMMUNICATION	4.50	100	0.52	0.05
PUPIL DEVELOPMENT	3.85	100	0.48	0.05

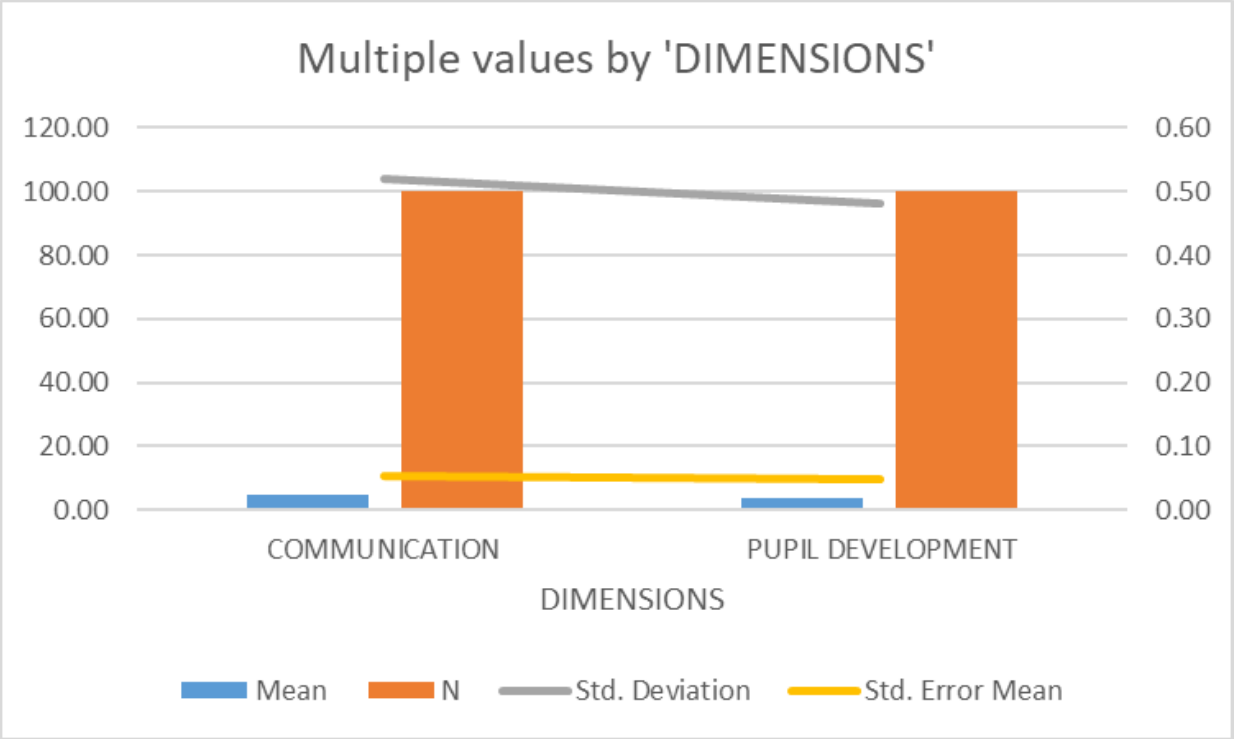

Figure 4.59 shows the paired samples statistics between Leadership Behaviour skill of Communication and Pupil Development dimension of School Effectiveness.

Table no 4.126 and figure 4.59 the paired sample statistics shows that the mean of leadership behaviour skill of communication higher than pupil development dimension of school effectiveness (mean = 4.50 and 3.85).

Ho.42: "There is no significant relationship between leadership behaviour skill of communication and school effectiveness of pupil teacher relationship."

Table 4.126 Correlation Coefficient between Leadership Behaviour skill of Communication and Pupil Teacher Relationship dimension of School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Commuication and Pupil-Teacher Relationship	100	0.10	0.34	Accepted

From the table 4.126 shows there is no significant correlation between leadership behaviour skill of communication and pupil teacher relationship dimension of school effectiveness,

r=0.10, n=100. Since the p-value = 0.34 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.127 shows the paired samples t-test between Leadership Behaviour skill of Communication and Pupil Teacher Relationship dimension of School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
COMMUNICATION & PUPIL-TEACHER RELATIONSHIP	0.76	0.61	0.06	0.64	0.89	12.48	99	0.00

Table no 4.127 the paired sample t-test shows that the mean difference between leadership behaviour skill of communication and pupil teacher relationship dimension of school effectiveness (Mean difference 0.76, with a t-value of 12.48 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skill of communication and pupil teacher relationship dimension of school effectiveness.

Table 4.128 shows the paired samples statistics between Leadership Behaviour skill of Communication and Pupil Teacher Relationship Development dimension of School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
COMMUNICATION	4.50	100	0.52	0.05
PUPIL-TEACHER RELATIONSHIP	3.74	100	0.38	0.04

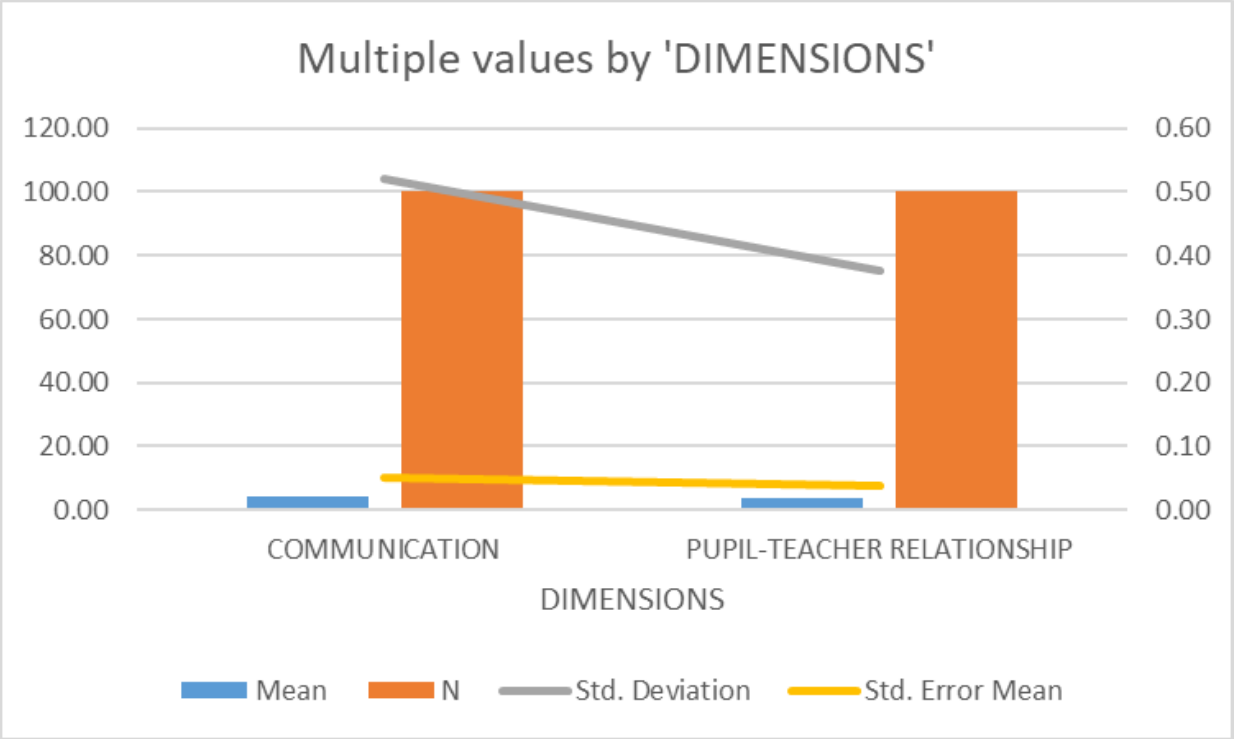

Figure 4.60 shows the paired samples statistics between Leadership Behaviour skill of Communication and Pupil Teacher Relationship Development dimension of School Effectiveness.

Table no 4.128 and figure 4.60 the paired sample statistics shows that the mean of leadership behaviour skill of communication higher than pupil teacher relationship dimension of school effectiveness (mean = 4.50 and 3.74).

Ho.43: "There is no significant relationship between leadership behaviour trait and school effectiveness."

Table 4.129 Correlation Coefficient between Leadership Behaviour traits and School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Leadership Behaviour Traits and School Effctiveness	100	0.02	0.85	Accepted

From the table 4.129 shows there is no significant correlation between leadership behaviour traits and school effectiveness, r=0.02, n=100. Since the p-value = 0.85 is more than 0.05 levels

of significance, the null hypothesis is accepted.

Table 4.130 shows the paired samples t-test between Leadership Behaviour traits and School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Leadership Behaviour Traits and School Effctiveness	0.17	0.44	0.04	0.09	0.26	3.96	99.00	0.00

Table no 4.130 the paired sample t-test shows that the mean difference between leadership behaviour traits and school effectiveness (Mean difference 0.17, with a t-value of 3.96 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour traits and school effectiveness.

Table 4.131 shows the paired samples statistics between Leadership Behaviour traits and School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
Leadership Behaviour Traits	4.20	100	0.24	0.02
School Effctiveness	4.03	100	0.37	0.04

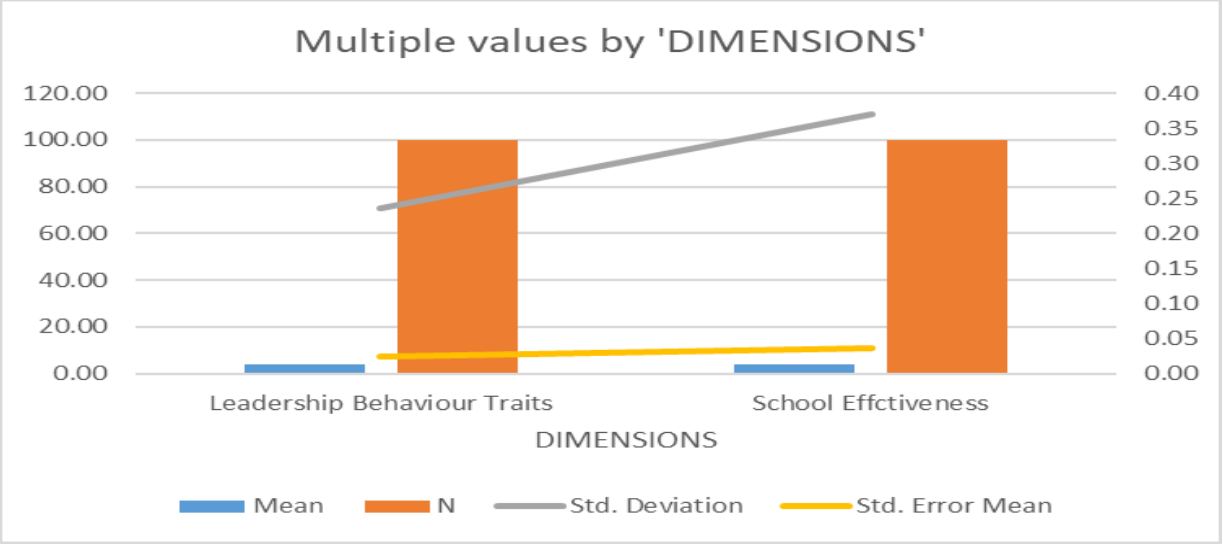

Figure 4.61 shows the paired samples statistics between Leadership Behaviour traits and School Effectiveness.

Table no 4.131 and figure 4.61 the paired sample statistics shows that the mean of leadership behaviour traits higher than school effectiveness (mean = 4.20 and 4.03).

Ho.44: "There is no significant relationship between leadership behaviour skill and school effectiveness."

Table 4.132 Correlation Coefficient between Leadership Behaviour skills and School Effectiveness.

Dimensions	N	Correlation	Sig.	Hypothesis
Leadership Behaviour Skills and School Effctiveness	100	0.01	0.93	Accepted

From the table 4.132 shows there is no significant correlation between leadership behaviour skills and school effectiveness, r=0.01, n=100. Since the p-value = 0.93 is more than 0.05 levels of significance, the null hypothesis is accepted.

Table 4.133 shows the paired samples t-test between Leadership Behaviour skills and School Effectiveness.

Paired Samples Test								
DIMENSIONS	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Leadership Behaviour Skills and School Effctiveness	0.21	0.45	0.04	0.12	0.30	4.64	99.00	0.00

Table no 4.133 the paired sample t-test shows that the mean difference between leadership behaviour skills and school effectiveness (Mean difference 0.21, with a t-value of 4.64 and a p-value of 0.00 with *df*= 99) and is indicated by 0.05 level of significance which is less than the tabulated p-value. There is a significant difference between leadership behaviour skills and school effectiveness.

Table 4.134 shows the paired samples statistics between Leadership Behaviour skills and School Effectiveness.

Paired Samples Statistics				
DIMENSIONS	Mean	N	Std. Deviation	Std. Error Mean
Leadership Behaviour Traits	4.23	100	0.26	0.03
School Effctiveness	4.03	100	0.37	0.04

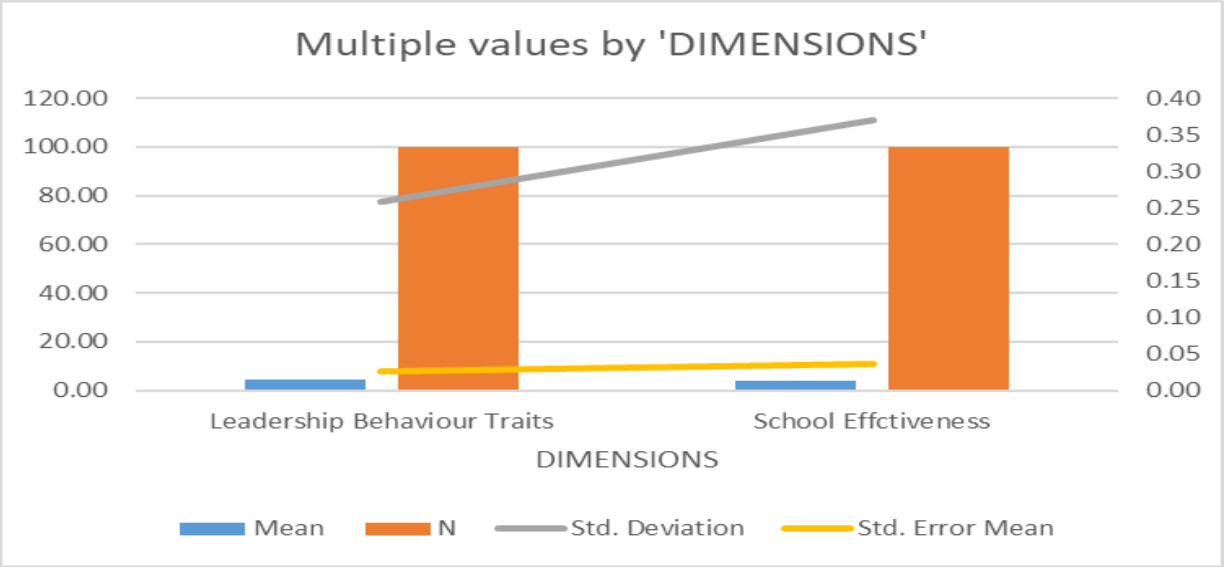

Figure 4.62 shows the paired samples statistics between Leadership Behaviour skills and School Effectiveness.

Table no 4.134 and figure 4.62 the paired sample statistics shows that the mean of leadership behaviour skills higher than school effectiveness (mean = 4.23 and 4.03).

The study found that leadership behavior traits such as cooperation, courage, and trust, along with skills like decision-making, problem-solving, motivation, and communication, have no significant correlation with most dimensions of school effectiveness, including school culture, resource management, academic achievement, teacher effectiveness, and pupil development. The only leadership skill of motivation, which was positively correlated with the pupil-teacher relationship. These findings suggest that while leadership behaviors are important, they do not directly impact the overall effectiveness of schools in the studied dimensions, highlighting the complexity of factors influencing school success.

4.1.4 Objective No. 4

To identify the problems that comes in the way of effective leadership behaviour of the Government Scheduled Tribe and Scheduled Caste Development high schools headmasters.

Major findings of the objective No. 4

Content analysis systematically examines communication materials to identify patterns, themes, or trends. For this study, the researcher analyzed transcripts from semi-structured interviews with headmasters. These interviews cover the leadership behaviour of headmasters concerning dimensions such as "Cooperation," "Courage," "Trust," "Decision-Making," "Problem-Solving," "Motivation," and "Communication." By applying content analysis, the researcher aims to identify the problems that comes in the way of effective leadership behaviour of the headmasters related to higher authority, teachers, students, parents, the public, SMC members, and political leaders. The researcher identified common themes, patterns, and recurring problems across different dimensions. The headmasters stated that they have not faced large number of problems but few problems emerged while using cooperation, courage, trust as a trait, and decision-making, problem-solving, motivation and communication as skills.

17 (34%) headmasters stated that teachers do not cooperate in academic work, while 2 (4%) cited problems in the canteen and financial management. 6 (12%) headmasters said that students showed a lack of cooperation in their studies, and 1 (2%) during health checkup. 2

(4%) headmasters reported that public interference in school activities such as misuse of school resources. Political interference was also a concern, with 1 (2%) reporting involvement in school activities and another 1 (2%) citing problems related to sexual harassment. Non-teaching staff were cited by 5 (10%) headmasters for not supporting academic work, while 9 (18%) CCA staff were uncooperative in canteen management. Parental support was lacking for 6 (12%) headmasters, who reported that parents did not send their children to school, with 1 (2%) citing health concerns. Furthermore, 3 (6%) headmasters said that school management committee members were not attending meetings, and 1 (2%) mentioned problems with admission work. Media interference in school activities, such as admissions and canteen management, was reported by 1 (2%) headmaster, while 3 (6%) headmasters mentioned problems with senior authorities related to administrative work and staff shortages. This lack of support complicates the implementation of new initiatives and maintaining a positive school environment. Moreover, interference in admissions, canteen management, and hostel operations, leads to operational inefficiencies. Addressing these cooperation problems is essential for effective leadership and the overall success of the school.

6 (12%) reported interference from political leaders, particularly during new admissions, and demanded money on construction projects. Media interference was cited by 5 (10%) of the headmasters, with specific instances involving student deaths and in admission 3 (6%), demands for money 2 (4%), and problems related to hostels 1 (2%). Teaching staff resistance was noted by 6 (12%) headmasters during courageous decision-making processes, with additional problems linked to medical emergencies due to the non-availability of hospital facilities 4, (8%). Non-teaching staff disobedience was stated by 2 (4%) headmasters, while senior authorities, such as the District Welfare Officer (DWO) or the Collector, applied pressure during the publication of results in 1 (2%) instance. Public interference was another recurring problem, with 2 (4%) headmasters reporting issues during health emergencies, 5 (10%) noting general interference in school activities, and 2 (4%) during instances of student indiscipline.The analysis highlights that interference from external stakeholders, including political leaders, media, and the public, represents a significant barrier to effective courageous decision-making. These external pressures often conflict with the headmasters' professional judgment and the best interests of the school community, complicating the implementation of courageous decisions.

18 (36%) headmasters reported that distrust with teachers regarding academic work, financial

transactions, and result publication. Additionally, 2 (4%) reported problems with non-teaching staff in academic work and admissions, while 2 (4%) expressed concerns with parents regarding child healthcare. Public trust was cited as problematic by 1 (2%) headmasters, particularly concerning policy implementation, and media trust was reported headmaster 1 (2%) due to privacy breaking. SMC members have also noted a lack of trust in school-related tasks 2 (4%). These trust deficits, especially among non-teaching staff, new staff, and the media, hinder the development of a cohesive and effective school environment. Moreover, issues such as staff misconduct, staff groupism, and personal health problems impact their ability to foster a supportive and collaborative school culture.

6 (12%) headmasters reported a lack of support from teaching staff in academic work, 2 (4%) faced problems related to health problems, and 1 (2%) experienced difficulties stemming from personal problems of staff members. Additionally, 2 (4%) cited interference from political leaders in school activities, 1 (2%) noted involvement of senior authorities in issues related to sexual misconduct, 1 (2%) reported disturbances caused by parents due to health issues, and 1 (2%) mentioned lack of responsiveness from students. Moreover, 1 (2%) highlighted problems in community participation due to public-related issues. External interference or pressure from stakeholders, such as political leaders, the public, and higher authorities, can considerably impact decision-making processes, potentially diverting focus from the best interests of the school community. Headmasters must also adeptly manage urgent situations, such as student fatalities, medical emergencies, or staff shortages, requiring prompt and effective action while safeguarding the well-being of all parties involved

8 (16%) headmasters reported that staff are creating problems with students health checks. 2(4%) headmasters said that making disturbances during staff meetings and in mess management. Additional problems include difficulties implementing government regulations 1(2%) and managing non-teaching staff 3(6%). Public interference, issues with sexual problems, counselling, and recruitment pressures were reported by 2 (4%) headmasters. Disruptions caused by higher authorities in hostel admissions were reported by 3(6%) headmasters. Problems with SMC members, media interference, and student misbehaviour further complicate the headmasters' roles, necessitating careful consideration and proactive strategies to maintain the effective functioning and well-being of the school community.

6 (12%) headmasters reported problems with teaching staff during staff meetings, 2 (4%)

during event organization, 2 (4%) in policy implementation, 1 (2%) when raising awareness about black magic and child marriage, and 1 (2%) in workload allotment. Additionally, 2 (4%) reported problems with non-teaching staff during policy implementation, 2 (4%) in mess management, and 1 (2%) in academic work. Furthermore, 5 (10%) headmasters faced difficulties with parents during counselling about school culture, 1 (2%) when raising awareness about black magic, and 1 (2%) in motivating student academic achievement during parents-teachers association meetings. 2 (4%) headmasters reported that problems with the public during counselling about school culture, 1 (2%) in matters of sexual harassment and drinking water, and 1 (2%) in criminal issues. 6 (12%) reported by headmasters problems with students included lack of interest in the study, irregular class attendance (4%), mess management (2%), and cheating during examinations (2%). Student problems like lack of interest, unresponsiveness, or misbehaviour, along with staff problems such as disobedience or shortages, can weaken overall motivation in the school. External factors like beliefs in black magic, child marriage, and media pressures further impact the motivation of both students and staff.

17 (34%) headmasters reported that the problem comes due to poor network while using computers and the internet, 1 (2%) while operating email and WhatsApp, 3 (6%) cited that physical notices did not reach each school management committee members, 1 (2%) faced electricity issues, 1 (2%) have oral communication problems with the public, 1 (2%) had difficulties interacting with higher authorities, 3 (6%) reported media-related issues, 1 (2%) noted non-teaching staff struggled with online work. Additionally, 4 (8%) reported problems with parents during public interactions, 1 (2%) noted irregular attendance at parents-teacher association meetings, 3 (6%) cited issues with staff in meetings, 1 (2%) in mess management, and 1 (2%) due to lack of computer skills. Furthermore, 2 (4%) cited difficulties with students in study interactions, and 1 (2%) faced public issues while implementing policies.Technical problems, such as computer and internet disruptions, along with language barriers, hinder communication and coordination within the school community, leading to misunderstandings and ineffective dialogue. Critical information often fails to reach key stakeholders, and amplifies the problems in managing resources, trust, and complex situations involving students or staff.

The success of a school is heavily influenced by both internal and external problems, which complicate leadership processes. External interference from political leaders, media, and other

stakeholders, combined with operational inefficiencies in areas like admissions and canteen management, undermine effective leadership. Trust deficits, staff misconduct, and communication barriers further hinder the development of a cohesive school environment. Addressing these challenges, whether they stem from external pressures, technical problems, or student and staff problems is crucial for fostering collaboration, improving communication, and ensuring the overall well-being of the school community.

4.2 CONCLUSION

The leadership behavior of headmasters in Government Scheduled Tribe and Scheduled Caste Development High Schools was found to be good, leaderhip traits like cooperation, courage, trust, and skills such as decision-making, problem-solving, motivation, and communication. Similarly, the school culture, resource management, academic achievement, teacher effectiveness, pupil development, and pupil-teacher relationships dimensions of school effectiveness were also found good. It can be found that the headmasters stated that they have not faced large number of problems but few problems emerged while shown cooperation, courage, trust as a traits, and decision-making, problem-solving, motivation and communication as a skills. However, internal and external problems, including political interference, staff misconduct, trust deficits, and operational inefficiencies, complicate leadership roles. Additionally, technical problems and communication barriers hinder smooth school processes. To ensure effective leadership and the continued success of these schools, addressing these problemss by fostering better collaboration, trust, and communication within the school community is essential.