

IMPACT OF LEADERSHIP BEHAVIOURS OF WOMEN TEACHERS ON KNOWLEDGE MANAGEMENT PRACTICES

Dr. T.S. VIMALA

*Principal, Sree Sastha College of Education
Chembarambakkam, Chennai*

Introduction

Teacher leadership is not a new concept because during this digital era the teachers have to improve the educational system and have to approach education in such a way to bring overall educational enhancement and to engage in professional development activities. The teachers who are leaders have to take up collaborative role to work with their peers and to improve their professional practice by redesigning the curriculum solving school related problems and by engaging the staff in technology engaged teaching and learning. Teachers who work as leaders with their colleagues share their knowledge, expertise and experience in order to sustain the knowledge Management Skills for all kinds of classroom improvement.

A teacher leader must exhibit her leadership talents, develop interdependent teaching roles, foster opportunities to expand their expertise and facilitate relationship among them to be successful.

Today there is a rapid change in the society and the needs have increased a lot and it affects the educational process to be more dynamic and the organizational structures have to meet the needs of the information age of this 21st century and attain the goals of education. The school administrators should utilize the human resources and material resources with an effect knowledge management skills to sustain their existence with strong cultural texture and strategic leadership behaviours which are compatible with the changing needs and conditions of the society.

So sustainable leadership behaviours are very important in the school atmosphere where education is provided in a conducive Knowledge Management Skills set up and feasible to the technological need of the era. The researcher had the intention to find out how far the leadership behaviours depend upon the depends upon various factors like Knowledge Management Skills the scientific aptitude, emotional intelligence and self-efficacy of the students.

Definition of Leadership

Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization. Leadership involves making sound decisions by creating and articulating a clear vision, establishing achievable goals, and providing followers with the knowledge and tools necessary to achieve those goals. Leaders are found

and required in most aspects of society, from business to politics, region to community-based organizations. An effective leader will possess characteristics like self-confidence, secure communication and management skills, creative and innovative thinking and perseverance in the face of failure, willingness to take risks, openness to change level-headedness, and creativeness in times of crisis.

Leadership Behaviors

Behaviour change is an attitude that makes every leader lead forward to increase the effectiveness and specific characteristics to learn but the characteristic, namely charisma, seems to be inborn, and it is challenging to practice too, and the leadership behaviours require more effort to perform consistently.

An effective leader effectively communicates plans controls the people and is responsible for processing the task in a positive and professional environment and such leadership behaviours serve as an asset to an organization. According to social psychologists, a leader is an individual who is recognized by others in a group as an available source of help and an effective leader requires specific characteristic behaviours, behaviours, qualities, and skills such as sociability, intelligence, self-confidence, adaptability, responsibility, dependability, initiative, creativity, co-operation, scholarship, risk-taking and verbal clarity.

Leadership behaviours of an effective leader in an educational institution is a dynamic process, and the leader is responsible for all kinds of group tasks performed actively with collaboration and commitment. A leader in an educational organization is a critical element in any professional learning community, and it includes voluntary and sensitive work in the psychological, intellectual, and spiritual development of the students. It is a process that integrates professional influence and professional learning.

Knowledge Management Practices

Knowledge management practices focus primarily on the management of existing data-based resources within an organization. However, today the focus of knowledge management identifies additional information throughout the organization, and then uses innovative information technology tools to create, capture, and use that information to meet organizational goals. This process allows the school organization to simultaneously grow as a learning community, thereby maximizing the efficiency and the effectiveness of the school and its district.

The leaders meet the goals of the institution through the knowledge-based information where intelligence and thoughtful decision making involves in the organization. Any institution if it operates as knowledge ecology, the teachers, the heads and the students will individually and collectively increase the capacity of the school and the development of the school to sustain or expand its operations and accomplishments. The benchmarks of such a

system might be to strengthen leadership, minimize turnover of faculty and principals, and create higher expectations for students. Ultimately, value is imposed through the individual perspectives and experiences of members of the organization, thereby transforming information into knowledge that supports teaching and learning.

Need and Significance of the Study

Leaders act in such a way to achieve the Institutional goals, and in order to enhance their vision to meet the needs of the changing student population. The leader inculcates skills and attributes which are valuable to change the environment and organizational structures of the institution. The effective leaders mainly focus on innovation and knowledge in an organization fostering a culture of excellence by equipping potential teachers with all the skills required to face the challenges of the institution by critically planning and applying knowledge management practices.

In this research, the investigator wanted to investigate the impact of leadership behaviour on Knowledge Management Practices. In today's world of expectations, the heads/ leaders play a multi-faceted role by equipping themselves to improve the teaching and learning as well as to negotiate with the conflicting interest of parents, teachers, students and other agencies and to be sensitive to the widening the needs of the students. Any educational organization should deal with the problems related to management, planning, human resources and leadership behaviours are very crucial for the advancement and prosperity of organizational growth.

Review of Related Literature

Studies related to Leadership Behaviour in India

Nina Jacob and Subramaniam Chandrasekhar (2023), this study investigates whether women managers possess any specific leadership attributes which will enable them to be promoted to leadership positions on merit grounds. It also examines whether women encounter barriers, which impede their progress to the top. Data for our study were collected from a sample of 372 managers in leadership positions across India, half of whom were women and the other half were men. The survey was done through the administration of a 21-item questionnaire developed by the authors. Through the application of decision tree analysis, logistic regression analysis and discriminant analysis, we arrived at findings that have reasonable predictive accuracy. Our results suggest that women managers in leadership positions are significantly more likely to get reticent team members to participate at meetings than their male counterparts. This is our principal finding. This is significant, given that contemporary leadership emphasizes inclusivity and distributed leadership. This is because, as our data shows, while women managers are as good as men, they additionally possess an attribute which makes them better suited than men as leaders. Another finding is that many

women leaders differ from men in that they often struggle with work-life balance challenges. The suggestion is that companies could offer more options to women to achieve work-life balance. The third finding is that women leaders are perceived as more empathetic than men. The implication is that all of these constitute business arguments favoring organizational support for competent women managers advancing to leadership positions. Data are from India, focusing on Indian managerial leadership.

Panda A (2022), this reviews organizational leadership studies to set research agenda for leadership research in India. Corporate India during post-independence was dominated by entrepreneurs from business families. During that phase, leadership studies were focused on patriarchs heading business families and were carried out by business historians and sociologists. Subsequently, leadership research agenda was influenced by western academic scholars who were keen to examine if participative leadership was effective in Indian context. Later, a few scholars undertook indigenous-emic studies to develop native understanding of leadership in India and also to identify effective leadership style for the Indian context. This effort led to the conceptualization of Nurturant Task Leadership (NTL) by (Sinha in The Nurturant Task Leader: A model of effective executive, concept, 1980; The cultural context of leadership and power. Sage, 1995), paternalistic leadership (Guptan in ASCI Journal of Management 18:77–86, 1988), consultative managerial leadership (CSML) (Kalra in Indigeneity and universality in social science: A South Asian response, pp. 407–428, Sage), *Sannyasin* and *Karmayogin* leaders (Bhawuk in Handbook of Indian psychology. Cambridge University Press, 2008; Spirituality and Indian psychology: Lessons from the Bhagavad-Gita, 2011), *lokasamgraha* (doing good for the society at large) as a leadership approach (Bhawuk in lokasaMgraha: An indigenous construct of leadership and its, 2019). The author also presents an archetype of an effective leader in Indian context. An effective leader in Indian context should be like the karta in an Indian joint family. Finally, the chapter discusses the challenges of grooming effective leaders in Indian context.

Kirti Rajhans, Rushikesh Pawar and et. al. (2022), in view of the complexity of the environment today, there is a need to reassess the leadership skills desired from modern managers, as relying on usual leadership development theories may not be enough. Exploring leadership principles from the age old, time-tested Indian values might prove to be an important solution. The present study attempts to identify a newer leadership development way through ancient Indian values of Bhagavad Gita for addressing leadership challenges in front of today's managers. It adds to the earlier works in this area by identifying and describing the most significant leadership skills based on principles of Bhagavad Gita for developing leadership competence of modern managers through 'hermeneutics' methodology and an empirical testing support. The main contribution of the study is the proposed leadership skills development framework which will add value to the current leadership development

initiatives of the organizations and help developing leadership competencies in a sustainable way.

Studies related to Leadership Behaviour Abroad

Andres Raineri (2023), this study contributes to existing literature by offering evidence that the perceptions of justice instilled by leaders play a role mediating participatory leadership and team learning. Moreover, the study supports the idea that leader induced justice perceptions can be considered as an aggregated construct at the team level. From a practical standpoint, the findings imply that team leaders can contribute to create an environment conducive to team learning by treating team members with fairness. Results from structural equation modeling analyses suggest that, at a team level, participative leadership behaviors have both a direct association with team learning and are partially mediated by the team's justice climate.

Consuelo Thiers and Leslie E Wehner (2022), this paper seeks to advance the study of the nexus of populism and foreign policy by showing the connection between the personality traits of the leader and the foreign policy behavior of the state that they represent. It focuses on the political personality profiles of two populist leaders who can be characterized as antiplural, Hugo Chávez and Donald Trump, as a way to empirically further substantiate the recent research agenda on populism in world politics. The paper builds the two populist leaders' political profiles through the use of the leader trait analysis approach. It contends that there are patterns in populist leaders' personalities that can act as key drivers of their non cooperative and conflict-inducing behavior in foreign policy. The results show the characteristics that appear as the strongest predictors of their behavior in the international arena are their low task orientation and high focus on relationships.

Karin Aggestam and Jacqui True (2021), this study aims to Gender intersects as a major fault-line in increasingly polarized, contemporary global politics. Many democratic states in the global North and South have adopted pro-gender norms in their foreign policies, while other states and populist regimes have resisted the promotion of gender equality and women's rights. This article analyses how political leaders harness gender dynamics to further their power, status and authority to act in foreign policy. While scholarship on foreign policy analysis has emphasized the role of individuals, political leaders and their followers, and of two-level games balancing domestic and international pressures, we advance a novel theoretical concept: 'gendered multilevel games'. This new concept highlights the gendered dynamics of the problem of agency and structure in foreign policy, which are generated from the interactions between the domestic, international and transnational levels, and reach within and across states. To illustrate the utility of this concept, we analyze foreign policy leadership and the variation in gendered multilevel games in four vignettes: (1) hyper-masculinity and revisionist leadership; (2) normative leadership and gendered nation-branding; (3)

compassionate leadership and gendered transnational symbolism; and (4) contested leadership on pro- and anti-gender norms in foreign policy. Importantly, these empirical illustrations show how adept political leaders navigate pro- and anti-gender norms to achieve core and often divergent foreign policy goals.

Studies related to Knowledge Management in India

Hisham Idrees and Jin Xu and *et al.* (2023), this research aims to show that knowledge management is integral to business strategy and can lead to more efficient new product development in high-tech companies. Organizations have been increasingly focused on knowledge management methods as they have realized how important it is to manage knowledge to stay competitive in their marketplaces. Knowledge Management (KM) is responsible for a company's efficiency, effectiveness, and innovation. Project outcomes, individual outcomes, and organizational outcomes are linked to knowledge in New Product Development (NPD). More than 28,548 KM papers published in the previous 22 years were examined in this research using Scopus and Web of Science; the original sample was narrowed down to items that contributed to KM literature. The R Studio and VOS Viewer software executed the descriptive statistics and scientific mapping approaches using co-citation analysis. The descriptive analysis involved studying publishing patterns over time, the geographical localization of the contributing institutions, journals, the most prolific authors, the top-performing institutions, and the most-cited papers. Scholars and practitioners have been paying close attention to knowledge management and organizational performance in recent years. Once implemented, the integrated approach may significantly influence organizational processes and performance. This study examines both KM ideas in NPD initiatives. Several intriguing discoveries are presented, with extensive explanations of their future direction, a conceptual framework for the study, and practice based on the literature.

Susanne Durst, Ingi Runar Edvardsson and *et al.* (2023), the purpose of this study is to structure existing research on knowledge management (KM) in small- and medium-sized enterprises (SMEs) to offer a comprehensive overview of research strands and topics in KM in SMEs to determine their evolution over time. The findings of this review and those of the aforementioned review are brought together in the form of an overview that structures research on KM in SMEs based on themes that, in turn, allow the derivation of promising research directions and research questions aimed at structuring future research on KM in SMEs.

Studies related to Knowledge Management Abroad

Ritva Kosklin, Johanna Lammintakanen and *et al.* (2023), Knowledge management is intended to achieve organisational goals through effective management of knowledge resources and performance. This paper presents a review of knowledge management effects

and performance in health care. Six databases were searched, the searches employing Boolean operators and combinations of key words. In total, 16 articles fulfilled the criteria set for inclusion. Data were analyzed using inductive content analysis. The review shows that in health care knowledge management effects and performance have been viewed from various perspectives: it has been linked to health care functions such as management, finance, patient care, quality and safety, IT, continued improvement of clinical operations, and organizational culture. However, the effects of knowledge management extend also to employees' work, job satisfaction, learning, knowledge distribution, and productivity. This review aims to summarize the recent research on knowledge management effects and performance in health care. Some of the effects are universal and some are context-specific.

Alexander Serenko (2023), the purpose of this Real Impact Viewpoint Article is to analyze the phenomenon of the Great Resignation from the knowledge management perspective. The Great Resignation has created numerous knowledge-related impacts on the individual, organizational and national levels. On the individual level, because of an accelerating adoption of freelancing, the future may witness an expansion of the category of the knowledge worker and a growing need for personal knowledge management methods and information technologies. Organizational effects include knowledge loss, reduced business process efficiency, damaged intra-organizational knowledge flows, lower relational capital, lost informal friendship networks, difficulty attracting the best human capital, undermined knowledge transfer processes and knowledge leakage to competition. Countries may also witness the depletion of national human capital.

Fatima Batool, Jihad Mohammad and et al. (2023), the main purpose of this study is to examine the direct effects of knowledge sharing and systems thinking on creativity and organizational sustainability in the hotel industry in Malaysia. In addition, the study aims to examine the mediation effect of creativity between knowledge sharing, systems thinking and organizational sustainability. The study found support for the effects of systems thinking and knowledge sharing on organizational sustainability. It also found support for the impact of creativity on organizational sustainability. Besides, the mediating role of creativity between systems thinking and organizational sustainability, and between knowledge sharing and organizational sustainability was also supported by data.

Statement of the Problem

The investigator has taken up the problem as, '**IMPACT OF LEADERSHIP BEHAVIOURS OF WOMEN TEACHERS AND ORGANISATIONAL CULTURE ON KNOWLEDGE MANAGEMENT PRACTICES.**'

The present study has analyzed the relationship between the leadership Behaviours and the Knowledge Management Skills of the High School women Teachers in Theni District and the valuable suggestions are framed to improve the leadership behaviours.

Methodology

Population

The investigator used survey method for data collection in the given universe to find the relevant facts, which are accurate and adequate data for the study. Sampling means selection of sample from the universe. So the investigator has made a detailed study of the collected data from the High School women teachers in Theni District. The population consisted of High School women teachers.

The investigator took 62 schools in Theni District as the sample which consisted of 26 Government, 6 CBSE Schools, and 30 Private Schools. Here 800 women teachers who were serving as Heads of the High Schools were taken as the sample for the present study. The lists of the Schools were listed in the appendix.

Sample and Sample Technique

Stratified Random Sampling

In this study, the investigator opted for stratified random sampling. This involved partitioning the entire population ("universe") into smaller, homogeneous groups ("strata") based on relevant characteristics. Samples were then randomly drawn from each stratum, ensuring representation of these subgroups within the final sample. Notably, the sample size for each stratum could be proportional to its size in the population or deliberately adjusted to emphasize or de-emphasize certain groups.

Objectives of the Study

- To find out the level of Leadership Behaviours and its Dimensions, Knowledge Management Practices and its dimensions in terms of the total sample of the Women Teachers of Theni District
- To find out whether there is a significant difference, if any, in Leadership Behaviours and its Dimensions / Knowledge Management Practices
- To find out whether there is any Correlation between Leadership Behaviour and Knowledge Management Practices, in terms of the total sample of Women Teachers in Theni District.
- To find out whether there is any significant difference in Leadership Behaviours and its Dimensions.

Statistical Analysis

Statistical analysis will be based on the theories that have been formulated for this study. Arithmetic Mean, SD, 't' test, ANOVA and Pearson's Product Moment Correlation are included in the study.

Hypothesis of the Study

1. There is no significant difference in Leadership behavior, Knowledge Management Skills among the High School women teachers with respect to the location of the School
2. There is no significant difference in Leadership behavior, Knowledge Management Skills among the High School women teachers with respect to the nature of school
3. There is no significant difference in Leadership behavior, Knowledge Management Skills among High School women teachers with respect to the medium of instruction
4. There is no significant difference in Leadership behavior, Knowledge Management Skills among the High School women teachers with respect to the school curriculum
5. There is no significant relationship between Leadership behavior, Knowledge Management Skills among the high school women teachers.

Analysis

1. There is no significant difference in Leadership behavior, Knowledge Management Skills among the High School women teachers with respect to the location of the School.

Table 1 The Difference Between Rural And Urban High School Women Teachers in their Leadership Behavior, Knowledge Management Skills

| Variable | School Location | N | Mean | S D | “t” | Table value | Level of significance |
|-----------------------------|-----------------|-----|--------|--------|-------|-------------|-----------------------|
| Leadership Behaviour | Rural | 477 | 219.40 | 30.556 | 1.103 | 1.96 | NS* |
| | Urban | 323 | 221.90 | 32.725 | | | |
| Knowledge Management Skills | Rural | 477 | 192.21 | 29.755 | .711 | 1.96 | NS* |
| | Urban | 323 | 190.70 | 29.136 | | | |

*NS denotes Non-significance

It is inferred that from the above table that the calculated ‘t’ value of leadership behavior, Knowledge Management Skills and organizational culture are lower than the table value. Hence the null hypothesis is accepted. There is no significant difference between rural and urban women teachers in their Leadership behavior, Knowledge Management at High School level.

2. There is no significant difference in Leadership behavior, Knowledge Management among the High School Women teachers with respect to the nature of school.

Table 2 The Difference in High School Women Teachers' Leadership Behavior, Knowledge Management Skills with respect to the School Nature

| Variable | School Nature | N | Mean | S D | "t" | Table value | Level of significance |
|-----------------------------|---------------|-----|--------|--------|-------|-------------|-----------------------|
| Leadership Behaviour | Girls Only | 128 | 215.61 | 31.464 | 1.886 | 1.96 | NS* |
| | Co-Education | 672 | 221.32 | 31.392 | | | |
| Knowledge Management Skills | Girls Only | 128 | 188.80 | 29.660 | 1.174 | 1.96 | NS* |
| | Co-Education | 672 | 192.14 | 29.459 | | | |

NS* denotes Non-significance, S** denotes significance

It is inferred that from the above table that the calculated 't' value of leadership behavior and Knowledge Management Skills is lower than the table value. There is no significant difference in Leadership behavior and Knowledge Management Skills among the High Schoolwomen teachers with respect to the nature of school.

3. There is no significant difference in Leadership behavior, Knowledge Management Skills among High School women teachers with respect to the medium of instruction

Table 3 The Difference in High School Women Teachers' Leadership Behavior, Knowledge Management Skills with respect to the Medium of Instruction

| Variable | Medium of Instruction | N | Mean | S D | 't' Value | Table value | Level of significance |
|-----------------------------|-----------------------|-----|--------|--------|-----------|-------------|-----------------------|
| Leadership Behaviour | Tamil | 342 | 213.58 | 31.045 | 5.936 | 1.96 | S* |
| | English | 458 | 225.50 | 30.816 | | | |
| Knowledge Management Skills | Tamil | 342 | 186.68 | 28.179 | 4.117 | 1.96 | S* |
| | English | 458 | 195.28 | 29.952 | | | |

S** denotes significance

It is inferred that from the above table that the calculated 't' value of leadership behavior and Knowledge Management Skills are higher than the table value. Hence the null hypotheses are rejected.

There is a significant difference in Leadership behavior, Knowledge Management Skills among the High School women teachers with respect to the Medium of instruction.

4. There is no significant difference in Leadership behavior, Knowledge Management Skills among the High School women teachers with respect to the school curriculum.

Table 4 The Difference in High School Women Teacher's Leadership Behavior, Knowledge Management Skills with respect to the School Curriculum

| Variable | Source of variance | Sum of square | Degrees of freedom | Mean square variance | Calculated 'F' value | Table value @ 5% | Remark |
|-----------------------------|--------------------|---------------|--------------------|----------------------|----------------------|------------------|--------|
| Leadership Behaviour | Between | 4478.615 | 2 | 2239.308 | 2.271 | 3.007 | NS* |
| | Within | 785986.540 | 797 | 986.181 | | | |
| Knowledge Management Skills | Between | 13222.282 | 2 | 6611.141 | 7.726 | 3.007 | S** |
| | Within | 681999.517 | 797 | 855.708 | | | |

N* denotes Non-significance, S** denotes significance

It is inferred that from the above table that the calculated 'F' value of Knowledge Management Skills is higher than the table value. The 'F' value of Leadership behavior is lower than the table value. Hence the null hypothesizes partially accepted.

Hence, there is a significant difference in Knowledge Management Skills among the High School women teachers with respect to School curriculum. But there is no significant difference in Leadership behavior with respect to their school curriculum.

5. There is no significant relationship between Leadership behavior, Knowledge Management Skills among the high school women teachers.

Table 5 The Relationship between Leadership Behavior and Knowledge Management Skills among the High School Women Teachers

| Relationship between | | Calculated r value | Critical value | Remark |
|-----------------------------|-----------------------------|--------------------|----------------|--------|
| Leadership behavior | Knowledge Management Skills | .763 | 0.069 | S* |
| Knowledge Management Skills | Leadership behavior | .763 | | S* |

S* denotes Significance @ 5% level.

It is inferred from the above table that the calculated r value is statistically significant since it is higher than the critical value @ 5% level. Hence the null hypothesis is rejected. So, there is a significant Positive relationship between Leadership behavior, Knowledge Management Skills among High Schoolwomen teachers.

Findings

- As per the study, only 12.4 % of the women teachers have high level of Knowledge Management skills, so women heads must have effective knowledge management skills, and the management should take steps to bring out their unseen critical tacit knowledge to be known to many and their explicit knowledge also must be transferred to many.
- In this digital era the Management must give proper training to women heads through Knowledge management Programmes to enhance their knowledge management skills, change their ideas and insight which might lead to innovation in teaching and learning.
- The schools need the heads to lead others by forming a knowledge team, database, knowledge network etc., and to carry out school projects and the schools may need adequate and constant financial resources. So it would be quite good if the government and the other social units like Municipalities, Non-profit institutions support the schools by providing financial support.
- The management should unite the heads and other teachers to form a knowledge team and such a well-formed knowledge team have to be responsible for the productiveness, success progress and growth of the school in all spheres. The expertise and knowledge management skills of the heads /teachers on knowledge technologies can provide guidance to the management, other teachers, students, and parents related to information technologies and knowledge issues.
- The schools must lay due emphasis to install knowledge technologies in schools where they might store the “ knowledge database” and such stored data may be retrieved , carefully selected and effectively used to contribute for the effectiveness of the school. When the school technologically renews itself with knowledge management skills then the schools might grow rapidly and the Management should provide equal opportunity to all school members and encourage all the staff for the maximum utilization of technology.
- The school management should take steps to maintain good relationship among the school members by organizing meetings and functions on some special occasions inside the campus and outside the campus which would lead to a favourable school climate and appreciative mutual inter-personal relationship. Hence the decoded application of individual knowledge management skills and the experiences would serve as an important source for the development of knowledge management skills and would create a more secured intimate atmosphere among the school members, promoting proper attitudes and behaviours.
- The school heads/staff and the management to enhance the scientific and technological developments quality –in service courses must be organized and the

Institution should plan for the effective utilization of the innovations by the principals and teachers.

- Teachers in the schools must be encouraged to use student centered classroom teaching where the school heads and teachers have more opportunities to monitor each student's progress, development and awareness of the recent trends in teaching using new innovative methods and knowledge sharing in an interactive interaction.

Educational Implications

- As per the study the women teachers have 14.1 % as high level of Leadership Behaviours. So women heads must take more effective leadership roles. The public are very much interested and ensure to have more women teachers in the high schools.
- Teachers in the schools must be encouraged to use student centered classroom teaching where the school heads and teachers have more opportunities to monitor each student's progress, development and awareness of the recent trends in teaching using new innovative methods and knowledge sharing in an interactive interaction
- In this digital era the Management must give proper training to women heads through Knowledge management Programmes to enhance their knowledge management skills, change their ideas and insight which might lead to innovation in teaching and learning

Conclusion

In this study the investigator has studied the, 'Impact of Leadership Behaviours of Women Teachers and on Knowledge Management Practices.' This study provides more empirical evidences on the relationship between leadership behaviors, Knowledge management skills. This study also provides practical implications for women teachers and heads to identify the leadership behaviours prevailing in the institution and the mechanism required to enhance Knowledge Management Skills. As far as this study is concerned the academicians, policy makers, Curriculum makers have to take more effort to create a knowledge management environment with proper.

References

1. Alexander, Serenko. (2023). The Great Resignation: the great knowledge exodus or the onset of the Great Knowledge Revolution, *Journal of Knowledge Management*, 27(4).
2. Andres, Raineri. (2023). Leaders' induced justice perceptions as mediator of the relation between participative leadership behaviors and team learning, *Frontiers in Psychology*, 14.
3. Consuelo, Thiers., & Leslie E Wehner. (2022). The Personality Traits of Populist Leaders and Their Foreign Policies: Hugo Chávez and Donald Trump, *International Studies Quarterly*, 66(1).

4. Hisham, Idrees, et al. (2023). A systematic review of knowledge management and new product development projects: Trends, issues, and challenges, *Journal of Innovation & Knowledge*, 8(2):100350.
5. Susanne Durst., Ingi Runar Edvardsson., & Samuel Foli. (2023). Knowledge management in SMEs: a follow-up literature review. *Journal of Knowledge Management*. 27(11).
6. Karin Aggestam., & Jacqui True. (2023). Political leadership and gendered ultilevel games in foreign policy. *International Affairs*, 97(2): 385–404.
7. Nina Jacob., & Subramaniam Chandrasekhar (2020). Advancing Female Corporate Leadership: A Comparative Analysis of Female Versus Male Leadership Behaviour in India, *Millennial Asia: An International Journal of Asian Studies is a multidisciplinary*, 14(2).