

CHAPTER – 2

REVIEW OF LITERATURE

2.0. INTRODUCTION

This chapter presents the review of the related literature for the present study. There are several studies on Quality assurance and effective schools, these researchers have focused their efforts on conceptualizing the various effects of assessing school quality but still there exist gaps that need to be filled to find out the reliable ways to assess school quality and the systems that effectively implement the objectives of school education. Therefore this chapter is wholly dedicated to have an overview of the available literature on the quality assurance and effective school systems with teacher effectiveness school leadership as important variables to achieve student achievement. The review of literature is designed to reflect both the local and the international trends and features of the current movements and practices for quality assurance in education and also puts an emphasis on quality and quality assurance practices followed in the top performing schools. The literature contains recurrent references to various components of educational quality. These components (which receive different degrees of emphasis from different authors) are identified as: Effectiveness, Efficiency, Equality, Relevance and Sustainability. Thus the review of literature is presented under the following three main sections.

- *Studies Related to Effective Schools*
- *Studies related to School Climate and Teacher Effectiveness in Effective Schools.*
- *Studies Related to Leadership and Student Achievement in Effective Schools*

Following sections presents the studies reviewed from both India and abroad, to get a clear picture of current movements and practices for quality assurance in education and also puts an emphasis on quality and quality assurance practices followed in the top performing schools.

2.1. STUDIES RELATED TO EFFECTIVE SCHOOLS: A BRIEF SUMMARY

The main aim of this section of review is focus on school effectiveness research as well as to explain the main determinants or factors that are found to be critical in enhancing student achievement. In order to establish how schools may improve their quality, a large number of research in developed and developing countries alike has sought to examine the factors that contribute to school quality as measured in terms of students' cognitive achievement. The main concern of school effectiveness research has been to discover those school related factors critical in student achievement. More specifically its central aim has been to ascertain whether resources (inputs), processes and school organizational factors do in fact impact pupil outcomes, and if so to determine the nature of their impact.

The 'Effective Schools' studies were quantitative in orientation and mainly focused on the 'school' as the unit of analysis. The focus was on identifying 'what works' to make schools effective. These studies went to show that schools did indeed make a difference to student achievement. Numerous reviews of school effectiveness studies have been published such as Edmonds 1979; Purkey and Smith 1983; Rutter 1983; Good and Broophy 1986 and the more recent works by Moritmore et.al 1988, Levine and Lezotte 1990, Scheerens 1992, Creemers 1994, Cotton 1995, Sammons et.al 1995 (quoted in Teddlie and Reynolds 2000).

Studies Conducted in India

Arumajatai (1979) conducted a study entitled 'A study of the efficiency of the Secondary School System in Tamil Nadu'. The objectives of the study were 1) to identify a meaningful reference frame and a configurationally invariance for the study of institutional efficiency, 2) to identify external and internal factors contributing to the efficiency of a school system, 3) to identify the strategic parts of a school system and their functioning, 4) to identify the headmaster's role in adopting scientific principles of management. A sample of 100 schools of high schools in Tamil Nadu was drawn randomly out of 2700 schools. The headmaster and 10 teachers from each school and 10 students of std. IX, X and XI were chosen for the survey. The data were collected through questionnaires given to heads of institutions, teachers and students. Major findings were – 1) 55% of the schools have inadequate physical facilities like buildings, classrooms and furniture. 2) 81% of the pupils confessed to the practice of learning by heart answer to question, marked in their textbooks. 3) almost all the schools had parent-teacher association. 4) SSC results moderately correlated with physical facility, school equipments and teacher-pupil ratio. 5) The social composition of pupils and SSC result revealed no relationship.

Mohana (1983) in his study 'Case studies of innovative secondary institutions' focused on the elements of difference among the innovative schools and factors that contribute to innovativeness. He revealed that a dedicated Head, close supervision of system by authority and favorable tradition were important factors to create favorable system effect on the individual member of the system. The students of innovative schools were found to have higher academic achievement. Thus, high innovative schools showed openness and shared a clear tendency towards all.

Govinda and Verghese (1993) their study of the quality of primary education in Madhya Pradesh was based on a comprehensive model of effectiveness comprising the human input factors, process factors, their interplay and their impact on student learning (output). The quality of the school was also found to depend on the socio-developmental context in which it was functioning. The study explored the interaction between physical facilities and resources and the teaching – learning process, and how this influenced the third factor i.e., learner achievement, which was taken as an indicator of quality. The study based on empirical evidence of 5 selected localities in M.P. found that –

- The provision of a certain minimum school facilities (level of infrastructure) certainly influenced achievement. After a point, other factors became more significant;
- The study of private schools in Madhya Pradesh revealed that the time spent by the learner and teacher on teaching and learning activities was highly correlated to achievement;
- Possession of textbooks emerged as a basic pre-requisite for effective classroom teaching;
- Regularity of homework was significantly related to school quality;
- Teachers who are well qualified and have undergone professional training perform better in terms of learning outcomes of their students; and
- Absence of an effective mechanism of internal monitoring and an effective academic leadership were factors that explained low school quality and were hence critical for effecting improvements in school

A study by **Grover and Singh (2002)** tried to identify the factors responsible for the poor quality of schooling in Villupuram and Madurai districts in South India. The study focused on input and process factors that affect outcomes within a given context. The factors that appeared to be critical and were having a detrimental impact on student achievement were identified as the following:

- Lack of material and human resources especially proper classrooms, lack of toilets, teacher absenteeism which was rampant and poor provision of teachers especially in rural areas.
- The lack of effective leadership where the head master's role was limited to routine administrative tasks was a cause for poor quality schooling.
- Non-usage of instructional materials, by the teachers even when present and outdated instructional practices consisting of drill based procedures and rote learning resulted in poor quality of learning.
- Though community and parental participation existed within schools, there was no accountability and monitoring.
- As a result of the above mentioned factors, students assessment revealed that most students were not learning.

Kingdon (2005) in her study of India examined effects of the 5 teacher variables and 3 school variables on student achievement in class 8. The study revealed that –

- Teacher's years of education had positive impacts on maths and reading scores. An additional year of education raised their reading scores by 0.13 standard deviation.

- The physical characteristics of the school had significant positive effects on both reading and maths scores, as did the time spent on academic instruction.
- Larger class sizes were not significantly associated with achievement.

Mukesh. (2007) conducted a study on the area of Evaluation of Role and Functions of Haryana School Board of education towards improving secondary education in the state he found that there has been a phenomenal expansion in School Education in Haryana since 1966. At middle, high and senior secondary level an inbuilt mechanism of testing is provided by way of objective type and short answer type questions with a view to deemphasizing memorization. Some measures have been taken to solve the problem of copying. The Board has organized workshops and seminars for teachers to improve the quality in evaluation of the answer sheets. The Board ensures that the Courses of Study are fully enriched and upgraded. Many workshops, subject-wise and class-wise are organized to develop the curriculum keeping in view the revised curriculum of NCERT and also the local needs. The investigator has made some meaningful recommendations on access and equity, school curriculum, scheme of vocationalization, introduction of applied subjects, system of evaluation, guidance and counseling facilities, feedback mechanism, research and school development programmes.

Ganihar and Hangal (2008) recently published a compilation of the correlates of school effectiveness from the point of view of the learner and the institution. The learner correlates studied are students' behaviour adjustment to school, motivation to attend school, involvement in school activities and

personal effectiveness. The correlates related to institutions include classroom climate, school atmosphere, organizational culture and organizational health. The authors suggest that the major concern in schools should be to make the students independent and creative learners; they state that this is dependent on students' and teachers' involvement, quality of leadership of heads of schools, and school climate and culture

Studies Conducted Abroad

Austin (1981) analyzed salient research on exemplary schools based on alternative models of identifying exemplary programmes by expert judgment or by regression analysis. The conclusion is that characteristics of exemplary schools are remarkably similar regardless of how they are identified, supporting the view that the characteristics are generalized rather than method-specific. A summary of research findings outlines characteristics including principal's leadership and instructional training, teachers' high expectations and effective classroom management techniques, students' sense of control of their destiny and belief in hard work, parents' involvement and perception of belonging to an educational partnership, high expectations for all students and staff, organizational principles including high priority for instructional activities, instructional practices such as clear identification of academic objectives, use of small groups or individualized instruction for reading and mathematics, direct instruction and consideration of students' prior learning and learning styles. Pinpointed as key elements of exemplary schools are the principal's leadership style and the high number of mediating structures, or adult interpretations, that reflects positively on students' abilities

Reynolds et al, (1989) found that more effective schools did have smaller class size, more favorable pupil/teacher ratios and were of smaller pupil numbers overall. But other findings were similar to those reported above and Reynolds stresses the importance of an ‘incorporative approach’, involving pupils and parents. Generally the secondary school studies are in line with those for primary schools. Reynolds notes also that it is not necessarily easy to bring school effectiveness knowledge into ineffective schools. The research findings reported in this section are based on empirical studies of primary and secondary schools in Britain and other industrialized countries. Of course, there are many differences between these schools and typical schools in developing countries, such as resourcing levels, socio-cultural factors, educational background of the teachers, and patterns of organisation. Nevertheless, there may be lessons to be learnt. One striking feature is that the findings related much more to process than to input, and it may be that research in developing countries should pay much more attention to the former.

Riddell and Nyagura (1991) conducted study in Zimbabwe. Their work was based on secondary school survey and multi-level analysis. They found that student achievement is higher when schools have a greater availability of textbooks, a larger proportion of trained teachers and teachers who have taught at that school for a longer period of time. This suggests that raising the proportion of trained teachers and more importantly, improving the provision of textbooks and providing incentives for teachers to remain in the same schools for a reasonable period of time are promising investment options to boost student achievement

O'Neill (2000) investigated the relationship between student achievements, school facilities, attendance, behavior, and teacher turnover rate. The study supported the research that school facilities that were well designed and maintained would enhance the learning environment for teachers and students. O'Neill and Oates (2001) explored whether improving school facilities had a positive effect on student behavior, attendance, student learning and teacher turnover rate. O'Neill and Oates found that there was a direct relationship between student achievement and building quality.

Gibbs and Habeshaw's (2002) practical guide was mainly about institutional mechanisms for recognizing and rewarding excellent teaching (perhaps considered as distinct from individual teachers), but it did include a few pointers on conceptions of excellence in teaching and learning. For example, although the following extract from the University of Technology, Sydney, is a definition of *good*, rather than excellent, teaching, it links this with measures of the quality of student learning: Good teaching is teaching which helps students to learn ... it encourages high quality student learning. It discourages the superficial approach to learning and encourages active engagement with the subject matter. This does not imply that good teaching always results in high quality student learning but that it is designed to do so and that it is practiced in a way likely to lead to high quality learning. Good teaching is that which encourages in the learner, no matter what the subject content, motivation to learn, desire to understand, perseverance, independence, a respect for the truth and a desire to pursue learning.

John D. Kolander. (2003) conducted a study on Quality Philosophy Characteristics of the Schools of the Wisconsin Evangelical Lutheran Synod. The study found the schools to possess attributes consistent with quality

school characteristics with higher achieving schools possessing quality characteristics to a greater degree than lower achieving schools. A common understanding of a school's purpose, the meeting of student needs within that purpose, and the elimination of distractions to that purpose were quality characteristics consistently rated highest by the respondents. Schools with similar quality characteristics but dissimilar socioeconomic, demographic, and cultural characteristics had differing levels of achievement indicating the existence of factors outside of school that strongly influence learning

Iyer (2008) research attempts to synthesize current and key characteristics of school effectiveness as well as a current definition of an effective school. The pilot sample consisted of principals from private secondary schools in Kuala Lumpur. The research sample consisted of 120 respondents consisting principals, heads of department and teachers from 40 national secondary schools in Kuala Lumpur. The selection was by random stratified sampling with pre-set criteria. The response rate was 84 percent. The instrument used was a questionnaire triangulated by interviews with respondents from two randomly selected schools and a Federal Inspectorate of Schools official. The five current characteristics selected were effective teaching and learning, principals' leadership skills, student self-discipline, good behaviour among students and greater co-operation between principal and teachers and among teachers. Five main qualities of an effective principal were also synthesized. The five key characteristics of school effectiveness selected are: A principal who is strong, purposeful and involved; effective teaching and learning; greater cooperation between principal and teacher and among teachers and effective parental involvement. 22 additional characteristics of school effectiveness were suggested. The definition of an

effective school synthesized in this research had one descriptor in line with the National Philosophy of Education and other descriptors in line with the selected current and key characteristics of school effectiveness. The interview with the Inspectorate official indicated that currently majority of the national secondary schools in Kuala Lumpur were effective. The interview with the respondents from two schools indicated that their item responses had a significant convergent validity, test-retest and parallel-form reliability in responses and that the definition of an effective school synthesized was reliable.

The conclusions drawn from all the above mentioned studies correspond with the findings of studies in developing countries on the factors that are pivotal for learner's achievement. As seen elsewhere the crucial elements appeared to be the provision of physical facilities and inputs which were necessary, but not sufficient conditions for achievement; Teachers year of education and training; The provision of text books in classrooms; and the amount of instructional time spent by students in teaching – learning activities that significantly influenced achievement. The next section presents the review on school climate and teacher effectiveness which are important variables for student achievement.

2.2. STUDIES RELATED TO SCHOOL CLIMATE AND TEACHER EFFECTIVENESS IN EFFECTIVE SCHOOLS

School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. there seems to be an abundant literature on school climate from different parts of the world that documents a positive school climate: (a) having a powerful influence on the

motivation to learn (Eccles et al., 1993); (b) mitigating the negative impact of the socioeconomic context on academic success (Astor, Benbenisty, & Estrada, 2009); Teaching and learning represents one of the most important dimensions of school climate. School leaders and teachers should strive to clearly define the sets of norms, goals, and values that shape the learning and teaching environment. Research supports the notion that a positive school climate promotes students' abilities to learn.

A positive school climate promotes cooperative learning, group cohesion, respect, and mutual trust. These particular aspects have been shown to directly improve the learning environment (Finnan, Schnepel, & Anderson, 2003; Ghaith, 2003; Kerr, Ireland, Lopes, Craig, & Cleaver, 2004). School climate is an important factor in the successful implementation of school reform programs (Bulach & Malone, 1994; Dellar, 1998; Gittelsohn et al., 2003; Gregory, Henry, & Schoeny, 2007; Guffey, Higgins-D'Alessandro, & Cohen, 2011; Guo & Higgins-D'Alessandro, 2011).

The following studies indicate that implementation of effective Organizational processes influences student achievement.

Studies conducted in India

Mistry (1985) studied the quality of school life as a function of organizational climate and pupil control ideology focused on physical variables pertaining to school life and impact of school characteristics on quality of school life. The study revealed that out of 100 schools 38 were good 36 average and 26 poor in terms of quality. The correlation between quality of school life and pupil control ideology was 0.5 and there was a room for improvement in the three key aspects of school life. The classroom, the organizational climate and the school community relations all the three facets were to be taken into account for enduring educational improvement.

Deshpande (1991) determined the of teachers through the modified version of Popham's performance test on a sample of 27 randomly selected science teachers, 638 students in class IX and the heads of the schools of Hubli-Dharwar city. The findings indicated that teacher effectiveness as evaluated by the performance test in terms of student achievement was not related to other types of assessment like students' rating, heads 'ratings or teacher valuation behavior indices

Padhi (1991) conducted a study on effects of classroom environment and creativity on academic self-concept and academic achievement. The sample consisted of 636 students from IX class drawn from 15 schools randomly (8 urban and 76 rural). The main effect of creativity and classroom environment on academic achievement and academic self concept is found to be significant by using Rantoul and Frasers individualized classroom environment questionnaire (ICEQ) and Acharuyulus's think creatively (ATC). The findings of the study revealed that classroom environment affects academic achievement of the student significantly.

Pradhan (1991) revealed that the school organizational climate significantly affects the student's scores of creativity, but did not affect the uniqueness score of reality, home adjustment, social adjustment, health and emotional areas of students and the school adjustment of students. The school organizational climate significantly affected the academic achievement of students

Taylor and Tashakkori (1994) examined the relationship of teacher decisional participation and school climate to teachers' sense of efficacy and job satisfaction. Climate was found to be composed of three elements:

principal leadership in faculty collegiality and management of student discipline. Each climate component has a relatively strong association with teachers' feelings of efficacy resulting in job satisfaction. Each component was as important to teacher effectiveness and job satisfaction as each other component.

Gupta (1995) examined the relationship between job satisfaction and teacher effectiveness of secondary schools teachers and their teaching effectiveness on a sample of 560 teachers of Uttar Pradesh and found that the coefficients of correlation between overall dimension of job satisfaction of teacher viz. salary and other benefits; community aspect supervision; family life; policies and practices; growth and practices were significantly related with teacher effectiveness.

Raj (2000) conducted a study on teacher effectiveness of secondary school teachers in relation to motivation to work and job satisfaction. The study was conducted on 100 secondary school teachers from 22 schools (both rural and urban) of Shimla District of Himachal Pradesh. The findings of the study showed that teacher motivation to work has significantly effect upon teacher effectiveness, i.e. those having higher level of motivation to work do effective teaching. The conclusions drawn from the study were that teacher effectiveness was positively correlated with the level of motivation to work and teacher effectiveness was not significantly related to job satisfaction.

Singh (2006) studied the effect of socio-emotional climate of school on the adjustment of students and found that social climate of the school affects the emotional and total adjustment of students significantly; boys had significantly better health and emotional adjustment than girls whereas girls

were significantly better in school adjustment than boys; girls were significantly better than boys in home and school adjustment at different levels of emotional climate of the school whereas boys were significantly better in emotional and health adjustment; social and emotional climate of the school and gender do not interact significantly with regard to home, health, social, school, emotional and total adjustment of students.

Studies conducted Abroad

Chubb and Moe (1990) suggest gains are related to the academic environment in the following way. The percentage of students enrolled in the academic track is an indicator of the programmatic orientation of the school that the school places on academic work and captures how aggressively schools track students into academic programs and how extensively academic work contributes to the school's general climate.

Daly (1990) attempted to analysis student perceptions of teacher effectiveness in the Hanover Park high school in New Jersey on 864 students in 54 classes taught by 27 teachers and found that students' perception might be valid and reliable sources for faculty development

Reynolds & Levine (1992) found the elements that contribute to the school effectiveness. These elements can be adopted and reinforced by a certain strategy which stresses: A clear and shared vision of what students are to achieve in the particular school and finding means of translating this vision into a strategic development plan for the school. There has to be ownership of the vision and development plan by all stake holders in the school community. Proper quality strategy should include both systems, inside and outside schools. Internally, curriculum, school development, student services, financial advice, facility maintenance, organizational

Brodney (1993) attempted to study the relationship between student achievement, student attitude and student perception of teacher effectiveness and the use of journals as a learning tool in mathematics on sample of 542 students. The findings revealed that students perceive that they have a greater opportunity to learn and perceive that their teachers are more effective when journal writing is used as a tool for learning mathematics

Desjardins & Obara (1993) in their exchange of correspondence considered the possibilities of applying the TQM in Japanese schools with or without success. One of the points used to argue in favour of successful implementation of TQM in Japanese schools was based on teamwork and group values. Desjardins doubts how TQM could be successful in a Japanese school situation that does not emphasize individualization. Obara argues in favour of the implementation of the TQM that: Japanese schools are known for producing uniform and norm-conforming adults. This de-individualization process seems as if to implant the value of teamwork and of putting one's own value second to the groups. Having learned to be less individualistic, they are prone to accepting team effort and sacrificing personal values for the company's. Going by what has been relayed earlier in the definition of TQM; Obara makes a vital point here for a successful implementation of TQM not only in Japanese schools, but also in any other school situation. TQM requires total commitment of all team players to the team.

Anyalewechi (1994) attempted to identify characteristics traits of effective teachers and factors that teachers and principals consider influential in teacher effectiveness on a sample of 30 secondary school teachers and 7 principals. The findings revealed that there was an agreement on 7 of the 13

categories identified as either characteristics/traits, if effective teachers or factors influencing in teaching effectiveness. These are the characteristics of the teacher, influential understanding students, managerial skills, planning education, background administrative support and instructional methods etc.

Seman (1994) examined the effect of a direct instruction programme and connecting math concepts on teacher effectiveness and student performance. Two regular educators, nine main streamed students, and fifty regularly assigned students participated in the study. The results of the study indicated that when teachers achieved mastery in Direct Instruction Technique, the effective teaching behaviour of feedback, questioning and error correction increased

Castle (2003) attempted a study to develop a transformative critical pedagogy for work with current state standards and skills that teachers are currently required to teach. The multisensory component is designed to assist teachers in developing the experiential learning is part of effective learning and pedagogy. The findings revealed that a rigorous academic programme combined with a critical socially constructed teaching/learning environment based on interaction, discovery and problem solving contributes to teacher effectiveness and student learning was effective.

Fermanich. M, (2003) conducted a study on an examination of the effect of school resources, as mediated through instructional processes, on student achievement in mathematics. The basic research questions of the study were; first, did some schools, and teachers within schools, have a larger impact on student achievement gains than others? Second, if there was variation in achievement among schools and teachers, was it attributable to the quality of instruction taking place in the classroom? Finally, were there specific resource-use strategies employed by schools that supported higher

quality instructional practices. The study found a significant relationship between engagement in school-wide, content-focused professional development and higher quality instructional practices in mathematics

Hadden (2005) identified features that existed in Georgia's schools to determine trends in school design. The study examined the physical environment and the functional environment of the schools that included (a) energy efficient, flexible, and sustainable designs; (b) aesthetics; (c) safety; (d) collaboration; (e) classroom space and furnishings; (f) technology; (g) organization of classroom administrative offices, (h) student communal spaces and school grounds; (i) teacher facilities; (j) instructional and social program services and opportunities; (k) classroom instructional opportunities; (l) instructional opportunities and educational programs; (m) organization of instruction; and (n) community or social use. Hadden's study supported the research that facilities did impact student learning by shaping the environment

Kelley (2005) conducted a research to establish relationships among leadership, school climate, and effective schools. In this study, he compared relationships between selected dimensions of leadership and measures of school climate in 31 elementary schools. In addition, principal's perceptions of their leadership styles were compared with teacher's perceptions of their principal's leadership styles. Results indicate that teacher's perceptions of their principal's effectiveness are related to school climate.

Skelton (2005) suggested that the production of learning and teaching strategies and institutional cultures that support teaching excellence are basically associated with system efficiency and attempts to raise overall teaching standards. Further, whereas "traditional understandings of teaching excellence emphasized the importance of the institution" (with regard to its role in processes of socialization and character formation), the current focus

on teaching excellence within a mass higher education system is measured by operational systems, procedures and policies and a drive to “standardize practice across different departments”

Fulmer (2006) explored the role of instructional leadership and its impact on instructional behaviors of teachers, leading to improvement in student achievements. The data was collected from 25 pre-service principals on their reflections in becoming instructional leaders along with secondary data from progress and curriculum intervention reports. The findings indicated that the instructional leadership role was crucial for lasting and productive changes in schools and instructional interventions of principals did impact on the thinking and behaviors of teachers to improve student achievements. In a study at Delaware schools in the USA.

Dange et al. (2007) studied library facilities and the academic achievement of secondary students with the objective to find out the correlation between library facility and academic achievement of secondary students by taking a sample of 100 students in the age group of 16-17 years and found that intelligence and academic achievement were directly related to the psychological character of an individual; reading ability, concentration and sitting hours improves the academic scores of students.

McGowan (2007) investigated the relationship between school facility conditions and school outcomes (student academic achievement, attendance, discipline, completion rate, and teacher turnover rate). McGowan found that student achievement, attendance, and completion rate measure, was not statistically significant in relation to school facility conditions, and discipline or behavior were significantly related to school facility conditions. Teacher turnover rate was related to school facility conditions.

Koth, C. W., Bradshaw, C. P, & Leaf, P. J. (2008). A positive school climate is an important component of successful and effective schools, and thus is often an aim of school wide initiatives. Climate has traditionally been conceptualized as a school-level factor and is often assumed to be related to other school-level factors (e.g., school size). This study examined variations in perceptions of climate based on individual-, classroom-, and school-level factors to determine the influence of predictors at multiple levels. Data came from 2,468 fifth grade students from 37 public elementary schools. Two aspects of students' perception of school climate, order and discipline, and achievement motivation were examined. Multilevel analyses in hierarchical linear modeling indicate that individual-level factors (race and sex) accounted for the largest proportion of variance in perceptions of school climate. School-level factors (e.g., school size and faculty turnover) and several classroom-level factors (e.g., characteristics of the teacher, class size, and the concentration of students with behavior problems) were also significant predictors of perceptions of climate. These findings suggest that characteristics of the classroom environment are important to consider when aiming improving school climate.

Schulte et al. (2008) analyzed the characteristics of effective high school teachers as perceived by 615 college students in relation to gender, ethnicity, student's status and generational status. Qualitative analyses revealed the presence of 24 themes: caring, communication, creative, disciplinarian, fairness, flexible, friendly, fun, knowledgeable, listening, manages classroom, uses different modalities, involving, motivating, organized passion for teaching, patience, builds relationships, shows respect to others, challenges, service, teaches well and good personality.

From the above review of literature, the researcher believes that the process in effective schools can be summed into the following factors: effective leadership, effective teachers and a positive school culture. Reynolds and Teddlie (2000:141) observe that leadership is centrally synonymous with school effectiveness. The leadership at the school level by the principal should set the tone for the leadership by the other members of the school management team, teachers and students. Effective leadership is judged by what the leader does through articulating the school's values and reinforcing them at every opportunity. The next section reviews the studies on school leadership.

2.3. STUDIES RELATED TO LEADERSHIP AND STUDENT ACHIEVEMENT IN EFFECTIVE SCHOOLS

Qualitative studies of effective schools are unanimous in their linking of school quality to the importance of school leadership roles and to the increasingly intricate and multifaceted responsibilities of the principal ship (Hall, 2002). School leaders are drivers of school improvement, determiners of achievement focus, and leaders of the school community (Hall, 2002). School leaders set the tone for their buildings, provide leadership and direction for their schools' instructional programs and policies, and sustain professional development for school personnel and themselves, and nurture personalized school environments for all students

(Tirrozi, 2001). School leaders, in sum, set forth the conditions necessary for teachers to implement change, the integral component of the school improvement process (Zepeda, 2007).

The following studies establishes the fact that effective leadership develops shared goals, monitor organizational performance, promote effective communication and redesigning the organization

Studies Conducted in India

Doctor (1973) found that: (1) the Headmasters of the highly innovative schools possessed higher innovations than those of the lower innovative schools. (2) The highly innovative schools had significantly lower numbers of trained teachers whereas low innovative schools have higher number of trained teachers. (3) With regards to evaluation, Bulsar High School was superior to Surat High School, (4) 75% of the schools were well equipped with the required education aids. (5) Schools had a tendency to prefer innovative practice in academic areas. (6) Most of the innovative practices were headmaster-centred.

Mohana (1983) in his study ‘Case studies of innovative secondary institutions’ focused on the elements of difference among the innovative schools and factors that contribute to innovativeness. He revealed that a dedicated Head, close supervision of system by authority and favorable tradition were important factors to create favorable system effect on the individual member of the system. The students of innovative schools were found to have higher academic achievement. Thus, high innovative schools showed openness and shared a clear tendency towards openness.

Mundanmany.P (2003) conducted a research on the topic “Manager or Visionary Leadership of Salestians High and higher Secondary School in India as perceive by the Principals and their faculty”, revealed that the

Leadership behaviour of the majority of school Principals was that of an aspiring leader. They seem to have sound managerial capabilities and look forward to the challenge of leadership. The study also found that most Principals have qualities like Caring Leadership, Clear Leadership and Original Leadership. The climate in Salesians Schools was found to be friendly and favourable to Educational growth

Mehrotra (2004) conducted a study on leadership styles of principals in relation to job satisfaction of teachers and organizational climate in the government and private schools of Delhi. The sample included 28 government and 28 private senior secondary schools of Delhi. The major findings of the study were (i) the principals of government and private schools manifest different leadership styles. (ii) Majority of the government and private schools had autonomous climate. However controlled and closed climate was exhibited by equal number of government schools (10.71% each). On the other hand in private schools merely 8.92% showed closed climate. (iii) No significant relation was found between leadership styles of principals and the organizational climate in government as well as private schools.

Studies Conducted Abroad

Fox (1991) classifies leadership among the most crucial aspects to the top management responsibility besides the aspects of developing a vision for the future, setting specific quality objectives and establishing the budget for quality.

Sebastian (1993) studied organizational climate of schools in Tamil Nadu and impact of headmaster's power behaviour. The sample included

schools and three districts. The study concluded that coercion and influence were inversely related i.e. coercion was positively related to conflict and negatively related to open school climate, whereas influence was positively related to open climate while authority was related only marginally either to open or close climate.

Berry (1997) used the paradigm of TQM as a general philosophy to procure quality culture in schools. To acquire this culture, leader's fundamental responsibility is to develop a learning community characterized by representative and democratic decision making, critical reflection, dialogue and shared commitment to achieve organizational outcomes. In schools leadership is obligated to create not only a shared organizational vision but also to create the understanding, the knowledge, and the skills to implement the cultural change. Moreover, leaders should develop quality philosophy, since they understand the means of quality, be committed to it, and have the intention to improve schools. As a whole, TQM seems to be a valuable and indicative managerial tool that can initiate and preserve into the school organization continuous improvement and quality philosophy

Cheng and Tam (1997) proposing a multi-model of quality in education motivate leaders and educators to choose certain models of quality that suit the specific case and occasion. To explain the quality implementation Cheng and Tam introduced seven models of quality in education. They claimed that education quality is a multi-dimensional concept and cannot be easily assessed by only one indicator. Generally speaking, quality can be perceived differently by different people using of course and different strategies to achieve it. These models are:

1. *Goal and specification model:* refers to the achievement of stated institutional goals conformance to given specification.
2. *Resource-input model:* refers to the achievement of needed quality resources and inputs for the institution.
3. *Process model:* refers to the smooth internal and fruitful learning experiences.
4. *Satisfaction model:* refers to the satisfaction of all powerful constituencies.
5. *Legitimacy model:* refers to the achievement of the institution's legitimate position and reputation.
6. *Absence of problems model:* refers to the absence of pro problems and troubles in the institution.
7. *Organizational learning model:* refers to the adaptation to environmental changes and internal barriers to continuous improvement (Cheng and Tam, 1997).

Rutherford (2002) conducted a study on the impact of collaborative working environments in enhancing student performance and achievements, involving head-teachers of six high-achieving Catholic primary schools in Birmingham. Based on the data, he concluded that the successful head-teachers promoted collegial approaches while practicing positive, dynamic, and flexible leadership styles.

Cheng (2003) gives a new inside to quality assurance in education dividing it, in three waves, the internal, the interface, and the future. The first wave of reform focuses on internal effectiveness, in order to improve internal

performance, especially the methods and processes of teaching and learning in educational institutions. The second wave of reform is addressed towards the importance of existing structures, organizations, and practices in education at different levels to meet the stake-holders needs and expectation. The third, wave of education reform stresses future effectiveness in terms of relevance to the new approach in education concerning contextualized multiple intelligences and individualization. The author believes that the educational institutions that ensure internal quality, interface quality and future quality they can achieve total quality assurance in education. Thinking likewise the efforts for educational quality should include all three types of quality to achieve total quality in education. Despite the various constrains and problems, which put barriers to the simultaneous development of all three quality waves, educational institutions should struggle in the long run to learn and become effective to provide services and future quality of high internal quality, interface quality, in a dynamic way

Kelley (2005) conducted a research to establish relationships among leadership, school climate, and effective schools. In this study, he compared relationships between selected dimensions of leadership and measures of school climate in 31 elementary schools. In addition, principal's perceptions of their leadership styles were compared with teacher's perceptions of their principal's leadership styles. Results indicate that teacher's perceptions of their principal's effectiveness are related to school climate.

Chu and Fu, Chi-Jung (2006) conducted a study to investigate the impact of leadership style and school climate on faculty psychological contracts. Demographic variables were also included. The findings indicated

that overall perceptions of the faculties toward leadership style, school climate and psychological contract were favourable. Moreover, leadership style and school climate did affect faculty psychological contracts. Age is also a factor differentiating faculty psychological contracts. It is concluded that employee perceptions of positive organizational climate would be associated with higher levels of job satisfaction and organizational performance and with lower levels of employee turnover: relation of organizational climate to organizational performance and to employee turnover would be mediated by employee job satisfaction: and Employee perceptions of positive organizational climate and job satisfaction would be associated with less achievement disparity between minority students. Study results supported all but one hypothesis; there was no evidence for the mediating effects of job satisfaction on relation of organizational climate to organizational performance and to employee turnover. Results were consistent with the broader organizational literature, which has shown the importance of orderly work environment, collegial relations, and supportive leaders for effectively functioning groups and organizations.

Gurr, Drysdale & Mulford (2006) conducted in Victoria and Tasmania on successful principal leadership demonstrated success through achieving individual potential, student engagement, self confidence and self-direction, a sense of identity, and literacy and numeracy outcomes. The principals for the study were selected on criteria based on the reputation of the schools, the acknowledged success of the principals by peers and evidence of improved student outcomes over time. The outcomes were measured using comparative state-wide tests and examination results, school review reports,

and other data such as staff and parents' opinions, student participation, engagement and satisfaction, and student attendance. Deep reflection of the participants was facilitated by open-ended questions and semi-structured interviews. They found that values and beliefs of principals and capacity building could contribute to the student outcomes. The principals' values and beliefs were grouped into three main categories: innate goodness and passion demonstrated through honesty, empathy and commitment to equity; being open and flexible believing that all can learn; and dispersed leadership and responsibility. School capacity building was focused on school culture through collegiality, collaboration, support and trust, school structure through shared decision-making, distributed leadership, and school wide professional learning, were built through good communication and a carefully managed change process.

Hale and Rollins (2006) conducted a research project involving principals of Breakthrough High Schools (BTHS) in the USA to identify the strategies used in promoting student achievement. The selected schools had large numbers of students who were potentially at risk of failure, but achieved astonishing results, with up to 90% of those attaining postsecondary education. Based on interviews with stakeholders, the researchers were of the opinion that: (1) successful school leadership made important contributions to the improvement of student learning; (2) the primary sources of successful leadership in schools were principal and teachers; and (3) in addition to principals and teachers, leadership was distributed to others in the school and community. The principals spent considerable time in holding teachers accountable for student performance, while encouraging them to involve in problem-solving meetings, creating collaborative working environments, and

peer reviews in order to help teachers build stronger and more trusting relationships. Besides, the principals created higher levels of student participation providing extra support for learning; and creating a strong connection with parents and community.

Gentilucci and Muto (2007) focused on the student perceptions on instructional leadership behaviors of principals which most positively influenced their learning and academic achievements. The two key research questions were: (1) Do students perceive that leadership behaviour of principals have a direct effect on their learning and academic achievement? (2) If yes, what specific leadership behaviors do students perceive as the most positive influences in their learning and academic achievements? The data were collected from 39 grade eight students who were randomly selected from three schools within the Central Coast of California. A Stratified sampling technique was used to select one school from each district and respondent-driven interviewing technique was employed to elicit information from the students. The findings demonstrated that instructional leaders positively influenced students' academic achievement and met the students formally and informally for discussions. They also felt that the principals who were approachable motivated the students to work harder and face challenges, and achieve high performances. Further, the principals who visited classrooms regularly for longer periods and did so interactively were perceived as more influential than those who visited less frequently for short periods and were passive. The principals who were comfortable in assuming the role of teachers by assisting individual students or groups while being administrators had a powerful effect.

Janerette and Sherretz (2007) based on focus group interviews with principals; it was found that they typically served roles as school managers and instructional leaders in improving student learning. The study also found that building principals' leadership skills and competencies to be effective school leaders were crucial in affecting appropriate change mechanism for their particular school environments.

James, Dunning, Connolly & Elliott (2007) conducted a study on how school leadership relates to improved quality of school environments in Wales primary schools employing semi-structured interview schedules and group discussions, involving the relevant stakeholders and analyses of school policy documents, inspection reports and school development plans. They have concluded that all elements of the collaborative practices were important in enhancing school improvement and increasing student achievements.

MDRC. (2007) this study offers evidence that suggests providing instruction-related professional development to school principals can improve teaching and learning in their schools. The study examined a theory of school change articulated by the Institute for Learning at the University of Pittsburgh. The theory was that through leadership training, school principals learn about high-quality instruction and about actions they can take to motivate and support their teachers. Principals then organize professional learning for their teachers and otherwise help teachers improve their classroom practices. With improved instruction, the theory maintained, student achievement would also improve. To test this theory, the researchers recruited 49 elementary schools in three districts that had been working with the researchers (and therefore receiving some level of professional development) for one to five years at the

time the study began. The study focused on elementary schools because the researchers reasoned that the principal's role as an instructional leader would be especially pronounced in these settings. This study suggests that in-service professional development for principals can set in motion positive changes in teaching and learning.

The above studies identified key areas that were significant in effective schools. This study is important because each of those areas were examined in relationship to the behaviours and characteristics of successful principals.

2.4. IMPLICATIONS OF THE REVIEW OF RELATED STUDIES FOR THE PRESENT STUDY

This review of the literature primarily focused upon the quality assurance in education and the quality mechanisms followed in the high achieving secondary schools. From the definitions of quality assurance it was observed that, Quality assurance has been defined differently by scholars according to different contexts. The purpose of installation and operation of a quality assurance system are accountability and improvement. (Cuttance 1993, Gray Graffin & Nasta 2001) Thus, the researchers indicate positive outcomes resulting from the implementation of the Quality Assurance processes.

In addition to this, though much has been written about the quality and quality assurance as an emerging management philosophy and practice but there are hardly a few studies like (Van Damme 2000, Doherty 2008) that shed some light on methodology of the quality assurance mechanism and processes. But there are no studies on the role played by school boards in assuring school quality. All the above reviewed studies are focusing on how the schools implement certain mechanisms for bringing quality in their system. In the

Indian context not all the schools are effective schools and self-sufficient in bringing quality as they are facing many problems like the paucity of funds, etc. Instead of going for accreditation which is an expensive affair these schools would like to depend on the government intervention or the education Boards to help them achieve quality.

More or less, the school effectiveness or school quality has been viewed in terms of the cognitive outcomes attained by the student's achievement that is easily measured by standardized tests. Thus, important lesson that can be learnt from research on school effectiveness in developed and developing countries is that frameworks to understand school quality in the west cannot be replicated in India as it is largely governed by its own local circumstances and social and economic context. In Indian context may be infrastructure is not a big problem of poor quality education but teacher effectiveness is a hindrance in achieving quality in teaching learning processes or the both act together as a hindrance to quality achievement.

The additional dimensions of curriculum design, student progression and achievement; student support and guidance; learning resources; quality management and enhancement are different, constituent elements of the overall provision underlying students learning experiences in effective schools. As such, these elements needs to be managed by the schools, but there is hardly any research literature that proves that effective management of such elements in schools result in excellence in student learning. Therefore, there is a need for further research on the pertinent quality mechanisms that are present in the effective schools and how are they managed by in a school system.

The studies on teacher effectiveness reveals that there is significant relationship between teacher effectiveness and school organizational climate (Bhatnagar, 1979; Bojar, 1985; Biswas, Chandra and Tinku, 1995; Kasinath, 2000; Bandhu, 2006; Mohanty, 2010). One major thing that came to surface was that no two schools had a similar type of organizational climate which can be attributed to the differences in the personality traits of the principals and teachers. Though the concept of teacher effectiveness is well researched and well reported showing significant correlation between characteristics of job satisfaction and the characteristics of school climate (Anderson and Brown, 2001; Woolfolk, 2004; Bandhu, 2006; Mohanty, 2010), still it cannot be concluded to make a statement on the antecedents and effects of these variables in secondary schools. Thus, a holistic picture has not emerged that could clear the concept of school effectiveness in the context of personal, organizational and socio economic environment.

What researcher could make out from the school leadership studies was that effective school's principal spent considerable time in holding teachers accountable for student performance while encouraging them to involve in problem-solving meetings, creating collaborative working environments, and peer reviews in order to help teachers build stronger and more trusting relationships. (Doctor 1973, Mundanmany. P 2003, Hale and Rollins. 2006, James, Dunning, Connolly & Elliott 2007). They have concluded that all elements of the collaborative practices were important in enhancing school improvement and increasing student achievements. However, it may be noted that the dynamics of the relationship between teaching and learning are mediated by students own perceptions of their environment and their own motivations to learning therefore excellence in student learning may or may not be predicated on excellent teaching.

For the sake of more clarity and to be focused on highlighting the relevant literature, the review literature was divided into three main sections.

The first section; '*Studies Related to Effective Schools*' shows five school processes i.e. strong leadership, focus on learning skills, an orderly school and classroom environment, high expectations of pupil's attainment and frequent evaluation of progress emerged as important for effective schools. The second section, '*Studies related to School Climate and Teacher Effectiveness in Effective School*' argues that teachers help schools in attaining goals and objectives. But when we see the current position of the working of schools in the country it is equally important for the schools to formulate clear goals in the areas where it has to work and to follow up and evaluate these goals and use the results to develop the schools further. The third section is on '*Studies Related to Leadership and Student Achievement in Effective Schools*' it shows that Schools are open systems and are flexible to change. They remain in constant touch with the supra system are in the process of constant change. This requires dynamic school leaders who encourage ambitious instruction among their teachers that improves overall student achievement according to their learning styles. But the question remains whether our leaders are sensitive enough to make sure that the staff has the time needed for this work.

The literature review thus facilitated the researcher to put the present study in perspective with current knowledge and practices in its chosen area. It was found that there is a need for more research in these areas as opportunities for more research will not only address concerns regarding the effectiveness of the implementation of the processes in local context but will also contributes

to knowledge in this area. For instance, more research will be necessary to understand the perceptions of the various stakeholder groups about the nature, outcomes and effectiveness of the processes in order to effectively evaluate their outcomes. Owing to the ambiguity in quality concepts, varying contexts and deeply embedded problems within the education system on the whole especially in the Indian context, the present study is both timely, relevant and has the potential to make significant contribution to schools for achieving quality and enhancing student performance.

In the forthcoming chapters the process to collect and analyze the data will be examined to see whether there is any relationship between teacher effectiveness, innovative principals and quality mechanisms with school success. The main questions to be answered by this study are: To what extent the quality assurance system in the schools is making an impact on the school improvement and what are the good practices of quality assurance in secondary schools of Gujarat? Thus, the present work will identify the quality indicators and the best practices accomplished in the high achieving schools of Gujarat.