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## **CHAPTER – II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

“The Competent Physician must keep abreast of the latest discoveries in the field of medicine... obviously the careful student of education, the researcher and the investigator should become familiar with the location and use of sources of educational information.”- Goode, Barr and Scates.

The study of related literature, educational documents and researches, is essential in any research work, more so in a study that is based on historical research method. Survey and study of previous literature is the back bone of such a study. A study of the previous literature implies identifying, studying and evaluating past history of educational progress and several reports of researches done as well as reports of casual observations and various opinions that are related to the investigators planned research programme. The related studies are immensely helpful in defining accurately a problem at hand also to discuss latest problems for further investigation. The findings of a research study can be represented and estimated on the basis of related studies and literature. The related studies not only add sufficient information for tackling a problem at hand, but also supply the needed knowledge to the investigator.

A review of the related literature and research will be extremely helpful for any study to do pin point the nature and scope of a study taken up. A critical analysis of the related research is expected to highlight the distinct scope of the study in the light of previous studies, whether the study taken up, presently is a replication, a modification, an extension or a totally different version.

#### **2.2 Related Studies in India**

The review of the related literature has been done with respect to researches on Role of Principal and his Leadership Behaviour, Principal and his administrative behaviour, School Effectiveness & Innovativeness, Principal and his values, Spirituality at Workplace.

### **2.2.1 Role of Principal and his Leadership behaviour**

The studies of Mahajan (1972), Darji (1975), Vats (1972), Mahant (1978), Patel (1975), Shelat (1975), Dekthawala (1976), Derek (1986), Nivedita (1986), Mehre (1979), Deota (1989) related to role of principal and his leadership behaviour have been reviewed in this section. The primary focus of these studies were on how effective leadership role of principals has created a significance in the academic field; proper knowledge of concept, supervision, guiding teachers in the area of subject content, teaching methodology, building confidence amongst teachers; Leadership behaviour dimensions and patterns were critical indicator of organizational climate, staff morale, academic motivation, school innovativeness and status. Administrative leadership appeared to be somewhat personalistic; Instructional Leadership behaviour of school principals in relation to teacher morale and climate; Teachers morale in relation to student achievement; Managerial styles and achievement motivation in relation to institutional efficiency; relationship between the administrative experience of the principal and climate types.

### **2.2.2 Principal and his administrative behaviour**

Rajeevalochana (1981), Mamata Das (1983), Sharma (1972), Deota (1989) related to Principal and his administrative behaviour have been reviewed in this section. The primary focus of these studies were on close relationship among the four types of administrator leadership behaviour (high initiation and high consideration, high initiation and low consideration, low initiation and high consideration, and low initiation and low consideration) and three types of organizational climate of schools (High, Low and Average); The administrative behaviour of secondary school principals in relations to selected school variables- such as teacher's attitude toward work and work setting of the institution; school climate and student achievement; Principal's effectiveness as rated by teachers and the teacher's satisfaction were positively related to school's organizational climate and Head master's leadership behaviour and their effectiveness were significant prediction of organizational climate.

### **2.2.3 Studies on School Effectiveness and leadership behaviour of school principals**

Doctor's (1973), Bhogle (1969), Buch (1972), related to School effectiveness and innovativeness and leadership behaviour of school Principal have been reviewed in this section. The primary focus of these studies were factors affecting innovations and change in secondary schools; Headmasters of schools with democratic and favourable attitude towards teaching; Principal's exposure to new ideas, his administrative ability, positive reinforcement from the authority, and community involvement in schools differentiated between schools of high adaptability and low adaptability.

A few Indian studies done on educational innovations and diffusion of change include the work of Bhogle (1969), Rai (1972), Buch (1972), Jhaveri (1972), Bhagia (1973), Patel (1973) and Doctor (1973). Studies of Buch, Bhagia and Patel focus more directly on the role of leadership in schools in adopting or diffusing innovations. However, in a study a frontal attempt has been made to correlate directly school effectiveness and innovativeness with the leadership behaviour, as structured by Haplin.

### **2.2.4 Principal and his values**

Madan (1977), Pandya (1959), Anand (1979), Pal (1967), Rao (1950), Sister Stella Anne Lebo (1963), Deota (1989) related to Principal and his values have been reviewed in this section. The primary focus of these studies were on Student's personal value systems, their perceptions of managerial value and the relationship of values and precedents to decision making; measurement of modern educational values from different stand points, aim was to study the historical, philosophical, psychological and practical values in education with a view to analysing the concept and content of modern education, its value preference and personality pattern.

Others who have undertaken value studies with major variables like ego, ideals, change of values in terms of different social strata, the value ideal of students from different disciplines, conceptions about life, the individual differences on social, religious and administrative values are Agarwal (1959), Tandon (1967), Mehrotra (1968), Bhusan and Ahuja (1967), who

studies the values among high and low achieving M.Ed. correspondence students belonging to different socio- economic levels.

## **2.3 Review of Studies-Outside India**

Many studies were undertaken, mainly on the areas of student achievement and motivation, school effectiveness, organizational climate of school, teacher morale and leadership behaviour of principals.

### **2.3.1 Administrative and leadership behaviour of principals**

Haplin (1966), Shuster and Wetaler (1958), Lipham (1960), Likert (1966), Nicolai (1972), Cohen (1948), Galloway & Joe (1975), Bancer (1973), Behrman (1975), Lanfenberg (1980), Brewer (1980), Robert (1973), John (1973), Thalon (1974), Henry (1955), Mitchell (1978), related to Administrative and leadership behaviour of principals have been reviewed in this section. The primary focus of these studies were in Developing a paradigm for research on administrator behaviour; Stress on the need for the goal-setting and goal-direction behaviour of a leader as all important in school; attitudinal instruments to determine the personnel variables related to the Judged effectiveness of public school principal; Employee centred supervisors are highly productive than job-oriented supervisors; Effective administrators behaviour of superintendents of school; Principal, teacher and parent group felt that the principal was friendly , found time to talk to people and was not primarily concerned with managerial aspects of administration; Investigating relationship between the leader behaviour of elementary public school principals and teacher morale as perceived by the teachers; Teacher's relationship with their principals as a crucial factor in maintaining their morale; Significant relationship exists between the principal's leadership style and the organizational climate of the schools; The successful principal is a strong dominant leader; Principals in administering the school and working with parents and teachers; Leadership behavioural characteristics involving organization, communication procedural method, friendship, trust, respect and warmth are viewed similarly by teachers and principals; Relationship between selected personal variables of the faculty members and academic deans and faculty perception and effectiveness of the academic deans; Determining the relationship of authentic behaviour of principals as self-perceived and as perceived by teachers; Principal as an individual himself bring something to his executive position. His energy, devotion,

loyalty and many other personal and professional attributes are significant factors in the kind of leadership to be found in his school. Principal's behaviour is more considerate and more task-oriented.

### **2.3.2 Studies on Principal behaviour**

Hemphill, Griffiths & Frederikson (1962), Gross & Herriott (1965), Foskett (1967), Paul (1978), Adelman (1980), Nwadike (1982), related to Principal Behaviour have been reviewed in this section. The primary focus of these studies were to determine the dimensions of importance of the elementary school principalship related to understanding the nature of the job of the principal; study on The Executive Professional Leadership behaviour of 175 elementary school principals in 40 large school systems, studied teachers and principal's self-perceptions of elementary school principal's behaviour; Exploring the school principal's perceptions of their real and ideal leadership behaviour; Comparing leadership behaviour of elementary and secondary school principals as perceived by teachers and themselves and study on administrative and leadership behaviour of 30 secondary school principals of Nigeria.

### **2.3.3 Principal and his values**

Dewey (1963), Piaget (1966), Posner, Barry and Nicheal (1979), Seashore (1947), Moods (1978), John Phillip (1980), Roundy (1977), Getlner (1981), Bruner and Taguiri (1959), Prince (1957), Sargent (1967), related to Principal and his values have been reviewed in this section. The primary focus of these studies were Concerned not as much with the theory of values, but with a methodology, a way of choosing what option among other options would be the most creative and satisfying. Equal importance to the domain of values and feelings as he does to the cognitive domain; understanding of values aid both managers and social scientists in explaining human behaviour; significant difference between value profiles of two groups of men majoring in health, physical education and applied science; analysis of personal value of educational administrators and business managers in the Midwest and western regions of U.S.A.; relationship among values, leadership styles and organizational effectiveness in a large local manufacturing company; relationship of principal's values to effectiveness in a selected MBO programme; teacher perceptions of the principal's leadership behaviour as related to school effectiveness; Speaking on selective perception on how needs,

dispositions and values influence perceptual processes and consequently inter-personal relationships; Constructing a questionnaire on the basis of the formulation of traditional and emergent values called the differential values Inventory a force choice questionnaire on traditional values, the other an emergent value.

#### **2.3.4 Review of recent studies outside India**

Blasé & Robert Joseph (1994) studied about exceptionally effective school principals and how they meet the challenges for leadership in new era of educational reform. It describes the major elements of successful facilitative leadership from the perspectives of teachers. Drawn from a study of highly successful principals affiliated with Carl Glickmans league of Professional schools, the study identified the characteristics of shared-governance principals that directly and indirectly contribute to teacher's sense of empowerment.

Spaulding, Angela (1994) Studied a case study that explored the micro political strategies used by a principal to influence teachers in a school- based on decision making context.

Chen, Addi, Audrey (1995) studied the changing roles of principals and found that the role of principal and other school leaders changes as the system moves towards autonomous school organization. Specifically the study examined the extent to which principals employed supervisory behaviours, teaching-activating behaviours, and school restructuring initiatives.

Terry, Paul (1996) studied the effective school principals and found that successful schools are invariably led by effective principals who are recognized as instructional leader.

Thomas, Vernadine (1997) studied the leadership theories, Leadership styles and the effect of Principal leadership on teachers morale, performance and student achievement.

Bogler, Ronit (1999) studied the effects of behaviour of principals as multiple factor in teacher's job satisfaction. The findings show that teachers perceptions of occupational prestige, self-esteem, autonomy at work, and professional self-development contribute the most to job satisfaction.

Day, Harris, Hadfield (1999) studied the nature and practice of effective leadership in schools in England and Wales in the 1990s. The findings explored how existing theories of effective leadership, purposeful leadership, transformational leadership, or moral leadership compared to the practices of successful head teachers in times of change.

Leech, Fulton, Ray (2002) studied on principals of a large urban school district examines the difference in middle school and high school teachers' perceptions of the leadership practices of educational leaders. The findings of the study were middle school and high school teachers reported similar perceptions of their principals' leadership practices.

### **2.3.5 Spirituality at Workplace**

Mintoff (1999) found that 60 per cent of the participants viewed religion as an inappropriate form of expression, whereas spirituality was interpreted as a proper subject for the workplace. In addition their research indicated that employees expect organizations to cultivate some type of spirituality within their members in order to produce high quality products and services.

Graber (2001) indicated that changes in individuals, demographics and organizations represent the major influencing forces forging a new workplace paradigm which demands more integrative approaches to life and work.

## **2.4 Some Generalizations**

The following are the generalizations derived from the works of the fore-told researches- both Indian as well as foreign works.

1. The High initiation and high consideration and the low initiation and low consideration patterns of leadership behaviour of school principals are related to the size of the high schools. Principals of small schools tend to manifest more of the high initiation and high consideration pattern of leadership behaviour whereas the large schools tend to manifest more of the low initiation and low consideration pattern of leader.



2. There is higher co-relation between relationships involving morale and consideration than the relationships between initiating structure and morale.
3. Male and female school supervisors who occupy parallel positions and perform similar functions exhibit similar patterns of leadership behaviour and level of effectiveness when they are described and evaluated by their staff members.
4. Male teachers perceive female principals as either subordinate-centred or boss-centred, and male principals as boss-centred.
5. There is a significant correlation between values and their precedent to decision making.
6. Principals whose value-system manifests core values achieve a relatively higher degree of institutional efficiency and effectiveness.
7. A principal needs more than a philosophy of education in order to be effective.
8. To educate his pupils and lead his staff, the principal must come across more as a person than as an administrator.
9. When principal's values manifest a coreness, the pupils observation show a greater congruency with the principal's self-assessment.
10. Values need a nurturing atmosphere.
11. Effective principals establish priorities, clarify values and communicate them successfully.
12. If teachers, principals, students are all busy with the matters of their own interest then administrative machinery goes out of the gear in such a school. This is a sign of an indifferent leadership, while school with inspiring climate, teachers, principals and students are zestful, enthusiastic and confident.

13. Pleasing atmosphere inspires students, to achieve higher target of their achievement.  
This is the result of the inspiring leadership.
14. Leadership behaviour affects the school climate significantly.
15. Democratic leadership behaviour generates high staff morale and student achievement.
16. Philosophy of a leader affects his leadership behaviour, values and that tests organizational efficiency.
17. Leadership behaviour affects institutional effectiveness indirectly as it affects staff morale, school climate and pupil motivation.
18. Experience, age and sex are not the determinant factors in making principal either the effective or ineffective.
19. There is a vast perceptual gap between the ideal and real self and ideal and real staff in the high initiation and high consideration pattern of leadership behaviour.
20. The teachers perceive the principal as extremely task oriented in all the four patterns and the principal perceives themselves to be extremely person oriented. Thus, there is a vast perceptual gap between the high and low scores in task and person dimensions of leadership behaviour styles.
21. The person oriented leadership style is responsible for developing closed climate and familiar climate. While the task oriented style is responsible for developing paternal climate.
22. In open climate schools, principals can demonstrate effective leadership behaviour.

23. In autonomous climate the principals are perfectly democratic leader. While in controlled climate schools, the leadership is determined and firm.
24. In familiar climate, the principal makes little attempts to provide leadership to the acts of teachers and the task achievement is also low, while in closed climate leader does not provide motivation to teachers but in paternal climate, the leadership of the principal further deteriorates. He works hard all the time.
25. Principal's effectiveness and teachers satisfaction were positively related.
26. High initiation and high consideration pattern of leadership behaviour is associated with open, autonomous, controlled climate, low initiation and low consideration pattern was coupled with closed climate.
27. The educational administrators tended to show greater consideration and less of initiation of structure than commanders. This is due to differential settings in two different institutions.
28. An increase in years of experience resulted in decrease in consideration scores and increase in initiating structure scores.
29. There is higher co-relationships involving morale and considerations than in relationships between initiating structure and morale.

## **2.5 Implications for the present study**

The implications of the studies reviewed here for the present investigation are as follows

The Study of leadership behaviour of school principals is crucial in understanding the inner life of the school and their inputs and outputs. It provides a better clue and basic to understand moral, values, effectiveness, innovativeness, motivation of teachers, students and organizational climate. Few principals do have a clear picture about the ideal leadership behaviour and lack the direction to be effective leader. The understanding of values aid both managers and social scientists in explaining human behaviour. Values are related to such

practical concerns as decision making, motivation, communication etc. The behaviour of the administrator significantly influences the quality of the school, its management, its climate and its achievements.

The above mentioned studies have their own limitations but at the same time, it shows the direction and scope for intensive and extensive study of the problem of effective leadership behaviour from several dimensions. However a complete study of all these interrelationships and direct measurement of the characteristics of leadership behaviour is not an easy task, researcher is supposed to be choosy and selective in his reading and references.

All the studies taken together show direct and positive relationship of the characteristics of leadership behaviour with teacher morale, organizational climate, administrative behaviour, pupil's achievements and value systems and many more as per the case. The results obtained from the various studies on leadership behaviour in the west are not totally applicable to Indian conditions and they call for more elaborate and thorough investigations into the various aspects of leadership behaviour in the Indian context.

After the review of researches it can be briefly concluded that the effective leadership behaviour is a concept, subject to much research and conflicting findings. The study involves so many divergent conceptualisation and methodologies, that it becomes very difficult to bring them nearer to an agreeable theory or conceptual framework.

In many of these studies, the results may seem to be contradictory yet after an in-depth studies, a general conclusion seem to be evident. A study on leadership involves aspects such as Principals attitudes, policies, procedure, understanding of individual teacher, interpersonal relationships, values, principal's power of conflict resolutions, communications and decision making acts, etc, which makes it a very complex subject.

Most of the researches reviewed here were theoretical as well as empirical studies in the areas of leadership behaviour. These researches have served as a background in planning the present investigation work and have provided useful guidelines to the researcher himself. This is especially with regard to almost absence of research studies related to the study of leadership concepts which is based on Indian ancient Epics such as Valmiki Ramayana.