

## **REVIEW OF RELATED LITERATURE**

### **2.0 INTRODUCTION**

This chapter deals with the review of related studies. It is very necessary to review the studies before selecting any research work. By conducting so the repetition of the already done studies can be avoided. Also the investigator gets the clear idea about various studies carried out in this area and various methodologies used by other investigators. The investigator also comes across various problems of the same field, from suggestions given by other investigators and the gaps remaining, which need to be investigated for further improvement of the education system as a whole. Review of related studies enable the investigator to examine the theoretical soundness of the findings over a period of time and the areas in which lot of focus has been given and the area that needs further investigation.

Review of related studies is an essential aspect of a research. The purpose of the review is to expand the context and background of the study, to help further in defining the research problem and also to provide an empirical basis for the subsequent development of the hypothesis. It is extremely important part of any research as it shows what other researchers have already done and what other investigators are doing contemporarily. In other words, it basically helps the investigators to find various research gaps. It provides insight to investigate about use of methodology. Thus, it provides a critical review and appraisal of the related studies and shows how the related studies contribute towards advancing the present knowledge regarding the specific area under investigation.

It also represents the third step of scientific method and thoughts of other educational philosophers. Through the survey of studies, investigator can be sure that his problem does not exist in a vacuum and that considerable work has

already been done on problems which are directly related to his proposed investigation. In this section the investigator has reviewed the studies related to the present study and showing relationship of different variables under investigation in perception of teachers and trustees towards secondary school principals' leadership qualities in Surat city.

Review of literature serves a variety of background functions preparatory to the actual collection of data. In these research approaches, the literature is reviewed to create the context from the past for the new study to be conducted with new subjects and newly gathered data. It is essential for every investigator to be up to date in his information about the literature, related to a problem already done by others. It is considered as the most important pre-requisite to actual planning and conducting the study. The study of related review avoids the replication of the study of findings to take an advantage from similar or related literature as regards to methodology, techniques of data collection, procedure adopted and conclusion drawn. It allows justifying one's own endeavour in the field. At the same time, it provides a source of problem of study, an analogy may be drawn for identifying and selecting the own problem of research. The researcher formulates hypothesis on the basis of review of literature. It also provides the rationale for the study. The results and findings of the studies conducted earlier can also be discussed at length.

Leadership has been identified as an important part. The studies have been classified into following categories.

1. Studies conducted in India
2. Studies conducted abroad

## **2.1 STUDIES CONDUCTED IN INDIA**

**Sharma(1982)** investigated into the leadership behaviour of headmasters vis-a-vis the school climate of junior high schools of Agra city with the objectives (a)

to identify the organizational climate of junior high schools (b) to study the leadership behaviour dimensions of the headmasters of these junior high schools (c) to study the relationship between leadership, school climate and student achievement. Sixty junior high schools of both sexes situated in Agra District (rural and urban) were included in the study. The sample comprised of 548 teachers and 1346 students studying in class VII in these schools. Tools used for collecting data were (a) LBDQ (Hindi version of LBDQ) by Stogdill (b) SOCDQ by M.L.Sharma (c) Achievement record form by Sudha Rani. The data was analyzed using t-test, Chi-square and analysis of variance. The findings of the study were (a) Significant difference was found between the different types of school climate and leadership behaviour (b) Five types of school climate were found in junior high schools of Agra, viz: open, autonomous, familiar, controlled and paternal- the closed climate did not find place in any school (c) Significant differences were found in the open, autonomous, and paternal types of climates of junior high schools whereas, no significant difference in the leadership behaviour of the headmaster of the junior high schools on the basis of area (rural and urban) and management (government and private). (d) There were no significant differences in the leadership behaviour of the headmasters of the junior high schools on the basis of sex. (e) Significant differences were found among open, controlled, familiar and paternal type of school climates in terms of leadership behaviour. (f) Better achievement was found in the case of schools possessing the familiar climate even though they did not show a positive relationship with leadership behaviour.

**Patel (1983)** studied the Leadership Behaviour of Principals of Higher Secondary Schools of Gujarat State.

The objective of this study was to identify leadership behaviour patterns of principals of higher secondary schools of Gujarat State, to identify the organizational climate of the schools, to measure professional development

status of the teachers working in these schools and to study the interrelationship among leadership behaviour of the principals, organizational climate of the schools and professional development of the teachers.

100 higher secondary schools were selected out of 949 higher secondary schools on the basis of stratified random sampling. The investigation was based on the responses of 1000 higher secondary school teachers and 100 principals. LBDQ developed by Halpin and Winer, OCDQ developed by Halpin and Croft, a Professional Development Inventory (controlled and open response type) and a personal data sheet for principals were used as tools for collecting data. T-test and correlation techniques were used to draw conclusions. The major findings were: 1. It was found that there is a positive relationship between the two dimensions of leadership behavior of the school principal, viz., initiating structure and consideration. 2. The principals of the schools manifested mostly the high consideration (HH) and low consideration (LL) pattern of leadership behavior leaving middle positions sufficiently vacant. 3. The HH pattern of leadership behavior was associated with open, autonomous and controlled climates while the LL pattern of leadership behavior was perceived by teachers.

**Pandey (1985)** studied the leadership behaviour of principals, organizational climate and teacher morale in secondary schools. The study aimed to (a) Find out the leadership behaviour of principals and the organizational climate of schools. (b) Investigate the relationship between the leadership behaviour of principals and teacher morale. (c) Investigate the relationship between organizational climate and teacher morale. The Hindi adaptation of Halpin and Winer's LBDQ, SOCDQ by M.L.Sharma and the Teacher Morale Inventory developed by the investigator were used to collect data. The population comprised of 138 secondary schools in Allahabad District from which 34 secondary schools were drawn by stratified random sampling technique. The Mann Whitney U-test, Chi-square with Yates Correction and Rank Difference

Correlation Coefficient with tied observation were the statistical techniques employed for analyzing the data. The findings of the study were (a) No significant difference was found between the leadership behaviour of rural and urban principals. (b) Rural schools were more open than those in urban areas. (c) A positive and significant relationship was found between the initiating structure dimension of leadership behaviour and spirit, psycho physical hindrance, controls, production emphasis and humanized thrust dimensions of organizational climate. (d) The consideration dimension of leader behaviour was found positively and significantly related to psycho-physical hindrance, controls, and humanized thrust dimension of organizational climate. (e) Teacher morale was positively and significantly related to the initiating structure and consideration dimensions of leadership, and controls, production emphasis and humanized thrust dimensions of organizational climate.

**Usmani (1988)** studied Principal's effectiveness in relation to professional attainment, socio-economic background, values of life and attitude towards teaching. Major findings drawn were that the age, gender and professional attainment had no effect on Principals' effectiveness. However, attitude towards teaching was influenced by gender. Socio-economic background was inversely related to Principal's effectiveness.

**Sharma (1991)** conducted research on study of the administrative behavior of principals as perceived by teacher in relation to job satisfaction of teachers and student achievement in junior colleges.

Objectives of this study were a) to study the relationship between administrative behavior (effectiveness rating as perceived by teacher of principals) and teachers, job satisfaction, b) to study the relationship between the administrative behavior of college principals and student achievement, c) to

study the relationship between teachers, attitude towards job satisfaction and student achievement, d) to study the relationship between the socio-economic variables and the administrative behavior of the principal and e) to study the interrelationships of administrative behavior and job satisfaction dimensions. A sample of 150 teachers was selected from all the 14 junior colleges in Vizianagaram District of Andhra Pradesh, from various faculties like humanities and science. The tools used for the study included, a Principals Administrative Behavior (teacher perception) Questionnaire and the Teacher's job satisfaction questionnaire of the investigator. Mean, S.D., Critical ratios, Chi-square and correlations were used to analyze the collected data. Major Findings were: a) The average level of the principal's administrative behavior as perceived by teachers was moderately effective. b) The age of the teacher did not have any relationship in the perception of the teachers towards the principals' administrative behavior. c) Teachers irrespective of sex, type of management course of study, professional experience, age and marital status had the same opinion towards the principals' administrative behavior.

**Nanda (1992)** studied leadership behaviour of primary school headmasters of Cuttack city. This Study was an attempt to study leadership behaviour of primary school headmasters of Cuttack city. The sample for the purpose of this study included 30 primary schools in Cuttack city, 30 heads of primary schools and 189 teachers. The major findings were: a. There was no significant difference between leadership of male and female heads of primary schools in Cuttack city. b. The results of the findings showed that out of 30 heads of primary schools of Cuttack city only 10 heads were most effective leaders. The heads of 4 primary schools were found to show more considerate behaviour and less initiating behaviour, which was not desirable for a leader. 10 heads of the schools were not efficient in imitating structure and in considerations. So these heads were the most efficient leaders. Six heads of schools were found to

manifest a higher type of leadership in initiating structure and considerations items. c) There was no significant difference between heads of primary schools in Cuttack city controlled by Municipality and those controlled by the D.I of schools.

**Medolin (1992)** conducted research on the job satisfaction of secondary school teachers in Shillong and leadership characteristics of the heads / principals.

The objectives of the study were: a) To study the leadership characteristics of principals or the needs of schools as perceived by teachers. b) To assess the job satisfaction of secondary school teachers in Shillong and to find the relationship of job satisfaction like gender differences, level of education, religious affiliations and work experience. c) To investigate if there is any association between job satisfaction of teachers and their perception of leadership characteristics of heads/ principals of schools.

The major findings were as follows: a) The type of management appeared to be associated with teacher's job satisfaction, the government school showing significantly more satisfaction. b) No significant difference was found in job satisfaction between male and female teachers between teachers from different religious background and between teachers with different lengths of experience. c) Educational qualifications appeared to be positively associated with job satisfaction. d) Teachers tendered to be more satisfied if they perceived the heads of the school as being concerned with achievement of group goals and objectives.

**Srivastava (1996)** conducted a study of Managerial competencies of Effective Educational managers. The study was carried out in two phases in Baroda city. The analysis of Managerial competencies of school Principals was done by using a "Managerial Effectiveness Scale" developed by the investigator. Total 40 secondary schools were selected as sample of the study. The major objective

was to study the level of competencies of educational managers of secondary schools and the effect of principals' personal variables like age, gender, experience and qualification on the competencies of educational managers. In order to study of school principals in the organizational context, the tool was developed by the investigator. Semi structured interview was scheduled for principals of four schools too. The mean of the self perception of 40 secondary school principals and the teachers' perception of their principals was analyzed. The principals' competences in eight functional areas on a five point Managerial Effectiveness Scale (MES) was also used. This kind of investigation provides a deeper insight into the managerial competencies possessed by principals in the light of the school situations they are placed in. Thus, it gives an opportunity to school principals to introspect and make a self analysis of the competencies they possess and exhibit in their respective school situations on the basis of the result of the study.

**Mehrotra (2002)** conducted a comparative study of leadership styles of Principals in relation to job satisfaction of teachers and organizational climate in government and private senior secondary school of Delhi. The major finding of the study was that the majority of government school Principals has low initiation - high consideration style, while majority of private school Principals have a unique high initiation-high consideration pattern.

**Karla (2007)** studied the competencies of principals for efficient management of senior secondary schools with an objective to identify and assess the dimensions of efficient functioning of these schools on defined criteria. All the senior secondary schools under Delhi Administration were studied. Principals' Competence Assessment Scale (PCAS) was used to collect the data from principals and teachers. The study has come out with the finding that the role of the Principal is crucial as the institution is functioning under his management and supervision. The Principal is, perhaps, the most important force to

functionalize the institution and lead it for achieving its goals and objectives. She strongly recommends that Perceptions on Principals Role performance by school managements should be studied.

**Kumardas (2009)** studied managerial skills of principals of college of education as perceived by teacher educators in Kerala state. Population includes the principals of colleges of education and teacher educators in the colleges of education in Kerala state. Here the investigator planned to collect samples through stratified random sampling technique. The sample of the study includes all the teacher educators working in the colleges of education in Kerala state. Survey method is adopted to collect the relevant data. Tools used in study were: 1. Managerial Skills Inventory- Validated by the investigator. 2. Interpersonal relationship- Validated by the investigator. 3. Organizational factors- from psychological tools. Statistical tests used in the study were Percentage analysis, Standard deviation, t-test, F-test, Correlation. It was found from t-test -There is no significant difference in Managerial skills and its dimensions of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to locality, nature of institution, subject handling, qualification, age, salary, publications and extracurricular activities. Findings from F-test -There is significant difference between Managerial skills and its dimensions of principals of colleges of education and other related factors such as Interpersonal relations, Reinforcement of interest and motives, Organizational climate, organizational control and Personal influences as perceived by teacher educators in colleges of education in Kerala state. Findings from correlation analysis are, a) There is significant correlation between Managerial skills – Coercive autocracy and Interpersonal relations of principals of colleges of education as perceived by Gender (Female), Community (SC, ST), Nature of institution (Govt.) and Salary (below 20,000). b) There is no significant correlation between Managerial skills – Coercive autocracy and

Interpersonal relations of principals of colleges of education as perceived by Gender (Male), Religion, Community (FC, OBC), Locality, Nature of the institution (Aided), Subject handling, Qualifications, Age, Experience, Salary (above 20,000) and Courses attended.

**Vaidya (2010)** conducted a study of the relationship between empowerment of secondary school teachers and their perception about the leadership qualities of school principal. Objectives of the study were to prepare a tool that measures the a) self-esteem b) team work c) teacher morale d) communication skill and e) decision making of secondary school teachers of Greater Mumbai, to prepare a tool that measures the perceived leadership qualities of school principals in terms of, i. Intellectual, ii. Psychosocial, iii. Personality and to study the perceived leadership qualities of school principals namely, i. Intellectual, ii. Psychosocial, iii. Personality traits and to ascertain the relationship between the perceived leadership qualities of the school principals the empowerment of secondary school teachers The sample consisted of teachers from 34 SSC schools, 13 ICSE schools and 9 CBSE schools of Greater Mumbai, where the medium of instruction is English. The total sample consisted of 480 secondary school teachers. To collect the data from the sample, the researcher prepared two major tools namely empowerment of secondary school teachers and perceived leadership qualities. Data was analyzed by statistical techniques like mean, median, mode, SD, skewness and kurtosis and bar graphs, Pearson's coefficient of correlation and ANOVA and 't' test.

Major findings of the study was: a) It was found that there was a significant, positive but low relationship between team working ability, communication skills, decision making, empowerment, self esteem, team working ability, teacher's morale of secondary school teachers and the perceived leadership qualities. b) It was found that there is a significant, positive but low relationship between self esteem, team working ability, teacher's

morale, communication skills, decision making of secondary school teachers and the psycho social leadership qualities. c) There is a significant, positive but low relationship between teachers' morale, communication skills, decision making, team working ability, self esteem of secondary school teachers and the personality leadership qualities.

**Dubey (2012)** conducted a comparative study of Leadership Styles of Principals of Secondary Schools. Objectives of this study was: a) To measure the leadership styles of principals of secondary schools of Saurashtra region of Gujarat with respect to their different groups of variables. b) To compare the difference between the leadership of principals of secondary schools with respect to their gender, educational qualification, social category, administrative management, working experience, residential area, construct leadership styles. Population of study was 2,470 secondary schools located in Amreli, Bhavnagar, Jamnagar, Junagadh, Porbandar and Rajkot districts of Saurashtra region Gujarat. Sample was 689 secondary school principals. The principals' leadership styles scale on Likert's five points rating has been constructed in Gujarati version for the study. The reliability of the Principals leadership scale by Carl Pearson's product moment method was found +.849 and Cliffs' consistency index was found 0.68. Analysis of the Data was done by finding Mean (M), Standard Deviation (SD), t-test, F-test oneway-ANOVA, Percentile. Findings stated that this study describes the analysis and interpretation of the collected data with the help of self constructed and self standardized tool.

There were six independent variables i.e. gender, educational qualification, social category, type of school management, working experience and residential area. It is concluded from this study that leadership style of principals has a strong influence over teachers and administrative staff of the school.

## **2.2 SUMMARY OF INDIAN STUDIES**

It was observed from the studies conducted in India that the principal is considered the leader of the entire school and should possess certain basic leadership traits. The leadership qualities of the principal, per se, were directly proportional to the success of the school. There are many factors that contribute to the implementation of leadership qualities of the Principal that included. School climate including division making freedom with the principal. It was observed principal could execute better leadership skills if there was familiar, open, autonomous, controlled and paternal climate. Teachers morale was better with the initiating structure of the principal and a humanized approach.

The socio-economic background, values and attitude, affected the principal's effectiveness as a leader, but age and did not have any effect.

The principal is considered as an academic head by the teachers and they believed that the administrative behavior of the principal was moderately effective.

It is observed that the females are taking up jobs as teacher in the current scenario, but there was no significant difference in the perception of leadership qualities of their principal according to gender.

A study revealed that the job satisfaction of the teachers teaching in Government schools remuneration and burden of work than the leadership quality of the Principal.

Principals are now considered as managers rather than academicians. They have a varied role to play. Though the entire school is the responsibility of the principal, it was concluded from Indian studies that the teachers perception towards leadership qualities of the principal could help in better and smooth functioning of the institution.

### **2.3 STUDIES CONDUCTED ABROAD**

**Scotti and William (1987)** analyzed organizational incongruity using teacher's perceptions of the Principal's leadership behaviour. They agreed that teachers' perception of their Principals' leadership is one of the variables, which affect a school's productivity. Teachers' perceptions of the principal's leadership behaviour were analyzed using 23 variables from the dimensions of human relations, productivity and administrative tenure. Multiple regression analysis revealed significant predictors of teacher perceptions and of discrepancy within the schools being tested.

**Hsieh, Chia-Lin; Shen and Jianping (1998)** summarizes a study investigating teachers,' principals,' and superintendents' perceptions of leadership by analyzing qualitative data collected from three focus groups of seven participants. All three groups had similar value systems, but differed greatly in skill and knowledge domains. Teachers stressed the personality perspective; principals stressed the managerial and personality perspectives; superintendents accentuated the political perspective.

**Bulach, Clete - Pickett, Winston – Boothe and Diana (1998)** conducted research on Mistakes Educational Leaders make. The main objective of the study was to find out the major mistakes of education leaders and to find the factors influencing the mistakes. Sample for study was 375 Georgia educators who were enrolled in graduate programs to list and rank the types of mistakes their administrators made. Findings of this study show that the most significant mistakes included ineffective human relations, poor interpersonal communications, insufficient educational priorities, avoidance of conflict, failure to lead, lack of knowledge about instruction/curriculum, control orientation, lack of ethics/character, and inconsistency.

**Gibb and Sharon A. (1999)** investigated a top-down leadership approach that gradually shifted to a collaborative paradigm. It focuses on one junior high

school's efforts to increase academic and social success for all its students. The restructuring process began when, for the first time, a female principal was hired in this 35-year-old school. She came with a new vision of leadership and of academic structure that featured total inclusion. Data were obtained through a review of artifacts (school minutes, meeting notes, and articles) and interviews (focus groups and individual interviews) of 10 target groups in the school. The results indicate that for the school to make meaningful change, the top-down or "I" characteristic of leadership had to be transformed to "we". A top-down process had occurred when the principal shared her vision for change that would promote the academic success of every student in the school. The development of community and leadership emerged through a process of teaming in which teams of 6 teachers taught inclusion groups that involved about 20 resource students for each team. As a consequence, communication within the school operated through individual and group meetings, and decision-making was placed in the teachers' hands.

**Valente (1999)** looks at factors that affect the educational environment. It reports on a study in which survey responses were collected from 10,170 teachers in 331 Chicago schools. The findings indicate that the teachers' influence on a school's organizational health is statistically less significant than that of the principal. The findings suggest that whereas teachers may view the principal as a deliverer of goods and services, they believe his or her task as the leader is to maintain the teachers' commitment to productivity, while drawing the parents and community into the school in a manner that the teachers find significant. Teachers also reported that the relationship between principals and teachers improves with empowerment, such as the empowerment derived from site-based management. It is recommended that when examining the educational environment, the principal's view be explored in conjunction with the teachers' outlook.

**Massaro (2000)** provided data for a framework to rethink the current role of principal leadership and its effect on school climate. In order for the school organization to meet the demands of society and augment educational reforms, school leaders (principals), and followers (teachers) must closely examine their working relationship for improving organizational outcomes. This study examines whether there were statistical associations between principal leadership style and teacher perceptions of principal leadership style and their effect on school climate. The study employed Hersey and Blanchard's situational leadership instrument (LEAD-Self and LEAD-Other) to investigate the association between principals, evaluations of their leadership style with teachers, perceptions of principals, leadership style. The National Association of Secondary School Principals School Climate Survey was used to measure teacher perceptions of school climate. Four-stage cluster sampling (country, district, school and teacher) was used to select 20 school districts. The study included 20 elementary principals and 330 elementary teachers. The findings seem to suggest a disagreement between teachers and principals about the influence the principal actually exerts over school climate. Teacher demographics, total number of years working in the field of education, and highest degree earned, had no effect on teacher perceptions of school climate. Principal demographics, total number of years as principal, and total number of years working in the field of education, had no association with teacher perceptions of school climate. Differences in principal self-evaluation, and differences in teacher perceptions of a principal's leadership style, showed no association with teacher gender. However, female teachers had higher mean climate scores compared to their male counterparts. The findings encourage principals and teachers to work in a collaborative mode for the purpose of enhancing their communication. It is recommended that school leaders (principals) and followers (teachers)

actively engage in dialogue that will lead to improvements in school organizational outcomes.

**Fulton and C. Ray (2002)** conducted study on Exploring Teacher Perceptions of the Leadership Practices of Middle and High School Principals. The objectives of the study were to find leadership practices of middle and high school principals and to find out what difference exist in the leadership practices of middle and high school principals. The sample consisted of 242 participants from 12 middle schools and 404 participants from 14 high schools. The data were collected using Kouzes and Posner's (1997) Leadership Practices Inventory-Observer (LPI). Findings were in following areas- Inspiring a Shared Vision of principals, Enabling Others to Act, Modeling the Way, Encouraging the Heart, Differences in Middle and High School Practices.

**Truitt (2002)** investigated effective Principal leadership practices as perceived by teachers in schools demonstrating continuous student academic improvement. The following conclusions were drawn based on the findings of this study a) Teachers in schools demonstrating high continuous student academic improvement rated their Principals significantly higher on all six transformational leadership behavior than teachers in the medium and low continuous student academic improvement schools. b) Principals were strong in their leadership behaviours. c) The principals' leadership behavior was correlated with the school's academic gains.

**Stone (2003)** studied the relationship between Principals leadership behavior and the schools' culture as perceived by the teachers. Based on the findings of this study it was revealed that there were no significant differences in the leadership practices of elementary, middle and high school Principals as perceived by the teachers. The Principal's leadership practices were similar regardless of the type of school in which they worked.

**Robert (2003)** studied Middle-level principal's instructional leadership behaviour and student achievement. Objective of the study was to study the relationship between middle level principals instructional leadership behavior and student achievement. In this study 75 Pennsylvania Middle Level Schools contributed data for the study and individual schools served as the unit of analysis. Tools used were 1. Hallinger's (1987) Principal Instructional Management Rating Scale (PIMRS) was used to assess principal behavior. 2. The Pennsylvania System of School Assessment (PSSA) was used to measure the dependent variables, grade eight reading and mathematics achievement. Statistical Techniques used were Regression, Pearson Correlation and t-test techniques. Major findings were a) Principal instructional leadership practices were significantly related to PSSA scores. b) Teacher perception of principal behaviour related to promoting the school learning climate suggest that performing the 25 tasks related to promoting the school learning climate helps principals support more effective teaching and learning practices. c) A significant relationship exists between reading achievement and principals who believe they frequently performed behaviours associated with defining the schools mission. d) Schools with high-socio economic status (SES) were positively related to reading scores, while schools with mid and low SES were negatively associated with reading scores. e) There is no significant relationship between student achievement and the interaction of principal gender and principal instructional leadership behaviour. f) There is positive association between each of the three instructional leadership dimensions, as perceived by teachers of both mathematics and reading achievement.

**Garrett (2003)** studied teacher's and principal's perception of leadership styles and their relation to school climate. The main objectives of the study was to examine teachers and principals perception of leadership styles and to study the relationship between leadership styles and school climate. 36 principals and

1080 middle school teachers were taken as sample for study. Tools used in study were Multifactor Leadership Questionnaire form 5X (MLQ-Form 5X) and Organizational Climate Description Questionnaire for Middle Schools (OCDQ-RM). Statistical techniques used were S.D., Mean, t-test etc. Findings of the study focus that there is a significant relationship between teachers and principals perception of laissez - faire leadership and aspects of school climate. There is significant relationship relative to teachers and principals perceptions of school climate.

**Moore and Quincie Little (2003)** studied teacher's perceptions of principal's leadership skills in selected South Carolina secondary schools. The main objectives of study were to analyse teacher's perceptions of the instructional leadership skills of selected south Carolina public high school principals who were in schools with populations of high poverty students based on South Carolina poverty indices. The tools used in this study is the Principal Instructional Management Rating Scale (PIMRS). Statistical technique used was S.D., Mean, t-test etc. Major findings of this study were that is no significant difference in the three subscales when comparing schools with an absolute rating of good or when comparing schools with an absolute rating of unsatisfactory. Grouping of schools rated good and schools rated unsatisfactory showed significant differences. There is no significant difference between monitor student progress subscale instruction and coordination curriculum subscale. The data indicated that teachers in schools with an absolute rating of unsatisfactory on the 2002 South Carolina Annual School Report card rated their principals higher on the skills of Supervising and Evaluating instruction and coordinating the curriculum than did teachers in schools with an absolute rating of good on the 2002 South Carolina Annual School Report card.

**Luo (2004)** studied geographic disparities of Chinese school Principals' leadership capacities. A perspective of teacher's perceptions discovered that

teacher's perception of their Principals' leadership capacities in urban setting were significantly higher than in sub-urban and in rural settings. He further observed that Schools in urban settings enjoyed advantages in terms of funding, cultural and physical environment and student quality and community support systems. To him, the Principals in urban settings enjoyed better professional development opportunities, higher salaries and more comfortable living conditions than their sub urban and rural counterparts.

**Ross (2006)** explored leadership styles of secondary school Principals' as perceived by secondary school teachers. Major findings revealed that there was no significant difference among the teachers considering age, gender and teaching discipline regarding the leadership orientation frames of their Principals, however there was significant differences considering ethnicity, educational level and years of experience. The teachers' rating of their Principals overall effectiveness as managers was significantly higher than their ratings of the Principals overall effectiveness as leaders.

**Luo and Najjar (2007)** carried out a research on Chinese Principals' Leadership capacities as perceived by Master Teachers stated that the Principal's leadership capacities were generally perceived moderately negative. Internal leadership capacities in school vision, instruction and organization were perceived lower than external leadership capacities in collaborative partnership, moral perspective and larger-context politics. The Principals with higher degrees were perceived to have higher internal and external leadership capacities.

**Arikerocy (2007)** examined teachers' perception of the leadership competencies of their Principals. 200 secondary teachers from Oyo state, Nigeria participated in the study. The Principals' leadership capacities Questionnaire developed by Luo (2004) was used to collect data, which was analyzed by using simple

percentage technique. Findings showed that the teachers perceived their Principals as either having little capacity, moderate capacity or excellent capacity. None of the Principals were considered as having no capacity. Thus, the Principals were considered to be having little capacity in the area of technology and information system and ability to apply appropriate models and principles of organizational development. The Principals were considered to be having excellent capacity in the area of vision for the school, communicating this vision to staff, students and parents and have the ability to use effective strategies to implement this vision in order to promote positive school culture.

**Sharma (2008)** conducted a study on Leadership Capacities of Principals. Objectives of study were to study the relationship of teachers' perception of the Leadership Capacities of their Principals' to the Leadership Qualities of Empathy, Decision making, Time Management, Comfort etc. School teachers from Malaysia participated in the study. Self Developed Questionnaire on Leadership Capacities and Qualities was given to the sample (statements of ISLLC standards). Findings of study were a) The findings showed that the Principals were perceived to be having Moderate leadership Capacities and Moderate level of Leadership Qualities. b) There is strong and positive correlation between perception of teachers on leadership capacities and leadership qualities of principals. c) There is a hierarchy in the education system where the trustees or the administrators hold the top position and Principal acts as a bridge between them and the teachers. d) Various studies have been conducted to understand the roles and duties of the principal in development of the school, but limited work has been carried out in the field to evaluate the perception of the teachers for the leadership qualities of the Principal.

**Balyer (2012)** studied Transformational Leadership Behaviors of School Principals: A Qualitative Research Based on Teachers' Perceptions. This study was carried out with a qualitative research design. A perception scale and semi

structure interview for teachers was developed by the investigator. The collected data were analysed with ANOVA and 't' test. The participants of this study were 30 teachers from 6 different schools determined with equal gender variable in the 2011/2012 academic year in İstanbul, Turkey. It is considered that principals' transformational leadership behaviours have significant direct and indirect influences on teachers' commitment to change their performance. The findings obtained are in followed areas: School Principals' Idealized Influence Behaviours, School Principals' Inspirational Motivation Behaviours, School Principals' Individualized Consideration Behaviours, and School Principals' Intellectual Stimulation Behaviours. Findings also show that transformational leadership is very substantial for schools to move forward. Principals of this sample demonstrate high level of characteristics of transformational leadership like idealized influence, inspirational motivation, individualized consideration and intellectual stimulation. Principals have important influences on student and teachers' performance, so principal candidates should be trained as transformational leaders during their college trainings. Principals have to deal with heavy official procedures which take too much time. This could be reduced by empowering school managements with co-principalship. Current principals should be supported to be transformational leaders with in-service trainings prepared by university-ministry cooperation.

#### **2.4 SUMMARY OF ABROAD STUDIES**

The studies conducted abroad also revealed that the teachers' perception of their principals' leadership qualities was an influencing factor in the progress of a school.

It was observed that in the studies conducted well pre disposing factors in their acceptance as based on personality development, whereas principals' emphasized on managerial development.

Principals are considered human resource managers and failure in acceptance of a principal is mainly due to ineffective human relations, poor communication, and insufficient priority towards academics, lack of values and ethics and inconsistency.

It was also observed that the principal's leadership qualities did not affect the pupils average achievement lately, which was affected in the initial years.

Principal has varied and shared roles to perform that include motivating, conflict management and judicious use of authority. The language used by the principal and style of communication was also an important factor in positive reinforcement of the principal as a leader of the school.

Those principals who used collaborative team work to perform tasks of the school were more successful. Shift in the principals paradigm from 'I' to 'We' was considered important in developing the school where the teachers could convey and make things suitable to the needs of the students.

The principal is considered a person who draws parents and community to the school. He also recruits teachers, but the actual task of education is performed by the teachers. Thus, teachers are finally considered the face of the school.

Thus students conducted abroad also revealed important in determining the effectiveness of leadership skills of the principal.