

CHAPTER II
REVIEW OF RELATED LITERATURE

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2.0 INTRODUCTION

The acquisition of specialised knowledge through effective research can be facilitated by consulting relevant literature. In order to have a comprehensive understanding of a topic, it is imperative to acquire knowledge regarding prior research and identify the gaps that exist within a specific domain. Therefore, the review of existing literature serves as the fundamental basis for doing subsequent research. This literature review will examine the behaviour of headmasters, explore the practices of school effectiveness, and identify the problems faced by school leaders. This chapter offers a comprehensive examination of prior scholarly investigations conducted on the subjects of leadership traits, leadership skills, school effectiveness, and the problems encountered by educational leaders. The primary aim of the researcher is to perform a comprehensive review of existing literature in order to examine the studies related to the aforementioned topics. The current investigation is driven by the research gap ascertained by the examination of diverse articles, papers, research studies, journal articles, and electronic publications. This study presents a thematic review of the literature, which is divided into four themes given below.

1. Studies conducted on Leadership Traits.
2. Studies conducted on Leadership Skills.
3. Studies conducted on School Effectiveness.
4. Studies conducted on the Problems faced by school leaders.

2.0.1 STUDIES CONDUCTED ON LEADERSHIP TRAITS

The investigator reviewed 11 (Eleven) research studies on leadership traits between 2008 and 2022, which are given below.

Simmons (2008) conducted a study on transformational leadership behaviors. The quantitative cross-sectional survey study proposes that transformational leadership is a behaviour pattern that requires leaders to adapt their leadership styles to specific contexts. The random sample of 130 leaders were selected to participate. The study used a survey instrument based on a codebook that categorized variables into task, relations, and change behaviors. Open-ended questions were analyzed through content analysis, and closed-ended questions were formatted on a Likert scale to measure agreement on leadership behaviors. The Killeen independent school district (KISD) leaders reported transactional and situational behaviours despite their

high level of awareness. Null hypothesis rejection was supported by these results. The study employed content analysis for qualitative data using VBPro software to identify thematic word frequencies and contexts, and statistical analysis using Minitab for coded data. For quantitative data, a 5-point Likert scale was used, with nonparametric methods for ordinal data analysis, including Chi-square and binomial analyses, with results visualized using P-charts for various categories. The findings of the study identified transformational leaders as visionary, supportive, and innovative, driving continuous positive change. Significant differences were found between perceived transformational behaviors and self-reported behaviors, with respondents noting that transformational leaders exhibited fewer task behaviors, more relations behaviors, and more change behaviors.

Giese, et al. (2009) investigated a study on female high school principals leadership practices and traits. This survey-based study aimed to ascertain the leadership practises exhibited by female principals in high school settings. The sample was female high school principals in Texas, selected randomly from a target population of all public high school principals in the state. The sample size consisted of 222 individuals, whereas the total population size was 1,176. The study used a questionnaire titled "Individual Traits and Organizational Factors Associated with Managerial Practices of High School Principals in Texas," based on Yukl's 14 Managerial Practices (1994) and Lopez's Personal Attributes (1994). The findings of the study were female high school principals in this study emphasized the importance of supporting and developing employees, managing conflict, team building, involving staff in decisions, and recognizing contributions. They valued communication skills, trustworthiness, honesty, and good listening, while viewing aggressiveness and tolerance for ambiguity as less important traits for success. This contrasts with Vornberg's (1996) view that tolerance for ambiguity is essential for school administrators, suggesting that these principals may handle ambiguity well but do not see it as a critical trait.

Walker (2009) studied principal leadership behaviours on new and experienced middle school teachers. The purpose of the study was the characteristics and behaviours of middle school principals that enhance the efficacy of new and experienced middle school teachers. The investigator adopted survey distribution methods for the study. The Teacher sense of efficacy scale (TSES) developed by Bandura (1997), Gibson and Dembo (1984), and Hoy and Woolfolk (1993) was used for the study. The study employed stepwise multiple linear regression to analyze data from 366 middle school teachers, assessing the impact of principal behaviors on teacher efficacy based on years of experience. Statistically significant findings were reported across various demographic comparisons, including gender, poverty level, school size, and

location, highlighting the differing needs of new versus experienced teachers. The findings of the study suggest that teacher efficacy is significantly affected by principal behaviours based on years of teaching experience. Whereas newer teachers required more support and modelling from their principals, the efficacy of more experienced teachers were influenced by emotional factors such as inspiration and purpose. These findings may inform the principal and principal trainers of best practices in enhancing teacher efficacy, thus supporting increased student achievement. The provision of additional support and supervision based on the needs of teachers can also be addressed by using the results of this study.

Minus (2010) conducted a study on leadership behaviors of middle-level principals. The purpose of the study was to investigate the relationship between middle school principals' instructional leadership behaviors and student achievement. This was a quantitative data analysis study that examined the relationships between principal instructional leadership behaviors as perceived by principals and teachers as measured by the Maryland School Assessment (MSA) reading and mathematics, as it relates to the Principal Instructional Management Rating Scale (PIMRS). The study used statistical analyses such as Person – Product Moment Correlations, and standard regression to describe the relationships that occur among variables that influence student achievement were conducted. The study revealed several key findings: Principals who rated themselves highly in promoting professional development were associated with schools having higher MSA mathematics scores. Similarly, those who excelled in framing school goals, supervising and coordinating curriculum, and providing learning incentives were linked to schools with higher MSA reading scores. Additionally, principals who focused on protecting instructional time tended to lead schools with higher MSA scores in both reading and mathematics. However, a notable distinction emerged in SES contexts; while high SES schools benefited from principals prioritizing instructional time, low and mid SES schools showed lower MSA scores despite similar efforts.

Khanal (2018) examined a study on the Principals' leadership behaviour in the high and low-achieving schools. The purpose of the study were to examine and compare the leadership styles of principals in these schools from the perspectives of both teachers and principals. The quantitative methodology involved administering the Leadership Behavior Inventory Questionnaire (Green, 2006) to a sample of 547 teachers and 12 principals across six nationally awarded high-achieving schools and six low-achieving schools. Statistical analysis revealed that teachers in high-achieving schools rated their principals' leadership behavior more positively compared to those in low-achieving schools, indicating that principals in high-performing contexts exert a greater influence on teachers. However, the study also found

minimal differences in how principals in both categories perceived their leadership styles concerning thirteen core competencies.

Foy (2019) conducted a study on role models in the development of principal ethical leadership behaviors. This qualitative, exploratory multi-site case study aimed to examine how principals in a Maryland school district perceive role models' impact on their ethical leadership behaviours as well as teachers' and staff's descriptions of these behaviours. A Maryland school district sample included four principals and seventeen instructors from four title 1 middle schools. The data collection methods included in-depth interviews with administrators and teachers, an open-ended questionnaire, and focus group talks with teachers. A multi-site qualitative case study was utilised to explore research issues. Data was analysed and coded using MAXQDA software into themes and sub-themes. The findings of the study were principals acquired ethical leadership behaviours from infancy to maturity and career. Principals modelled ethical leadership behaviours such as supportiveness, integrity, honesty, fairness, respect, rewards, open communication, accountability, trustworthiness, cooperation, high professional standards, motivation, and modelling expectations. The study found that each principal demonstrated ethical leadership behaviours differently, with some being more ethical than others.

Sivakumar (2019) investigated a study on Leadership behaviour among school Headmasters. This study aimed to investigate the leadership conduct exhibited by school headmasters and examine the extent of leadership behaviour. The study employed a survey methodology for the investigation. A total no of 168 school headmasters were chosen as the sample for the study. The study utilised the leadership behaviour scale created by Prof. Dr. S. Sathiyagirirajan. The findings of the study were found that the level of leadership behavior among school headmasters is average, with significant differences based on gender, locality, educational qualification, nature of the school, major subject, type of school, and years of experience. Among these variables, only major subject and years of experience significantly contributed to variations in leadership behavior. Overall, this indicates that specific background factors play a crucial role in shaping leadership practices among headmasters.

Taraza (2019) conducted a study on Personality Traits on Transformational School Leadership. The aims of the study were to explore how the five-factor model (FEM) of personality traits—openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism—affects transformational school leadership and its impact on educational excellence. The methodology involved a survey of 215 Greek secondary education teachers from vocational lyceums and senior high schools to evaluate the relationship between

personality traits and transformational leadership characteristics. The tools employed included standardized measures assessing teachers' capacities, motivation, work settings, and classroom practices. Statistical analyses were conducted to test the research hypotheses and analyze the collected data. The findings indicated that specific personality traits significantly influence transformational leadership behaviors, underscoring the importance of these traits in enhancing educational standards and leadership effectiveness within the vocational education context.

Person (2019) examined a study on leadership traits of superintendents. This study investigated the key leadership traits that were considered crucial for superintendents to possess, as perceived by superintendents and school board presidents in a rural state situated in the Midwest region. The research utilised a survey developed by the researcher to evaluate the perceived significance of the eight traits among superintendents and school board presidents. The participants were instructed to evaluate the characteristics using a Likert scale and assign rankings to each characteristic. The data analysis utilising both descriptive and inferential statistics. Furthermore, a two-way multivariate analysis of variance (MANOVA) was utilised to evaluate the interaction between the independent variables, specifically the role (superintendent or school board president) and school district enrollment, and the dependent variables, which comprised rankings of the eight traits. The findings of the study were both superintendents and school board presidents assigned high importance to trustworthiness and communication skill as the most relevant traits, whereas IQ was considered the least significant among the eight features that were investigated. The heterogeneity of the relative value of traits in the intermediate category is dependant upon both the group responsible for ranking them and the magnitude of the school districts.

Daugherty (2021) conducted a study on the administrative leadership traits. The objective of this study were to investigate the correlation between administrative leadership traits and teacher retention rates within the therapeutic day treatment setting. The research employs a mixed-methods design, combining quantitative data from the Multifactor Leadership Questionnaire (MLQ) with qualitative insights from administrator interviews. Data were collected from administrators across 13 TDT programs in Illinois to assess the prevalence of Transactional and Transformational leadership traits and their relationship with staff retention rates. The study found that Transformational leadership traits, like inspiring motivation and individualized consideration, were generally more effective for staff retention than Transactional styles, though their impact varied by program and context. Administrators with higher retention rates often combined Transformational practices, such as building trust and fostering innovation, with some Transactional elements, like setting clear expectations and

recognizing achievements. The effectiveness of leadership traits depended on both the individual leader's approach and the specific context of each program.

Casinillo (2022) investigated a study on assessment of school leaders' Attributes and traits. The aims of the study were to evaluate the personal attributes, traits, and competencies of school leaders to inform policy improvements in the educational system in Hindang District, Leyte, Philippines. Utilizing a cross-sectional methodology, the researchers conducted a complete enumeration of teachers in the district to gather data on school leaders' characteristics. The descriptive statistics, including mean, standard deviation, and coefficient of variation, were employed to analyze survey data, while Spearman rho correlation assessed associations between variables. The findings of the study indicated that school leaders were rated as "very satisfactory" in areas such as personal attributes, traits, and people management, and "outstanding" in competencies like self-management and teamwork. The correlation matrix revealed strong positive associations among all leadership characteristics at a 1% significance level, suggesting that these traits are crucial for effective school leadership and advocating for a focus on these attributes in hiring and training practices to enhance educational leadership in the region.

2.0.2 STUDIES CONDUCTED ON LEADERSHIP SKILLS

The investigator reviewed 10 (Ten) research studies on leadership traits between 2009 and 2021, which are given below.

Sinha (2009) conducted a study on Teachers' Perceptions in the Principals' Leadership Skills. The purpose of this study was to investigate the leadership skills of principals as perceived by teachers in Higher and Lower Performing High Poverty South Carolina Middle Schools. All instructors in the four schools were administered a survey called the Principal Instruction Management Rating Scale (PIMRS) (Hallinger, 1983). The data was collected from the participants in the study assessed the performance of their principals by engaging in the completion of three distinct sections (the evaluation and supervision of instruction, the coordination of the curriculum, and the monitoring of student progress) of the survey. The tools used in this study included survey questionnaires with three subscales: Supervise and Evaluate Instruction, Coordinate the Curriculum, and Monitor Student Progress. The responses were analyzed using Multivariate Analysis of Variance (MANOVA) and Tukey's Honestly Significant Differences (HSD) test. The survey utilized a Likert scale with responses coded from 1 (Almost Never) to 5 (Almost Always). Furthermore, the researcher carried out informal interviews with the principals of the educational institutions. The findings of the study were teachers in high-poverty high-performing schools gave higher ratings to their principal in terms

of their ability to supervise and evaluate instruction, coordinate the curriculum, and monitor student progress in comparison to instructors in low-performing high-poverty schools.

Ike (2012) examined a study skills required for effective administration of principals. The study aims were to identify the key skills necessary for principals in nontraditional schools in Los Angeles County and to explore which skills require further training and development. The study used a qualitative grounded theory methodology. The data were collected from 224 elementary, middle, and high school principals across three public school district areas, as well as from secondary sources on school climate ratings. The tools included the LPI-Online 360 and demographic questionnaire, while techniques involved statistical analysis through SPSS software. Statistics such as means, standard deviations, MANOVA, ANOVA, and t-tests were applied to analyze four research questions and hypotheses. The findings of the study were revealed that superintendents demonstrated exemplary leadership, with significant differences in leadership perceptions among areas, while no differences were observed among elementary, middle, and high school principals. School climate ratings also varied by respondent type and area, indicating distinct leadership impacts across districts.

Augspurger (2013) conducted a study on teacher perceptions of effective school leadership using skills and knowledge. The quantitative survey study examine the key elements of school leadership for integrating 21st-century skills and knowledge. The study's sample included teachers from three school districts with a student device initiative, who rated themselves and their principals on a Likert scale to assess technology-based administrative leadership. The survey data were analysed using Pearson product-moment correlation, scatter plots, and regression studies to determine the correlation between teachers' and principals' use of 21st-century teaching and leadership skills. Additionally, 21st-century leadership practises were linked to the successful use of instructional practises to improve teacher and student learning. This study found that teachers' perceptions of effective practises, characteristics and leadership styles are relevant to new education mandates and the National Educational Technology Standards (NETS), also known as the International Society for Technology in Education (ISTE) standards, for both teachers and administrators.

Dempster (2013) investigated a study on perceptions of principals, and teachers of the application of leadership skills. This study examined school leadership team members' use of 21st-century leadership skills and compared teachers' and principals' perceptions of their principal's use of these skills. This quantitative study with undertaken sample included 36 schools—20 elementary, 12 middle, and 4 high. All 36 educational institutions' principals, associate principals, master teachers/instructional coaches, and teaching staff received

questionnaires. The Leadership Skills Self-assessment and Observer Assessment provided the analysis data (Reed, 2013). The study used descriptive statistics, correlation analysis, and analysis of variance. Principals and other leadership team members regularly chose communication and educational leadership relationships as their top strengths, meaning they use them more. Teacher view of principals' communication was likewise high. Principals and other leadership team members believe they communicate well and use the educational leadership relationship concept successfully. The teachers agreed with the administrators on the frequency of Communication skills use. Principals' use of educational leadership relationships was least liked by teachers. Principals use these talents in their daily work, whereas teachers don't. Principals know about the talents, but instructors don't use them. The absence of information about the principals and instructors who participated in the assessment may complicate this finding. The findings of the study were: Educational leaders who frequently use skills may not have participated in the assessment. The poll suggests a higher response rate from teachers or principals who rarely use the skills. There was little analysis of teachers-principals relationships.

Kamete (2014) conducted a study on the influence of headmaster's managerial skills. The study explored how headmasters' managerial skills affect school management. The purpose of the study was to assess public secondary school headmasters' conceptual, human, communication, and leadership skills. The survey was conducted in Mbeya City and included ten urban schools. Each of the 40 sample responders responded. Data were evaluated using SPSS from questionnaires. The findings of the study showed that Secondary school principals must use their conceptual, interpersonal, and leadership abilities to encourage academic staff to use competency-based learning to improve classroom teaching/learning. The headmaster should use communication skills to inform academic personnel about how low student performance affects economic and social development. As with other administrative levels, the government should train school administrators in management skills.

Deodas (2016) examined a study of administrative behaviour of secondary school heads. The study focused on school leaders' planning, organisation, communication, and decision-making and examines secondary school heads' administrative behaviour in these areas; A) Male/Female B) Urban/Rural Location C) Government/Private and Private Unaided. The researcher surveyed and interviewed the School Head to evaluate three hypotheses. The study used Dr. (Mrs) Haseen Taj's Administrative Behaviour Scale (ABS-TH) for School Heads and a self-developed Rating Scale. A stratified random sample of 300 Nanded secondary school students was employed. The analysis was done based on percentage scores, mean, standard

deviation, and t-test. The findings were indicated that secondary school leaders value organisation over administrative behaviour. Female school heads performed better administratively than males. No substantial geographic difference existed between rural and urban school heads. Private-aided school heads behave better than private unaided school heads. Government and private aid. Government school heads performed better than private unaided school heads, although there was no substantial difference.

Dopson (2016) conducted a study of principal leadership behaviours on middle school teachers. The purpose of this quantitative study was to identify the impact of principal leadership behaviours on the efficacy of new and experienced teachers in California STW TCS middle schools. This study was utilized surveys to collect data from teachers in STW-TCS middle schools in the Bay Area – Sacramento region. The study employs two main instruments: the Teacher Sense of Efficacy Scale (TSES) and the Principal Rating and Ranking Scale (PRRS). The findings of the study were: teacher efficacy was significantly influenced by principal behaviors, with less experienced teachers valuing supervisor support, while more experienced teachers benefit from decision-making opportunities, involvement in activities, and team-building efforts. The impact of these behaviors varies by demographic factors like gender, school size, and location, emphasizing the need for tailored leadership approaches. The study recommends further research across different regions and schools to explore how specific leadership behaviors can improve teacher retention and student achievement.

Cáceres (2019) investigated a study on leadership skills and educational achievement of school principals. The objective of this study was to ascertain the leadership skills exhibited by primary school principals and examine their correlation with the academic achievements of pupils within their respective schools. The sampling procedure employed in this study involved the use of stratification based on quotas. The leadership abilities assessment questionnaire tool was administered to a sample of 31 principals from primary schools in the state of Tabasco, Mexico. The collected data were subsequently categorised into three distinct levels of educational achievement, namely high, medium, and low. Among the principals across the three levels of school accomplishment, understanding emerged as the most prominent leadership skill, whilst ambition was seen as the least developed capacity. The possession of interpersonal understanding alone does not ensure effective leadership in the absence of other essential elements, such as the collective establishment of a vision that encompasses all members of the educational community, the drive to foster its growth through collaborative efforts, and the proficient management and administration of the educational institution.

Francis (2019) conducted a study on Principals' personnel characteristic skills. This study examined the personnel characteristics and classroom management skills of secondary school principals and instructors in Ekiti State. The research methodology employed was a descriptive survey. The sample consisted of 756 individuals, including 36 principals and 720 teachers. The school principals and instructors in the three senatorial districts of the State were selected using a simple random sampling technique. Personnel Characteristic Skills Questionnaires (PCSQ) and Teachers' Classroom Management Questionnaires (TCMQ) were utilised in this study. The study's data were analysed using percentage scores for research queries and multiple regression for testing hypotheses at a significance level of 0.05. The outcome revealed that the personnel characteristic skills employed by principals were supervision skill, communication skill, interpersonal relationship skill, decision-making skill, and development skill. In addition, the findings revealed that supervision skill ($= 0.519, p0.05$), training and development skill ($= 0.345, p0.05$), interpersonal relationship skill ($= 0.315, p0.05$), communication skill ($= 0.277, p0.05$), and decision-making skill ($= 0.228, p0.05$) were significant predictors of teachers' classroom management. The study concluded that the personnel characteristics of these principals positively influenced the classroom management of instructors.

Bailes (2021) carried out a study on planning for the future essential skills and qualities of school leaders. The decline in student enrollment has resulted in a critical situation for private independent schools, necessitating a reassessment of the requisite competencies to effectively navigate this transformation. The sample for this study consisted of 14 individuals who held leadership positions as heads of school in autonomous educational institutions located in the New England region. The study employed a case study methodology, with semistructured in-depth interviews as the primary means of data collecting. The method of data analysis employed in this study was thematic analysis, which involved the use of an open coding technique. This was followed by axial coding to derive final themes and outcomes. The methodology employed in this study is consistent with Yin's (2018) postpositivist phenomenological framework, as it follows a systematic and sequential process of thematic analysis. The systematic and sequential approach of thematic analysis proved to be particularly valuable in deriving significance from the data and maintaining their organisation. The participants recognised several key obstacles that are considered crucial for effective leadership in an independent school. These challenges include: (a) establishing and maintaining a constructive relationship with the governing board of trustees, (b) addressing issues related to accessibility and privilege, (c) ensuring financial stability, and (d) managing the enrollment crisis. The important qualities required for independent school leadership, as

recognised by participants, encompass communication, listening, strategic planning, and understanding. The identification of key leadership attributes necessary for achieving success in leadership includes a comprehensive understanding of the institution, an inclination towards innovation, adaptability and flexibility, as well as the ability to cultivate and nurture connections. The outcomes and discoveries have provided valuable insights that can be utilised to develop a framework for future recruitment procedures for autonomous heads of educational institutions. Skills and traits may also function as possible indicators for the Principles of good practise standards set by the National Association of Independent Schools.

2.0.3 STUDIES CONDUCTED ON SCHOOL EFFECTIVENESS

The investigator conducted a review of 15 (Fifteen) research studies on leadership traits between 1975 and 2020, which are stated below.

Chakrabarti (2005) conducted a study on the leadership behaviour of the head-teachers in relation to school effectiveness. The study proposes to identify the different categories of leadership behaviour styles of principals/head teachers and see their relationship as also the influence on school climate, teacher morale, school effectiveness and also student achievement. The study was a survey type of research relating to the leadership behaviour of the principals / head-teachers of secondary schools in Calcutta. There was a positive and significant correlation between the overall leadership behaviour of the head teacher and the overall organisational climate, teacher morale and organisational effectiveness of the school. However, the correlation between leadership and student achievement is positive but not significant.

Trottier (2007) examined a study on tribal school leaders' perceptions towards how gaming money used in a tribal school. This study investigated how Indian gaming money supports tribal schools in the Midwest by investigating key stakeholders' views on how gaming funds improve services. The study examined tribal and school authorities' perceptions using qualitative exploratory methods. This strategy was used to gather descriptive information. This case study interviewed with tribal community and tribal school members. The interviews were divided into face-to-face, phone, and email modes. The participants' perspectives on (a) the establishment of a new educational institution, (b) employment opportunities and tribal infrastructure development, (c) extracurricular activities, (d) parental engagement through volunteering and community cultural activities, (e) the acquisition of new computer technology, and (f) the Gaming money also affects student attendance, student-to-teacher ratios, linguistic and cultural development, and income levels. This could involve using statistical tests like the T-test to compare tribal schools that get gaming money to those that do

not. The findings of the study were gaming money has a significant impact on tribal schools, with participants perceiving its effects as largely positive. Approximately one-third of the school's budget comes from gaming revenue, which funds staff salaries, extracurricular activities, and other essential services. Leaders believe these contributions support a wide range of educational and community needs, from infrastructure to student achievement. However, concerns persist about potential dependency on gaming revenue and the risk of reduced federal funding in the future.

Oluremi (2008) conducted a study on principals' leadership behaviour and school learning culture in state secondary schools. This study investigated the effect of the principal's leadership behaviour on school learning culture in some selected secondary schools in Ado-Ekiti, Nigeria. A descriptive survey design was employed. The findings show that the leadership behaviour of a school principal affects school learning. There was a significant relationship between Leadership Style and School Learning Culture. The means of these Leadership styles based on the responses of the teachers in each school and the mean scores of the school's Learning culture are statistically different and significant.

Sancar (2009) investigated a study on leadership behaviours of school principals. The purpose of this study was to determine the leadership characteristics that are demonstrated by public school principals and job satisfaction of teachers in Northern Cyprus. The descriptive survey method was used the Leadership Behavior Description Questionnaire (LBDQ) to measure teachers' perceptions of their principals' leadership behaviors and the Mohrman-Cooke-Mohrman Job Satisfaction Scales (MCMJSS) to assess teachers' job satisfaction levels. A linear regression analysis demonstrated a significantly positive relationship between principals' perceived 'consideration' behavior and teachers' job satisfaction. This indicates that when principals are seen as considerate, teachers report higher job satisfaction. The study did not find a statistically significant association between the actions of school principals in terms of "initiation of structure" and the levels of work satisfaction reported by teachers. However, the study did find a correlation between the actions of school principals in terms of "initiation of structure" and the levels of job satisfaction reported by instructors.

Donovan (2010) conducted a study on leadership practices and their impact with school climate. The aims of the survey study were to assess the leadership practices of superintendents and their impact on school climate based on principals' perceptions. The Leadership Practices Inventory (LPI) 360 Online and a demographic questionnaire were administered to 3 area superintendents and 224 elementary, middle, and high school principals, with data on school climate sourced from secondary public data. Out of 224 potential participants, 129 responded.

The data were analyzed using Kouzes and Posner's five leadership practices and SPSS, employing descriptive and inferential statistics (MANOVA, ANOVA, and t-tests). The findings of the study were found that area superintendents demonstrated exemplary leadership, with significant differences in perceived leadership practices across district areas. There were no differences in leadership perceptions among principals at different school levels, though differences emerged when comparing practices to Kouzes-Posner leadership norms and in school climate by respondent type and area.

Mannasaheb (2011) investigated a study on Leadership behaviour of secondary school Headmasters in relation to their morale and the organisational culture of Schools. The study investigated the significant difference between male and female headmasters of secondary schools concerning their leadership behaviour and the organisational culture. The present study was a descriptive survey research method. A representative random sample was drawn from the population of 30 Government, 30 Aided, and 30 Unaided secondary schools, encompassing Kannada, Urdu, and English medium schools. The study included 270 assistant teachers (162 male and 108 female) and 90 headmasters from Haveri district to examine the relationship between headmasters' leadership behavior, morale, and organizational culture. The study utilized three tools to measure its variables: the Leadership Behaviour Description Questionnaire by E. A. Fleishman (1973), the Teacher Morale Inventory by Dektawala (1977), and the Organizational Culture Scale (OCTAPACE Profile) by Udai Pareek (2002). The findings of the study were the headmasters of urban secondary schools have higher leadership behaviour as compared to the headmasters of rural secondary schools. The high morale headmasters of secondary schools have higher leadership behaviour as compared to low morale, headmasters of secondary schools. The high organizational culture headmasters of secondary schools have higher leadership behaviour as compared to low organizational culture headmasters of secondary schools.

Jeffers (2013) conducted a study on exploring collaborative culture and leadership in large high schools. The aim of this study was to examine how high school principals foster a collaborative culture and leadership in large schools. This study included 82 principals from large comprehensive high schools spanning grades 9-12 in nine middle-region US states, including Colorado, Missouri, Kansas, Iowa, Nebraska, Illinois, Indiana, Oklahoma, and Wisconsin, with over 1700 students. The survey was developed by the researcher using questions from other survey instruments. The principal's beliefs, practises, and self-assessments were analysed using quantitative data on collaborative leadership, learning, and

school culture. Inferential statistics were employed to draw conclusions from the sample population. The study examined disparities in collaboration and linkages among variables affecting principals' collaborative learning and leadership in a large high school context using analysis of variance and bivariate correlations. Additionally, demographic data were analysed using ANOVA to evaluate connections between connected characteristics of collaborative learning in schools, as indicated by principals. (a) Principals' self-description of leadership practises, (b) beliefs on collaborative leadership, and (c) demographics of professional experiences and background. The study revealed that principals in major high schools had clear learning practises, ideas about collaborative leadership, examples of their work, and opinions of collaborative learning. The study identified substantial disparities in leadership practises and beliefs across schools considered as more collaborative and those perceived as less collaborative. The study showed no significant correlation between professional experience and background demographics and collaborative leadership and learning practises and beliefs. This study highlighted the importance of collaborative leadership in large high schools and how administrators might better encourage collaborative learning in complicated situations.

Pihie (2013) investigated a study of Principals' entrepreneurial leadership behaviour on school organizational innovativeness. The purpose of the study was to examine the impact of entrepreneurial leadership on the performance improvement of educational organizations and specifically school organizational innovativeness is scarce. A participant method was employed. The researcher used validated questionnaires to measure the constructs appearing in the structural model, including school organizational innovativeness and principals' entrepreneurial leadership behaviour. The data were analysed using Structural Equation Modelling. The results indicated that entrepreneurial leadership behaviour of principals had a significant positive impact on the teachers' perceived school organizational innovativeness. The findings of the study suggest that different aspects of the principal's entrepreneurial leadership behaviour improve the implemented organizational innovations and the changes they created in schools.

Pratt (2014) conducted a study investigating educational systems, leadership, and school culture. The purpose of this quantitative correlational study was to examine the relationship between a bureaucratic hierarchical school system structure, principal leadership, and school culture using the integral leadership theory (Küpers & Weibler, 2008) and the Full-Range Leadership Theory, or FRLT (Bass & Avolio, 2004) as the collective lens. The tools used were multifactor leadership questionnaire, Form 5X (MLQ Form 5X), the School Culture Survey

(SCS), and four demographic questions. The results of the study suggest that administrators in urban schools incorporate aspects of transformational and transactional leadership. Three of the six culture factors, learning partnership, collaborative leadership, and teacher collaboration, were also significant in transactional leadership. Despite the constraints posed by a bureaucratic hierarchical school district structure, a comprehensive analysis reveals that the principals are exhibiting effective leadership and fostering positive school cultures. The results indicate that principals are effectively integrating structural context, cultural elements, and leadership into an organisational form that was not necessarily designed to promote the teamwork and collaboration that are essential to educational success.

Sheela (2015) investigated a study on school effectiveness in relation to leadership behaviour. The research study was undertaken to investigate the school effectiveness in relation to leadership behaviour of the heads of secondary schools. The descriptive survey method was adopted for the study. The school effectiveness questionnaire (SEQ) (1993) assesses various aspects of secondary school effectiveness, including academic performance and school climate. The multifactor leadership questionnaire (MLQ) - Self Rater Form (1999) measures leadership styles (transformational, transactional, laissez-faire) of school heads, and both tools can be modified to fit specific contexts. The obtained data were analyzed using the 't' test, one way ANOVA and Pearson product-moment correlation. There was a significant difference in the styles of leadership behaviour of heads of government, private aided and private unaided secondary schools; and also a positive correlation between the styles of leadership behaviour of heads and school effectiveness of government, private aided and private unaided secondary schools.

Besler (2017) conducted a study on the positive transformation of public high school cultures. The objective of this qualitative phenomenological research is to identify the elements that contribute to the favourable alteration of the cultural environment at a comprehensive public high school, as viewed by the school's administrators, teachers, and classified employees. The researcher found comprehensive public high schools in California with significant positive school culture growth in the past two to four years. After identifying six schools, the researcher conducted interviews with principals and focus group talks with 6–8 teachers and classified staff members at each school site. The researcher also observed each school site and collected artefacts to supplement data from interviews and focus group discussions. The study found that trust, relationships, and shared ideals are essential to a strong school culture; principals valued collaborative leadership and decision-making, teachers and classified staff were motivated by

a passionate leader's vision, and classified staff highlighted the importance of internal communication.

Downs (2017) examined a study on Principal leadership development plans and the perceived impact on school culture. The qualitative study interviewed eight campus principals and their eight assistant principals who had employed leadership development programmes for two years. The researcher examined qualitative interview data in NVivo 11 Pro. The researcher classified the data as leadership development plan and school culture changes. The tool used were Texas Education Agency (TEA) introduced Texas Principal Evaluation and Support System (T-PESS) for the 2016-2017 year and T-PESS Standard 4 culture-leader indicators. The findings of the study were principals and assistant principals generally believed that leadership development plans positively impacted school culture by allowing principals to reflect on their leadership styles. Assistant principals valued these plans for providing accountability when principals shared their personal development goals. However, some administrators found these plans ineffective without accountability, though overall, they agreed that such plans enhanced relationships, systems, and communication within the school.

Paynter (2017) conducted a study on exploring a school culture and climate in an alternative education high school. This qualitative research study involved stakeholders included students, teachers, classified workers, supervisors, families, and collaborators. A semi-structured interview guide was used to understand participants' views on school culture and climate that promotes child development and achievement. This study uses "FLOURISH" to describe the ideal feeling of flourishing and growing. The findings of the study were suggests that improving school culture and environment may reduce the "school-to-prison pipeline" among marginalised teenagers in alternative education. The research used constructivist coding and memoing and methodical analysis. This monitored established topics from the literature study and recorded new themes from the transcripts. The secondary investigations examined leadership, systems, equity, and implementation effects.

Bhuyan (2018) investigated a study on leadership behaviour of principals. The purpose of the study were leadership behaviour of principals and its relation to organizational effectiveness and student's academic achievement in secondary schools of Assam. The descriptive survey method was employed for this investigation. The study included Principals, Teachers, and Students from Higher Secondary Schools in Assam. The purposive sampling was used to choose an appropriate sample for the study. The study employed these tools 1) Leader Behaviour Description Questionnaire (LBDQ) 2) Organisational Effectiveness Questionnaire. Samples were taken from Assam revenue districts. The finding indicates a strong correlation

between leadership behaviours and academic success in secondary schools of Assam. Whereas, there is no significant correlation between leadership behaviours and organisational effectiveness in Assam secondary schools.

Sticka (2020) conducted a study of educators' perceptions of school leadership and Wisconsin's school performance score. The quantitative descriptive study aimed to investigate the relationship between teacher perceptions of school leadership style and student achievement growth in three school districts. The sample of the study were 56 educators and school leaders participated in this investigation. The researcher utilised online questionnaires to collect participant feedback regarding the school leader. The findings of the study were to strengthen the notion that every individual in the district has an effect on a student's academic performance and to inform school districts about the role leadership plays in the academic development of students.

2.0.4 STUDIES CONDUCTED ON THE PROBLEMS FACED BY SCHOOL LEADERS

The investigator reviewed a total of 11 (Eleven) research studies on the problems faced by the school leaders. The research studies from 2011 to 2020 are given below.

Delucia (2011) examined a study on barriers and supports to implementation of principal leadership for school change. The purpose of this sequential, explanatory, mixed-methods study was to examine the perceptions of K-12 principals regarding the supports and barriers associated with their abilities to implement the practises of challenging the process, inspiring a shared vision, enabling others to act, modelling the way, and encouraging the heart. The sample of the study was seven public school principals and 29 instructors in their schools who completed Kouzes and Posner's leadership practises inventory. The principals' perceptions of the supports and barriers to implementing the practises were uncovered through reflective journals and individual interviews. The ability to cultivate relationships was the most important factor in inspiring a shared vision, whereas the absence of central office support was a barrier. The top two supports for challenging the process were relationships and culture, while the top barrier was a lack of central office support.

Sincar (2013) conducted a study on challenges faced by school principals in technology leadership. The purposed of the study was to identify the challenges encountered by school principals regarding technology leadership. The study was adopted a qualitative case study approach guided by the National Educational Technology Standards for Administrators (NETS*A). Six elementary school principals from a large city in southeastern Turkey were sampled in the research. The data were collected through face-to-face semi-structured

interviews developed from pilot studies and expert opinions. The thematic analysis was employed to analyze the data, and validity and reliability were ensured through peer review, member checking, and inter-coder reliability. The findings of the study revealed that principals face significant challenges, including bureaucracy, lack of resources, resistance to innovation, insufficient in-service training, and poverty. The study recommends measures to diminish bureaucratic obstacles and organize sustainable training activities to help principals overcome these challenges in technology leadership.

Ghavifekr (2014) investigated a study on heads of departments as transformational leaders in schools. The aims were to identify the issues and challenges faced by heads of departments (HoDs) in their roles as transformational leaders in schools, while also exploring the policies and strategies they use to address these challenges. Using a mixed-methods approach, the research collected qualitative data through interviews with five HoDs from different Chinese primary schools in Kuala Lumpur, Malaysia, and quantitative data via a survey questionnaire distributed to 100 randomly selected HoDs. The research utilized content analysis and the causal comparative approach to qualitatively analyze interview data, identifying key themes and recurring issues. Quantitative data from questionnaires were analyzed using SPSS, with frequency analysis used to identify the strategies employed by heads of departments to overcome challenges. The findings highlight that the primary challenges HoDs face fall into four categories: administration, teachers, students, and parents. The findings reveal that heads of departments face various challenges, including problematic students, demanding parents, increased work scope, staffing issues, and changes in school enrollments and teacher numbers. Despite these pressures, heads of departments express satisfaction in their roles, largely due to the consensus and support among teachers and the administration. Effective strategies to overcome challenges include demonstrating strong interpersonal skills, motivating and empowering staff, and creating a shared vision. These strategies align with transformational leadership behaviors, such as motivating followers and fostering a collective vision, which are critical for school innovation and productivity.

Tobin (2014) conducted a study on School Principals: Leadership, Organizational Issues, and Management Skills. The purpose of the study were how successful school leaders positively influence teacher development, organizational practices and explores the challenges school principals face in providing leadership and effective organizational management. The research utilizes an instructional module designed to equip educational administration candidates with

the necessary leadership, organizational, and management skills. Through classroom activities and discussions, candidates develop a systems perspective to guide administrative behavior, clarify issues, and identify solutions, including anticipating both expected and unforeseen consequences of their decisions. The findings highlight that school principals must engage in both management and leadership activities to effectively navigate the inevitable changes and rapid technological advancements in education. Timely decision-making is essential for principals to keep pace with these changes, as failing to move forward risks falling behind.

Wise (2015) examined a study on challenges facing US public school principals. The study aims were to identify and analyze these challenges while assessing the need to rethink preparation programs for school administrators based on principals' experiences. The survey study utilized a survey questionnaire developed from a literature review on leadership coaching, targeting a cross-sectional random sample of 10,424 public school principals, with usable responses from 1,361 participants, resulting in a response rate of 13.1%. A national market research firm provided a database of email addresses, and responses were analyzed using nVivo software for open and axial coding, resulting in 2,504 coded items. The findings included a high response rate of 90.8% to an open-ended question about challenges faced, highlighting the significant issues confronting school principals. The findings reveal that principals are facing unprecedented challenges, including the overwhelming effects of poverty, increasing pressures on student achievement, the breakdown of communities, and a lack of financial resources. These issues, among others, complicate the work of principals. Consequently, the voices of these principals underscore the urgent need for a radical rethinking of preparation programs for school administrators.

Beam (2016) conducted a study on challenges faced by novice school leaders in their first three years. The aims of the study were to explore the unique challenges encountered by novice school leaders, compare their perceptions with those of experienced leaders, and assess how pre-service programs can better prepare them. A qualitative methodology was used, involving 159 practicing school administrators, with data collected through interviews or surveys and analyzed using thematic analysis. The descriptive statistics were applied to compare novice and experienced leaders' responses. The findings of the study were revealed that both groups face challenges in navigating politics and establishing credibility, though experienced leaders emphasized specific political hurdles and the importance of early credibility. Additionally,

experienced leaders noted difficulties in adapting to new school cultures, a challenge not identified by novice leaders.

Paletta (2016) examined a study on opportunities and challenges facing school leaders. The objective of the study were investigates the evolution of school leadership in Italy toward a "leadership for learning" model in the context of recent governance reforms, particularly increased school autonomy and accountability, promoting, managing, and monitoring student learning outcomes. The study likely utilizes a variety of methodological approaches, such as policy analysis, case studies, qualitative interviews, and surveys, to collect data from educational leaders and stakeholders. The findings presumably include descriptive statistics on the effects of governance changes, along with analytical insights into the effectiveness of these reforms in fostering leadership for learning and their alignment with Italy's cultural and historical educational traditions. The article concludes by advocating for future policy initiatives that more effectively integrate school accountability with continuous school improvement, emphasizing the necessity for an approach that aligns reform objectives with the cultural contexts of school leadership.

Plessis (2017) conducted a study on leadership challenges in rural schools: a qualitative study. The aims of the study were to understand how rural school leaders address the unique challenges and complexities of their work, as rural schools face distinctive issues compared to their urban counterparts. The qualitative research paradigm utilized purposive sampling to select five rural schools, with data collected through semi-structured, in-depth interviews with the principals. The sample included five principals, three of whom were in their first year and two in their third and fourth years as permanent teaching principals. The finding of the study were to identifies nine key leadership practices of rural school principals, including fostering a culture of trust, actively engaging in curriculum development, and maintaining open communication with staff and parents. They prioritize professional development, address classroom management challenges, and work to motivate and retain teachers despite limited resources. Additionally, principals utilize data-driven instruction to set improvement targets and strive to secure funding for technology upgrades, highlighting the complexities of their role in enhancing educational outcomes.

Tan (2018) investigated a study on the role of contextual challenges of school leadership. The study examined the indirect effects of principal leadership on the mathematics achievement of 15-year-old students across 32 OECD economies, involving 254,475 students from 10,313

schools. It aims was to understand how principal leadership influences student achievement, especially among students with varying socio-economic statuses (SES) and prior achievement levels. For analysis of the study utilizing hierarchical linear modeling and mediation analysis. The findings indicate that principal leadership impacts achievement variance more significantly among Disadvantaged students than among Privileged or Average students. Instructional leadership shows the most substantial positive effect on the achievement of Disadvantaged students through enhanced teacher autonomy and morale, while distributed leadership negatively affects their achievement. Moreover, principal goal-setting has the largest negative effect on Disadvantaged students, whereas principal problem-solving has the smallest impact. The study contributes to the literature by exploring how contextual factors shape the relationship between leadership and student achievement.

Khairuddin (2019) conducted a study on the challenges of offering Peace Education among Educational Leaders. Its objectives were to investigate how educational leaders perceive peace education and how it could be incorporated into the curriculum to foster harmony, tolerance, conflict reduction, and an understanding of national history. The qualitative design with semi-structured interviews was used. The study finds broad agreement among respondents on the benefits of including peace education in schools. However, challenges such as implementation costs, the need for teacher training, lack of expertise, and limited student interest are identified. Additionally, the study reveals that school leaders generally have low levels of awareness, knowledge, and skills related to peace education, complicating its integration into the curriculum.

Espuny (2020) carried out a study on the problems faced by school leaders. The purpose of the study was to identify the current challenges faced by Portuguese school principals through their own perspectives. Nineteen public school principals participated in semi-structured interviews, which were transcribed, coded, and analyzed using Nvivo11 Pro. The findings revealed that Portuguese principals encounter many of the same issues as their global counterparts, such as administrative burdens and stakeholder engagement difficulties. However, they also face unique challenges related to the Portuguese educational system, particularly issues arising from school clustering and the centralized, leader-focused management structure. To address these challenges, the study proposes a framework for analysis and offers practical recommendations for school leaders, researchers, and policymakers to enhance educational leadership in Portugal.

2.1 IMPLICATION FOR THE PRESENT STUDY

The literature review's critical analysis has significant implications for the present study. There were a total of 47 studies reviewed by the researcher. The studies were divided thematically into four categories namely 11 studies conducted on Leadership Traits, 10 studies conducted on Leadership Skills, 15 studies conducted on School Effectiveness, and 11 studies conducted on problems & challenges faced by school leaders.

There were 11 studies conducted on leadership traits that focused on leadership traits of superintendents, administrative leadership traits, principal leadership behaviour traits, Personality Traits on Transformational School Leadership, female high school principals leadership behaviour, school leaders' Attributes and traits, leadership behaviors of middle-level principals, principal leadership behaviours, Leadership behaviour among school Headmasters, principal ethical Leadership Behaviors, leadership behaviour of educational administrators, (*Simmons, 2008; Giese, et al., 2009; Walker, 2009; Minus, 2010; Khanal, 2018; Foy, 2019; Sivakumar, 2019; Taraza, 2019; Person, 2019; Daugherty, 2021; Casinillo, 2022*). There were 10 studies conducted on leadership skills that focused on principals' leadership skills, school leaders leadership skills, headmaster's managerial skills, principals' personnel characteristic skills, skills required for effective administration of principals, principal leadership behaviour, future essential skills and qualities of school leaders, administrative behaviour of secondary school heads, leadership behaviour of principals, (*Sinha, 2009; Ike, 2012; Augspurger, 2013; Dempster, 2013; Kamete, 2014; Deodas, 2016; Dopson, 2016; Cáceres, 2019; Francis, 2019; Bailes, 2021*). There were 15 studies conducted on school effectiveness that focused on School effectiveness, school cultures, school performance, school climate, how gaming money is used in a tribal school, school learning culture, organisational culture of schools, school organizational innovativeness, organizational effectiveness, job satisfaction of teachers, school climates and student achievement, collaborative culture in high school, (*Chakrabarti, 2005; Trottier, 2007; Oluremi, 2008; Sancar, 2009; Donovan, 2010; Mannasaheb, 2011; Jeffers, 2013; Pihie, 2013; Pratt, 2014; Sheela, 2015; Besler, 2017; Downs, 2017; Paynter, 2017; Bhuyan, 2018; Sticka, 2020*). There were 11 studies on problems & challenges faced by school leaders that focused on barriers and supports to implementation of principal leadership, challenges faced by school principals in technology leadership, issues and challenges faced by heads of departments (HoDs) in their roles as transformational leaders in schools, challenges facing school principals, examine the extent of leadership behaviour, skills and qualities of

independent school leaders, examined the extent to which high school principals engaged in responsibilities, impact behaviours have on the level of job satisfaction, (*Delucia, 2011; Sincar, 2013; Ghavifekr, 2014; Tobin, 2014; Wise, 2015; Beam, 2016; Paletta, 2016; Plessis, 2017; Tan, 2018; Khairuddin, 2019; Espuny, 2020*).

The reviews had diverse research designs in terms of the type of research carried out that included 47 studies. There were 25 studies conducted survey based methodologies to achieve their objectives. Researcher like *Giese, et al. (2009), Walker (2009), Sivakumar (2019), Taraza (2019), Person (2019), Sinha (2009), Augspurger (2013), Kamete, 2014, Deodas (2016), Cáceres (2019), Francis (2019), Chakrabarti (2005), Oluremi (2008), Sancar (2009), Mannasaheb (2011), Jeffers (2013), Pihie (2013), Tobin (2014), Sheela (2015), Wise (2015), Paletta (2016), Tan (2018), Bhuyan (2018), Espuny (2020), Sticka (2020)*. There were 12 studies conducted on exploratory multi-site case study. Researches like *Foy (2019), Ike (2012), Besler (2017), Downs (2017), Bailes (2021), Trottier (2007), Sincar (2013), Beam (2016), Plessis (2017), Paynter (2017), Besler (2017), Khairuddin (2019)*. There were 7 studies conducted on the quantitative methods through which values can be taught. Researchers like *Simmons (2008), Minus (2010), Khanal (2018), Casinillo (2022), Dempster (2013), Pratt (2014), Dopson (2016)* centered their studies on quantitative cross-sectional methods. Only three studies conducted on mixed-methods design; *Daugherty (2021), Delucia (2011), Ghavifekr (2014)*.

The data collection tools used in the studies reviewed were varied based on the objectives and research designs of the respective studies. There were 25 study used various questionnaire such as; based on Yukl's 15 Managerial Practices and Lopez's Personal Attributes used by *Giese, et al. (2009)*, Multifactor Leadership Questionnaire (MLQ Form 5X), School Culture Survey (SCS) used by *Pratt (2014)*, School Effectiveness Questionnaire (SEQ) and Multifactor Leadership Questionnaire (MLQ) used by *Sheela (2015), Bhuyan (2018)*, Leadership Behavior Inventory Questionnaire used by *Khanal (2018), Daugherty (2021)*, Personnel Characteristic Skills Questionnaires (PCSQ) and Teachers' Classroom Management Questionnaires (TCMQ) used by *Casinillo (2022), Ike (2012), Dempster (2013), Kamete, 2014, Cáceres (2019), Francis (2019), Trottier (2007), Oluremi (2008), Donovan (2010), Pihie (2013), Delucia (2011), Tobin (2014), Wise (2015), Besler (2017), Paynter (2017), Downs (2017), Tan (2018), Sticka (2020)*. There were 11 study used various scale. Researcher like *Walker (2009)* used Teacher Sense of Efficacy Scale (TSES), *Minus (2010)* used Principal Instructional Management Rating Scale

(PIMRS) and the Maryland School Assessment (MSA), *Person (2019)*, *Augspurger (2013)*, *Deodas (2016)* and *Dopson (2016)* used Administrative Behaviour Scale (ABS-TH), *Sinha (2009)* used Teacher Sense of Efficacy Scale (TSES) and the Principal Rating and Ranking Scale (PRRS), *Chakrabarti (2005)*, *Sancar (2009)*, *Mannasaheb (2011)* used Leadership Behavior Description Questionnaire (LBDQ) and Mohrman-Cooke-Mohrman Job Satisfaction Scales (MCMJSS). Out of the literature reviewed 9 researchers used In-depth interviews, and focus group discussions; *Foy (2019)*, *Bailes (2021)*, *Sincar (2013)*, *Ghavifekr (2014)*, *Beam (2016)*, *Paletta (2016)*, *Plessis (2017)*, *Khairuddin (2019)*, *Espuny (2020)*. And two researcher used five-factor model (FEM), *Taraza (2019)* and content analysis with VBPro for open-ended data; *Simmons (2008)*.

In accordance with the objectives and data collection procedures used in the reviewed studies, appropriate data analysis techniques were applied. There were 28 study used descriptive statistics; *Giese, et al. (2009)*, *Taraza (2019)*, *Daugherty (2021)*, *Ike (2012)*, *Dempster (2013)*, *Kamete, 2014*, *Pratt (2014)*, *Sheela (2015)*, *Deodas (2016)*, *Dopson (2016)*, *Cáceres (2019)*, *Chakrabarti (2005)*, *Trottier (2007)*, *Oluremi (2008)*, *Donovan (2010)*, *Mannasaheb (2011)*, *Tobin (2014)*, *Beam (2016)*, *Paletta (2016)*, *Paynter (2017)*, *Tan (2018)*, *Bhuyan (2018)*, *Khairuddin (2019)*, *Sticka (2020)*. Five study used Pearson Product Moment Correlations and standard regression; *Minus (2010)*, *Walker (2009)*, *Augspurger (2013)*, *Francis (2019)*, *Sancar (2009)*. Three study used Thematic analysis; *Bailes (2021)*, *Delucia (2011)*, *Sincar (2013)*. Three study used NVivo software for open and axial coding; *Wise (2015)*, *Downs (2017)*, *Espuny (2020)*. One study used nonparametric methods such as Chi-square; *Simmons (2008)*. One study used coded into themes and sub-themes using MAXQDA software; *Foy (2019)*. One study used multivariate analysis of variance (MANOVA); *Person (2019)*. One study used Spearman rho correlation; *Casinillo (2022)*. One study used Tukey's Honestly Significant Differences (HSD) test, *Sinha (2009)*. One study used ANOVA and bivariate correlations; *Jeffers (2013)*. One study used Structural Equation Modelling; *Pihie (2013)*. One study used Content Analyss; *Ghavifekr (2014)*.

Out of the literature reviewed, the investigator didn't come across any study related to leadership behaviour which included leadership traits and skills of Scheduled Tribe & Scheduled Caste Development high school Headmaster and School effectiveness. Most of the researcher were done in school leadership and general school culture, thus the researcher feels that it is the need of the hour to study the leadership behaviour of Scheduled Tribe & Scheduled

Caste Development high school Headmaster and School effectiveness in tribal schools. So, there is a need for research in the area of study proposed by the investigator.

2.2 CONCLUSION

In conclusion, this review of related literature has provided a thorough examination of existing scholarly work on leadership traits, leadership skills, school effectiveness, and the problems faced by school leaders. By analyzing a diverse range of articles, research studies, and publications, this chapter highlights the gaps in current knowledge and underscores the need for further investigation in these areas. The insights gained from this literature review serve as a critical foundation for the researcher's subsequent study, offering a deeper understanding of the complexities of educational leadership behaviour and the factors influencing school effectiveness. As such, this review establishes a clear direction for future research, aimed at addressing the identified gaps and contributing to the advancement of knowledge in the field of educational leadership.

