

## **CHAPTER – II**

### **RELATED PREVIOUS LITERATURE**

#### **2.0.0 Introduction :**

The present investigation is an intervention study aiming at school effectiveness enhanced by a “Mentoring Strategy.” The conceptual clarification of school effectiveness and mentoring have been presented in detail in the previous chapter. This chapter gives a report of some researches that had been undertaken and are found to be related to the present study, in one or other way.

Due to the vastness of the area of the topic, it is not possible to include all the dimensions of the school effectiveness in the present study. The investigator therefore has included only some specific dimensions in the review of related literature which have been taken into consideration in the study, such as School Effectiveness, Mentoring, Transformational Leadership, School Ethos and Staff Development.

The following studies were reviewed in connection with the present study and are presented in this chapter. The literature reviewed for the present study has been diverse in its content and format. They have been categorized under different headings as presented in the sections that follow.

#### **2.1.0 School Effectiveness :**

Considering Complexity of the Concept, the following aspects were included to constitute school effectiveness in the present study : Teachers’

personal and professional development, students' academic achievement and personal development, school ethos and principal's leadership.

Presented below are some of the studies reviewed in connection with school effectiveness. They give a clear picture of the type of studies that have been done both in India and abroad.

### **Studies in India:**

Pillai (1973) designed a study to determine the extent to which the organizational climate of the school and the faculty morale of the school as measured by pupil performance and the innovative index of the school. It was found that both climate and morale are positively and strongly related to both criteria namely innovative ability and pupil performance of the schools.

Khader (1992) analysed the difference between private and public schools on their effectiveness on school achievement. He was prompted by the questions like: Why do private schools excel public schools in academic achievements? He employed a stratified random sampling method. Ten high schools, covering 5 Christian missionary private schools and 5 government schools of Kerala were selected, 455 class X students were selected randomly from these schools, constituted the sample for the study. It was found that the private high quality schools had an effective management system and low teacher-student ratio. At the other extreme, private and public low quality schools, despite a low teacher-student ratio, had a weak management system and followed an open-door admission policy.

Verma (1992) made an attempt to study the organizational effectiveness in a university in characteristics of managers in its functioning.

The focus of the study was (1) To study the level of organizational effectiveness perceived by managers of different age group, experiences and educational levels. (2) To compare the effectiveness levels perceived by managers of academic and non-academic background. (3) To examine the impact of education on the degree of effectiveness as perceived by academic and non-academic managers. Major findings were the differences of mean scores in case of both highly qualified and low qualified managers on the adaptability and flexibility, communication, decentralization and accountability element of effectiveness and total effectiveness were found to be significant.

#### **Studies Conducted Abroad:**

Seymour (1993) investigated the relationship among principal's leadership, school effectiveness, teachers' morale and selected demography available variables in secondary schools with different organizational structure. 14 schools, responding 84% of the population of secondary school in large metropolitan school districts were in the units of analysis for this study. The result indicated that there were no significant difference in the characteristics of the two groups of schools in principal's leadership, school effectiveness, teacher moral and selected demographic variables.

Stasinowsky (1993) examined the role of mission as one of the driving forces in the school. Some of the research questions were – How do the principals and teachers experience, live with and make sense of the mission in their professional lives? How do the principals and teachers perceive the mission contributes to the success of the schools? How important, is the factor of mission in the school ability to achieve its stated goals? The data analysis revealed that the mission of the school was the

central factor in the school success though it was not the sole driving force. Other important interacting factors included the principal's leadership and support, dedication and commitment by faculty for school's mission was felt essential in articulating, organizing the school operation and in carrying out the plan.

Larry (1994) aimed at determining the perceptions of Principals, assistant principals, teachers and parents regarding the effectiveness of school/business partnership. A specific attention was focused on the components like : School improvement collaborative efforts, expectation and total – a composite of these components. He also determined to extent to which the demographic variables gender, group status and ethnicity affect the perception of parents and schools staff members towards the effectiveness of school / business partnership programme. It was found that female school group members' perception was more positive than were male school group members. Secondly, the principal's perceptions were more positive than were teachers' regarding school improvement and expectations.

Wales (1994) tested the assumption that Catholic Secondary Schools are organizationally effective by examining the relationship between the educational philosophy of the Catholic Church and the organizational structures of the catholic secondary schools in the Washington metropolitan area. The argument was that catholic secondary schools would be organizationally effective when their policies and practices as judged by the principals, teachers, parents and students show a high congruency with the official philosophy of catholic education. The study identified that the lack of consensus among the principals and limited consensus of teachers was a potential source of conflict within the secondary schools measured. But the

strong unanimity among the predominant constituents was a key factor in organizational effectiveness.

Holaway (1995) made a survey to explore how Junior High School Principals perceive constraints on their own and their effectiveness. The findings on constraints on school effectiveness showed that there were four categories of variable considered to be somewhat to moderately important by principals. (a) Social aspects which refer to the role of education in society and the degree of bureaucratization in organizations. (b) Provincial legislation, grade level tests and routineness of procedures (c) School aspects which include staff turnover, composition of staff and life cycle of the school. (d) System aspects which include policies, control over budget, professional development budget, leadership, complexity of the system and tendency to maintain the status-quo.

Pond (1995) conducted a study to assess the relationship between quality of North Central Association Participation and school effectiveness and in the process, to add the knowledge base of the field with respect to school improvement process. The data analysis revealed that there was no significant relationship between effectiveness of North Central participation and each of the five variables (academic achievement, attendance, school climate and teacher and student satisfaction) associated with school effectiveness. Data also indicated that these five variables associated with school effectiveness were not significantly correlated with each other.

Trafford (1999) made a comparative case studies of two schools, one in UK and another in South Africa. The study was of the benefits and some of the drawbacks that can occur from radical organizational change in a democratic direction while acknowledging the importance of curriculum

innovation in political education for democracy in these two countries, the focus was primarily on school management and organization. The study being a qualitative was substantiated by reference to the written and spoken words of teachers and the students. Interviews, with students, parents and teachers identified that introduction of school council as major democratic organizational change. There was a change in the culture of the school also. There was wide spread feeling that they had the right to express opinions and to affect what the school did. Interviews with staff and pupils in both schools suggested that the school atmosphere had changed resulting in better communication, trust, responsibility, mutual respect, openness, equality, a greater sense of belongingness and positive racial interaction. In terms of values, there had clearly been positive learning outcomes and examination results also improved.

**Reflection :**

The above mentioned studies reflect the accommodative nature of school effectiveness which includes many factors. Striving for effectiveness education institutions take their initiatives and supportive measures in the process of achieving the vision using available human resources, mobilizing them by developing their talents, potentialities and innovative minds in co-operative management structure that reflects interdependence and open environment (Gaziel, 1996). However, one point is acceptable to all, that is, the school effectiveness is focused on the students who alone can measure its effectiveness being the direct customers of the school enterprise in a changing society (Downey, 1994). Therefore, schools are called to continuous improvement in order to prepare the students to face the new changes and become effective by contributing their best to the nation.

## 2.2.0 Mentoring :



Humanistic educators like Maslow, Carl Rogers and Kolesnik take into account the uniqueness and individuality of persons. The focus therefore is on the person. Education in the humanistic perspective is to enhance growth of persons into whole human beings not as automatons or intellectuals only but as thinking, feeling and acting persons, Persons who can love, feel deeply, expand their inner selves, create and who can continue the process of self education (Kolesnik, 1975). This vital need of human being gives space to “Mentoring” as an important need of today’s education. Reviewed below are some studies undertaken in this area of mentoring. The concept and practice of mentoring are described in chapter-I.

Charlotte (1993) determined the professional mentoring relationships experienced in the educational administration careers of superintendents in public independent school districts of Oklahoma. It was found that almost half of the superintendents had mentoring relationships and over half reported that mentoring relationship created promotion or career advancement.

Ferrier (1993) investigated the effectiveness of mentoring programme in improving academic grades and self-concept of at Risk Elementary Students, change in teachers’ attitude toward community involved in school and mentors’ attitude toward school effectiveness. Analysis of grade scores showed that the group of mentored students made greater gains across the 30 weeks period than did non-mentored students. Students, teachers and mentors perceived that the mentored students felt better about themselves and had better relations with other individuals because of the mentoring programme.

Pando (1993) conducted a study to determine whether mentor relationship have been helpful to the career advancement and support of ethnic minority men and women serving as President, Vice Presidents and Deans in California Community Colleges. The study found a relationship between mentoring and career advancement of these ethnic minority men and women. The type of assistance received from mentors was also perceived as the most valuable in preparing them from their position of leadership. The type of assistance which was considered to be the most valuable was the offering of counselling guidance and encouragement.

Rocchio (1993) conducted a study to identify the mentoring and socialization experiences of 8 catholic high school principals and how this preparation for the principalship influenced their leadership as demonstrated in their daily activities. Some of the important findings of the study were : (a) The mentoring experience of the study participants were informal and job related occurring within a catholic school culture indicating that they were not only mentored by individuals but also by the distinct culture found in catholic schools. (b) The leadership perspectives given to them by their mentors were reflected in their behaviour (for example collaboration, empowerment of others, interest in educational reform, education of women). (c) Their leadership behaviour was influenced by their schooling and previous work experiences both of which occurred within a catholic culture. Their previous work experience provided the setting for them to meet their primary mentors, who were instrumental in teaching them skills and leadership perspectives.

Adenike (1994) examined the effects of mentoring and selected supportive services on the persistence and academic success rates of academically under prepared students in higher education in Oakland

University. This study examined the kind of mentor-mentee interactions that can be used to predict academic success, as well as the lasting perceptions students have of the mentoring experience. The study identified that there was significant difference in the persistence and success rates of students who were involved in mentoring as compared with traditional supportive services. It was also found that there was significant relationship between academic success and students' perceptions of the mentoring experience.

Farrell (1994) focused on the co-operating teacher/student teacher relationship that occurs during the student teaching semester. The study described the context of underlying the collaborative mentoring support system that operates within this elementary teacher education programme. The questions that guided this enquiry were : (1) How does mentoring operate in the co-operating teacher/student teacher relationship in the student teaching component of one elementary pre-service teacher education programme. (2) What do the co-operating teachers and student teachers identify as the key element of mentoring relationship in the student teaching component of one elementary pre-service teacher education programme?

The study revealed that mentoring occurs at many different levels during teacher development and is interpreted in many different ways both in mentoring literatures and in practice. Phases of mentoring relationship were experienced in the same order but in varying intervals by each of the student teachers. These phases were initiation, reciprocity separation and redefinition.

McQueen (1994) conducted a study on mentoring relationship in a principal preparation programme, the contexts in which they developed and influence of personality traits on relationships. Relationship between four pairs of mentors and protégés were described using data collected with a questionnaire, a semantic differential, the FIRO-B (Fundamental Interpersonal Relation Orientation) and in depth interviews.

Analysis of data identified variables associated with mentor protégé relationships and their influence on relationships. The variables that played a role in the formation of relationships were age, gender, experience, proximity, school division support, programme design, time and faculty support. The semantic differential proved to be an indicator of relationships while FIRO-B was inconclusive.

Brown (1995) assessed the impact of district mentoring programmes upon entry-year principals in urban school districts. Inquiry focused on programme participant's perception of (1) the impact of each programme upon the principals' overall administrative capabilities (2) the influence of mentoring programme upon principals' performance on selected administrative skills. 60 principals who were in their second year of principalship from 5 urban districts in Ohio were included in this study. It was found that 86% of the participants noted that the mentoring programme helped them to understand system expectations, improve their administrative performance and enhance their professional development. It was also experienced that the mentoring programmes provide direction for planners of administratively oriented induction programmes, particularly with respect to skill warranting programme focus.

Keith (1996) studied on promoting reflection on headship through the mentoring mirror. The research employed questionnaires and interviews to obtain the view of those practicing in the pilot scheme. Questionnaires were returned by 238 new head teachers and 303 mentors, which constitute response rate of 65% and 68% respectively. The evaluation also incorporated information about the preparatory training which the mentors received and on the training organization of the scheme, which was implemented on the basis of 12 regional consortia. The result showed that mentoring preparatory training had a positive impact on the head teachers.

Good (1998) examined the academic and affective growth of peer mentors in a minority engineering programme which encouraged relationships between freshmen pre engineering students and upper division mentors at a large land-grant university in the South East. A total of 14 mentors in a newly established minority mentoring programme, who were themselves minorities, completed weekly journal entries on their experiences. The simple and constant review of fundamental principles common to the engineering core of study helped the mentors in their own academic pursuits. The journal also captured affective change in confidence and sense of purpose within the mentoring community. The results suggested that although the upper class peer mentors were not the target population of the minority engineering programme, they benefited both academically and affectively from their roles as mentors within the programme.

Gratch (1998) made a case study on beginning teacher and mentor relationship. His major tool was interviews which were audiotaped, transcribed verbatim and analysed. Analysis of the interviews was on going, interactive and emergent through the research process. One of the major findings of the study was reflected on the response of the mentee in her

expression that mentor relationship has the potential to provide support and guidance.

Leland (1998) evaluated the effectiveness of a peer counselling, mentoring and tutoring programme to enhance the transition of students from elementary to middle school by reducing behaviour problems and absenteeism and by enhancing students' ability to deal with academic or peer difficulties. 8 months intervention consisted of a peer counselling, mentoring and tutoring programmes. Tutors were from 7<sup>th</sup> and 8<sup>th</sup> grades in the same school. both tutors and tutees maintained journals detailing the problems, discussions and possible solution for each session. The finding indicated that there was a reduction in student generated help forms requesting assistance with an academic problem, teacher generated referrals for problem behaviours and absenteeism. Students were able to write transitional problem statements with resolution strategies.

Packard (1999) investigated whether college science women's conceptions of mentoring could be expanded in the direction of a "Composite mentor" and the influence of this redefinition of mentoring on their future career concerns and motivation in science. It was anticipated that the composite mentor model, emphasizing a diverse self of mentors and a pro-active student role, would help women in science who struggled with the discord between the desired future images and negative stereotyped images in their field or clash of future self. Thirty college women in science and engineering participated in a 12 weeks "future career concerns" workshop series designed to produce the composite mentor strategy. The study found that in post survey it was indicated that students were found motivated rather than discouraged by their concerns. This was influenced by students seeing clash as an on-going tension shared by the professionals

across field. Students reported a renewed motivation to stay in the field, both at the conclusion of the programme and 16 weeks later.

Sourino (1999) utilized collaborative group action research to investigate the effective use of mentoring teacher programmes. This research group consisted of a new content area teacher, a transferring teacher from a different state, and a university researcher. Individual and group meetings were audio taped, and participants kept journals. The researchers collected base time data on current mentoring programmes, teachers' attitudes and future plans. They talked to other teachers and administrators about the current mentoring situations, then shared the information with the group. Teachers and mentors received training through a mentoring workshop. It was found that the strategies and techniques established to maintain a positive mentoring experience for all participants were successful, and the programme was very effective.

Treston (1999) conducted a descriptive study on peer mentoring. One of the objectives of the study was to make new students transition to the tertiary culture as successful as possible so that they may reach their full potential in a supportive and student centred learning environment. The aim of the study was to evaluate the peer-mentoring programme, undertaken for 8 years in James Cook University. The study identified that the peer mentoring in James Cook University (JCU) benefited the new students as mentees, the student mentors as well as the university in a number of ways. The programme contributed to the development of a unique teaching and learning community of the university.

Dodson (2000) conducted a study to record, document and compare the perception of 29 teachers in the pilot programme who had both trained

induction specialists and trained mentors with those teachers who did not. Responses from teachers surveyed, were analysed using descriptive statistics, 't' test and Spearman Rho correlation according to specific data gathered from various survey sections. The study found positive relationship between the amount of time and perceptions of support received from mentors. Significant relationships were found between time spent with a mentor and the amount of perceived support received in the areas of classroom management, instruction, pedagogy, planning and student assessment. Emotional support was perceived as the most beneficial activity provided by mentors.

Hanby (2000) aimed at describing mentor preparation and the perceived outcome on novice teachers. 41 dyads and 6 lead mentors were studied. Data collection involved interviews, surveys, journals, the assessment of three seminars and a teacher performance assessment. Result indicated that mentoring can be rewarding experience for both the mentor and the novice teacher. The preparation and the mentoring relationship were revealed as important elements supporting the entry year teacher. The most powerful learning experience for the novice teachers was having a support system, a partner, recognize teaching strengths, and provide them with feedback and assistance.

### **Reflection :**

Several studies that have been reviewed to support the present study reveal the importance of mentoring in every individual's life in the process of his/her growth, no matter what is his/her age, gender or experience. When a student comes to school, he/she not only comes with his mind or body but with his/her whole being to be developed. NPE (1986) emphasizes the holistic

development of students. The above studies clearly show that mentoring is a technique which boosts up the individual to develop the potentialities he/she already has. This idea of mentoring fully supports the philosophy of education which aims at drawing out the best in man. Therefore, the principal has the responsibility to create appropriate environment and provide ample opportunity to teachers and students to develop themselves as best as they can. Teachers also maintaining mentor / mentee relationship with their students help them to actualize their potentialities and be successful in the competitive world of today.

The above review of literature on mentoring reveal that there have been many studies conducted abroad but the investigator is yet to find any research study conducted in India.

### **2.3.0 Transformational Leadership :**

The environment in education is becoming increasingly dynamic. As the academic environment changes, so do the requirements for the administrative leaders who are called to be the transformational leaders or the change agents. A transformational leader is a visionary who, having a clear vision motivates members of the team to commit them selves to it and transcend their own self-interest for the higher collective purposes and vision. He/She creates the appropriate environment and gives autonomy to develop self, trusts and respects individuals for their uniqueness. This helps in promoting paradigm shift which enables the person to look at things with a new perspective and make a shift in thinking, in attitude and behaviour. Motivating each member of the staff to have a paradigm shift in their life, he enables them to be transformed from within which in turn leads to organizational transformation as well as social transformation.

The principal, being the center of the institutional web, can initiate change s/he wants to bring in the school. It is on him/her the effectiveness of the school depends.

The following are some of the research studies which have been reviewed and are found related to the present study directly or indirectly.

### **Studies Conducted in India:**

Sharma (1982) made a study of the leadership behaviour of headmasters vis-à-vis the school climate. This study was to identify the impact of the leadership behaviours of the headmasters on the school climate and to know the effect of school climate on the pupils. 548 teachers and 1346 students studying in class VIII from 60 junior high schools of Agra district were taken in the sample. The major findings of the study were (1) There was significant difference between different types of school climate and leadership difference (2) There was no significant difference among the various dimensions of LBDQ. A better achievement was found in case of the familiar climate schools though they did not show a positive relationship with leadership behaviour.

Lobo (1983) investigated values manifested in principals with reference to institutional efficiency. The main objectives were to study principals' competency and value system : (1) To make an in-depth study of the values chosen in relation to institutional efficiency and effectiveness. (2) To make an indepth study and develop school policies in terms of institutional effectiveness. The major findings of the study were that the values which were found most relevant were trust, goodness and competence. Effective

principals established priorities, classified values and communicated them successfully.

Kumar (1986) conducted a study on the relationship between principals' work values and their administrative effectiveness. He studied the relationship between principals' attitudes and their administrative effectiveness. 45 principals and 675 teachers from undergraduate and postgraduate colleges affiliated to Meerut University were included in this study. Teachers rated the effectiveness of their respective principals. It was found that the work value of the principals was significantly related with their administrative effectiveness. Power based work value were found to be relevant aspects of effective administration. The principals' work value, attitude and self-concept combined together were found to be significantly related with their administrative effectiveness.

Sequeira (1986) made a comparative study on managerial style and achievement motivation in relation to institutional efficiency. 25 educational managers and 25 industrial managers in Bangalore from relatively more efficient educational and industrial institutions were included in the study. It was identified that there was no significant difference between the dominant managerial styles of educational managers and the dominant managerial styles of industrial managers. It was observed that there was a lack of clarity and specificity of goals in both the management. The managers had a clear and specific goals of the management but many of their subordinates were unaware of the exact nature of those goals. The subordinates were often ignorant of the key concerns of their supervisors and while responding to the investigator they often made guesses as to the nature of their supervisor's key concerns and many times these guesses were inaccurate.

Nanda (1992) studied the leadership behaviour of heads of primary schools in Cuttack city. Teachers of these schools perceived heads in terms of two dimensions of leadership, e.g. : Initiating structure and consideration. The collected data was treated using mean, 't' test and chi-square test. Some of the findings were : (1) Out of 30 heads only 10 were most effective. (2) The heads from primary schools were found to show more consideration behaviour and less initiating behaviour which was not desirable for a leader. (3) 10 heads of schools were not efficient so these heads were the most ineffective leaders. (4) 6 Heads of schools were found to manifest high type of leadership in initiating structure and in consideration. So these leaders were the most effective leaders.

Taj (1997) investigated the effect of organizational health and biographical variables on the teachers' perception of their school heads leadership effectiveness. Giving representation to all three types of school management (government/corp. private aided and private unaided), a sample of 145 male and female teachers were randomly selected. The findings indicated that organizational health, sex, private management and experience were found to have positive impact on the teachers perceptions. Teachers working in government schools did not perceive their heads to be effective leaders.

#### **Study Conducted Abroad:**

Halpin (1966) in his research on educational administration and aircraft commanders. He found that these two groups differ from one another in their style of management and leadership. The educational administrators tend to show greater consideration towards people and also less initiating structure or concern for production or work than the commanders. Halpin maintained that

these differences between the institutional settings within which the two groups of leaders operate.

Armocida (1993) took a study on perceptions of transformational leadership of high school principals. The purpose of the study was to determine if a similar transition, namely a paradigm shift from bureaucratic toward transformational leadership as in corporate sector was occurring in the schools. Data indicated that principals positively perceived the importance of empowerment, collaboration and community. More experienced principals appeared to be willing to empower teachers than were less experienced colleges. He also found that a paradigm shift was occurring in schools from bureaucratic towards transformational leadership.

Fletcher (1993) made a study on a qualitative examination of organizational dynamics in relation to the changing environment of the information age. He identified that during this time of transition from industrial age to the information age, four external factors were changing the operational environment; the emerging global economy, new technology, changing consumer tastes and demographic shifts. He suggested that because the operational environment is very different today from that of industrial age the organizational leader must maintain a constant dialogue about the emerging global economy, diversity of the work force, greater productivity and quality.

Hudson (1993) studied the perceived transformational leadership of elementary principals in effective schools. One of his research questions was, "Is there a difference between principals and teachers in their perceptions of the levels of transformational leadership?" The finding indicated that there was no significant difference between principal perceived and teacher

perceived transformational leadership. The finding suggested that strong transformational leadership is a characteristic of effective schools.

Koster (1993) examined the leadership skills, practices and behaviours of effective principals in effective schools. Data were gathered using a multi method triangulation design categorizing and interpreting data in descriptive and analytical, quantitative and qualitative procedures. The survey instruments were summarized and tabulated using descriptive statistics. Quantitative and qualitative data on how these skills behaviours and practices were operationalized. One of the findings was that all groups were in high relationship among their skills, behaviours and practices that mark their united effort as an effective school.

Merwin (1993) investigated facilitative power as one leadership strategy for principals to seek to bring school reform. Some of the facilitative powers he found were creating synergy by grouping staff who can work together effectively. Yet collectively possess the skills mix necessary for designated task, using network to provide link between the school and outside world, collecting and distributing information to allow greater control over the conditions to work and methods of teaching and broader participation of decision making serving as a role model of the organization's vision.

Perez (1993) conducted a case study of transformational leader strategies used in the selection of the administrative team of Miami Dade Community College. Taped interviewed data, archival records and institutional documents were sources included to highlight behaviours associated with hiring procedures and practices. Purposive sampling of total 16 participants were included in the interview. The study revealed that the president sets the tone for the institution by clearly and constantly articulating

his vision for the college. Leadership team members had accepted and internalized this vision as their own. Driven by a clearly stated vision and further, owning the vision, those in decision making roles for hiring were clear about the profile of future leaders to be selected for the institution. The profile of desired characteristics were conclusive in their description of transformational leader characteristics, vision, influence orientation, people orientation, motivation orientation and values.

Cowles (1994) assessed the effect of the Missouri Satellite Academy programme had on staff perception of principals' leadership effectiveness in small, medium and large schools. Staff perception was assessed by using the educational administrators effectiveness profile. A pre-test – post-test design was used with the academy classes of 1989 and 1990 participating in the study. 32 principals from class of 1989 and 30 principals from the class of 1990 were selected for participation. In addition to leadership effectiveness data, descriptive data was gathered detailing principal gender, experience, school size and attitude toward the academic programme. It was found that the small schools in size had positive staff perception of principal's leadership.

Pinegar (1994) analysed two current leadership theories, Transformational / Transactional leadership and substitutes for leadership. The study investigated the effective leadership and substitute for leadership upon the job satisfaction of academicians. Several variables were found to have significant relationships with academicians' job satisfaction. One of the significant findings was transformational leadership and contingent reward behaviour correlated positively with job satisfaction.

Lynn (1995) conducted a study of relationship between leadership style and student achievement. Data were collected through staff responses to Rensis Lickert's profile of organizational characteristics and examination of the California Achievement Test. Staff members of 13 schools participated in this study. Analysis of data revealed that there was no statistically significant relationship between the principal's leadership and student achievement.

Erplending (1999) aimed to determine within an elementary school context (a) the relationship among teachers' perceptions of their principal's school's vision, of their sense of autonomy and of the school climate. (b) How these core variables were associated with student achievement and student socio – economic status. Leadership and effective school literature link the Visionary Principal with a variety of school related variables including those in this study. The result of this study indicated that while correlations were found to exist among the principal's vision, teacher autonomy and school climate at the descriptive level, the only statistically significant correlation was established between teacher autonomy and school climate. These two were also significantly correlated with student achievement and socio-economic status.

**Reflection:**

The above studies indicate the importance of the principal in the school system. Almost all the studies that have been reviewed have acknowledged the principal as change agent in the present dynamic society. He is like a spark plug which sends out the energy in different direction in the building. The will to do is triggered by such energetic leadership and lukewarm desire for achievement is transformed into burning passion for successful accomplishment by the skilful use of leadership (Terry, 1960).

The principal as transformational leader is not an autocratic leader who prescribes actions or directs subordinates in the process demanding total submission from them, but s/he is a co-mentor who plays the role of a mentor and also mentee in the staff. S/he therefore relies on the empowerment of teachers and others involved in teaching/learning process. Teachers share in decision-making and assume greater responsibility. They are given power to act with greater autonomy in almost everything they do.

The present study supports these qualities of leadership in school system. S/he therefore influences the efforts of an individual or a group toward certain goals in a given situation and thus makes them committed to work for excellence.

#### **2.4.0 Organizational Ethos :**

Educational institutions are human organizations where the interpersonal relationship is the key to the success of the organization. In this human and group enterprise the members of the organizations are striving hard to achieve the goals of the organizations. Organizational climate manifesting trust, respect, interdependence and the principal's leadership style as well as teacher's morale are the vital component in the direction of school effectiveness and productivity. These cannot be ignored in an effective system.

Given below is a brief review of previous researches on organizational climate. The review is restricted to those studies which refer to the institutional climate and school effectiveness, effective management and better teacher involvement. As there are innumerable studies on

organizational climate, the investigator has listed here only those which are closely related to the present study.

### **Studies in India:**

Bhatnagar (1979) conducted a study to examine how the organizational climate is related to the institutional effectiveness and to evaluate the organizational climate of various types of teacher training institutions in U.P., focusing on studying the different characteristics of the organizational climates. The study identified that : (a) The stereotype of non-government teacher training colleges' organizational climate indicated high hindrance, high democracy and freedom and high lack of facilities. (b) The stereotype colleges on the other hand meant high social support, high authoritarianism, high trust, high academic emphasis and high discipline and control. (c) The men's training colleges had better social support, greater trust, more academic emphasis and better discipline and control than the women's training colleges. (d) The organizational climate affected the effectiveness of the institution.

Garg (1983) conducted a study of teachers' professional responsibility in relation to administrative style and organizational climate at secondary level. 870 teachers and 48 principals of secondary schools of U.P. State were included in this study. One of the objectives of the study was to study how teachers' professional responsibility was affected by the organizational climate of the schools. It was found that teachers in high support and satisfaction climate were found to be more responsible professionally than in low support and satisfaction climate schools.

Srivastava (1985) investigated the school effectiveness in relation to organizational climate. The study aimed at studying the relationship between school effectiveness and organizational climate of intermediate colleges. The survey method was followed to collect data. 34 colleges were selected randomly and data were collected from all colleges and 368 lecturers. It was found that disengagement among teachers was found related negatively to school effectiveness, while feeling of esprit and feeling of intimacy were found related positively to school effectiveness.

Chandola (1988) made a study on the organizational climate in relation to intellectual climate, achievement, quality of educational and impulse control. The investigator used a questionnaire and administered to 71 suburban schools. It was found that each institution had a unique organizational climate of its own, and the quality of the organizational climate varied directly in proportion to the quality of leadership and motivation it had.

Jayajothi (1992) studied the organizational climate and leadership behaviour of principals in relation to teacher morale in central schools. One of the objectives of the study was to analyze the leadership behaviour of the principal in different climate and the teacher morale of the central schools. It was identified that the open climate related the best of the perception of leadership behaviour of principals by the teachers. The autonomous climate had the least relationship behaviours. In general, the leadership behaviour of the principal differed with climate of the school.

### **Studies Conducted abroad:**

Chiasson (1993) investigated the effects of school based management on the perceived professional autonomy of teachers. He found that school based management as conducted in East Baton Rouge Parish appeared to have no significant effect on the perceived professional autonomy of teachers regarding decision making, careers conditions teachers morale and control over their professional lives. Teachers also rated their perceived autonomy at a less than desirable level. He suggested that unless full autonomy is given to site participants, school based management may not be realized.

McGurik (1993) investigated teacher willingness to participate in shared decision-making. The purpose of the study was to identify the organizational conditions that affect teacher willingness to participate in shared decision-making at the building level. The population of the sample was all elementary and high school teachers in 13 county region of New York state. The analysis suggested that teachers are generally willing to participate in shared decision making if the minimal conditions the survey questions addressed are met. Teachers' reluctance to participate is related to the absence of these conditions. Consequently, the conditions can be considered a threshold. If the conditions are met, teacher willingness to participate is maximized, if they are not met, teacher reluctance is maximized, that is some teachers will be willing to participate and others will not.

Hoffman (1993) studied the organizational climate of middle schools and dimensions of authenticity and trust. He came out with findings that six dimensions of organizational climate in middle school emerged under two

general factors of school climate : (a) Openness in teacher-teacher relations (Collegial, Committed and disengaged behaviour). (b) Openness of teacher – principal relations (Supportive, restrictive and directive behaviour). It was identified that the openness in school climate was related to authenticity and trust.. More specifically openness in principal behaviour predicted principal authenticity and trust to principal. On the other hand, openness in teachers’ behaviours predicted teacher authenticity and trust among teachers and finally the data demonstrated strong relationship between aspects of authenticity and aspect of trust.

Prater (1993) studied the impact of shared governance on nurses’ perceptions of organizational climate. The result of the study indicated that the implementation of the shared governance in the institution brought minor changes in nurses’ perceptions of the actual work environment within a year. These changes pertained to the perceived levels of task orientation, supervisor support, autonomy and control. In relation to their desired characteristics of an ideal practice setting, the nurses’ response also indicated minor changes as a result of the one year experience with a shared governance model of institution. These changes were related to the nurses’ desired levels of peer cohesion, innovation, involvement, autonomy, work pressure and clarity.

Hansen (1994) conducted a study to examine the nature of school governance and team building in schools which were in crisis. The document contained 8 classroom activities as part of a simulation designed to assist the training of school administrators faced with the challenge of identifying and implementing a new instructional model for their school. The study identified some essential characteristics for the purpose that may be applicable to schools in crisis were : clarity of purpose and vision, team

accountability and operational trust, stake holders' representation/selection and invitation to team membership, conflict resolution and individual team member responsibility to constituents. He commented that when these characteristics are in evidence, teams function effectively and meet their objectives.

Maciariello (1994) explored the interface between the teams and the managers who direct them in order to discover the extent to which empowered behaviour is practiced in teams today. The data was taken on both sides of the management/team interface by interviewing a team member, a team leader and team manager in each of nine different companies. It was found that the study results painted a picture that was closer to participative than to empowered. Teams generally made decisions about the daily work procedures, assignment, schedules and monitoring team performance while management made decisions about salaries, raises, hiring and firing and choosing the team leaders. Many teams were found to have personality conflicts within the team and resistance to the team from other people or organization which kept the team from being as affective as they could have been. Almost all teams have participated in setting the team goals and commitments but always in responses to overall goals set by management.

Lynn (1997) examined the use of team building to promote change in an elementary school involved in a school wide improvement project to increase the achievement of at-risk students. The Teacher Survey of School Effectiveness (TSSE) was used to measure changes in school climate, communication skills and problem solving skills. In addition, teacher interview, informal report and observational data were used to assess the impact of team building intervention. Result from pre and post-testing using

TSSE were not significant for change in school climate, problem solving or communication skills after one year in the school. It was suggested that important change did result from the team building training though the TSSE was not sensitive to those changes.

**Reflection :**

All the above mentioned studies give emphasis on the positive condition of the work place, where people feel free and breathe in an open climate. The individual feels valued when the work environment is nurturing and caring, when they are given room to grow, make mistakes and learn, when they can operate in an environment free of fear and has honest communication. In such a climate the school management shifts the role from one of authority like telling, controlling and monitoring to one of openness, confrontation, trust, authenticity, proaction, autonomy, collaboration and experimentation (Pareek, 1997).

In spite of the vast knowledge regarding what constitutes a healthy working climate, one hardly finds an organization which incorporates much of these dimensions. People working in the same institution try to pull down one another, playing win-loose game among them. Hence, there is groupism, back-biting, suspicion, nonaccountability and unforgiveness as well as unbelief in others' integrity. Thus, the school climate becomes "closed" which has negative impact on the organization and ultimately on the students.

Therefore, the schools need an open and healthy working environment in order to function effectively. The principal and teachers need to work together as a team having a single aim, feel the need for each

other, empowering each other, trusting and respecting one another. The time has come today to have self-evaluation of the school structure in order to bring improvement in this area so as to be more effective in new century.

### **2.5.0 Staff Development :**

There have been many researches on staff development in different areas and has been proved that staff development do play a definite role in students' performance. Today a school is considered to be an effective one only when it imparts the latest knowledge, provides a conducive teaching / learning context and inculcates good learning habit among their students (Palaniappan, 1999). In this world of knowledge, explosion and scientific advancements teachers should be in a position to be familiar with the latest knowledge and techniques for imparting effective education with good confidence. There have been many researches focusing on the staff development and enhancing their skills. The investigator is presenting here only a few studies which have been reviewed and found directly or indirectly related to the present study.

#### **Studies in India :**

Desai (1971) conducted an experiment on achievement motivation development through a specially designed Mehta's curriculum. Teachers were trained in achievement motivation programme and the gains in terms of pupils' achievement motivation and academic performance were studied. Results indicated that the pupils increased their achievement motivation and academic performance to a significant extent.

Lakshmi (1976) conducted an experiment on the effect of motivation input model on teacher trainees. The input model had four aspects : Thought, feeling, action and planning. The input model touched cognitive, affective and conative behaviour of teacher trainees. The investigator gave training for 12 days and studied its effect on perception, anxiety and performance. The result showed that trainees decreased their level of anxiety, increased achievement, motivation, increased their self-perception with respect to positive attitude towards self, optimism and respect for self. These affective gains as usual resulted in better academic performance.

Vergheze (1983) conducted a critical study of personal development programme taking the approach to evaluation research. The study focused upon detecting the factors affecting the success/failure of the programme and to assess the overall benefits of the programme to the participants and to the organization. The sample consisted of 17 personnel development programmes conducted in 3 different places at different times. The effectiveness was tested by collecting the reaction of the participants. A few of them said it was extremely useful. It gave an opportunity to interact with others in the field of education. Some of them expressed that the seminar helped them to know the latest trends in educational research especially in the area of classroom climate. This helped them to take stock of personal as well as institutional development. Still a few of them had certain practical problems, which could not be solved as the purpose of the seminar was more knowledge based rather than developing skills in problem solving.

Thomas (1987) trained both the teachers and students in counselling and human relations skills. The input model was found effective in enhancing students' attitude towards school with respect to motivation for schooling, academic performance, instructional mastery, self-esteem,

academic self-concept, sense of control over performance and perception of students of their teachers to significant extent.

Singh (1989) tried to examine the effect of training through Flanders' Interaction Analysis technique on classroom behaviour of in service secondary school teachers in relation to some presage variables. One of the objectives of this study was to examine whether the personality traits (extroversion-introversion) influence the classroom behaviour to teachers or not and also to study whether the achievement of students is affected by the teaching behaviour of the teacher. Six schools were randomly selected from which 20 science and 20 social studies teachers were randomly selected. 10 teachers from each group were assigned to the control group and the others to the experimental group. It was found that extrovert and introvert teachers did not differ in their teaching behaviour pattern significantly and that students taught by teacher trained in FIAT achieved significantly more and showed greater liking for their teachers than students taught by teachers without training.

Saroja (1991) attempted to study the effect of the humanistic orientation training of teachers on the personal and cognitive growth of secondary students. The study aimed at studying the effect of the orientation of teachers on the personal growth of their students with respect to motivation for schooling, academic self-concept, sense of control over performance, instructional mastery, attitude towards school, self-esteem, perception of their teachers and sociometric status. It also attempted to study the effect of humanistic input given to teachers on the cognitive growth of their students with respect to creativity and academic performance. The study identified that the humanistic orientation input programme was effective in enhancing the level of academic self-concept of students

significantly, based on their performance, and students' instructional mastery was also affected positively and significantly.

Massey (1981) attempted to study the effects of training in the formulation and usage of behavioral objectives on the classroom verbal behaviour of in-service teachers by comparing their pre and post training verbal behaviour and made a comparison between verbal behaviour of teachers with training and teachers without training. The important findings of the study were : (a) In-service teachers exerted indirect influence on students, rewarded students' responses to students ideas and integrated them into class decision by asking more and more questions. (b) Teachers with in-service training laid less emphasis on lecturing and were less critical. They encouraged students to supplement their answers with additional information based on independent judgement. (c) The teachers showed significant gain in pupil talk ratio, indirect talk ratio, teacher response ratio and teacher questions ratio. (d) The training led to reduction in talk ratio, content cross ratio, steady state ratio and vicious circle.

#### **Studies Conducted Abroad :**

Aspy (1969), Aspy and Rocluck (1976, 1977) conducted a series of researches using teachers from ethnic and cultural backgrounds. These studies found that (1) Teachers' level of empathy, congruence and positive regard (E, C, PR) are positively and significantly related to students' cognitive growth and self concept. (2) Teachers' levels of interpersonal functioning were generally below those required for minimal facilitation of students' growth. (3) Teachers' levels of interpersonal functioning can be enhanced and promoted by systematic skills training. (4) Teachers exhibiting high levels of facilitative conditions are more self-disclosing to

their students, respond more to students' feeling, give more praise, are more responsive to students' idea, lecture less often etc.

Chang (1993) conducted a study on the impact of a principal preparation programme upon the interpersonal communication abilities of aspiring principals. The investigator attempted the quasi experimental design. Data were collected through perception from pre-post surveys, interviews and observations and demographic information. Responses to interviews showed that interns perceived positive shifts in inter personal communication skill development and the internship was identified as the programme component having the greatest impact on the development of interpersonal communication abilities of aspiring principals.

Anderson (1994) conducted a study to determine the effect of utilizing individual job targets and prescribed staff development activities to improve positional and interpersonal skills performance of teachers. The design of the study was pre-test – post-test pre-experimental design with the initial job assessment being considered the pre-test. The result showed that with one exception, staff development did make a significant difference in job performance behaviour, regardless of evaluator or level of assignment. Teacher attitude toward the utilization of job targets and staff development were positive. Collectively the result indicated that staff development can be used to improve teacher job performance.

McKinney (1994) conducted a case study on vertical leadership team training for effective schools which targeted rural, small, poor schools rather than the usual big city, inner city, poor minority schools. It was found that the combination of cadre training, vertical teams and the effective schools correlates have a positive impact on the school

improvement efforts. It also identified what to teach in vertical leadership team training and how it can be done in one year.

Rendon (1999) investigated transformational leadership through professional development. The purpose of this study was to describe and analyse the professional development and growth of 7 professionals in the Cross roads School District as a result of the activity and projects in which they participated in a new role of Teacher Resource Specialist (TRS). The study was based on action research and sought to answer research questions regarding the professional development and growth of the TRSs. The finding of the study demonstrated that the TRS experienced extensive professional growth as a result of the activities and projects in which they participated in their new role.

Cheng-Yu (2000) conducted a study on teacher perceptions of staff development as a vehicle for improving teaching skills. He attempted to verify whether or not western nations' educational theories and concepts of staff development are applicable in Taiwan. The major objective was to determine the degree to which Taiwan city public elementary and junior high school teachers perceived staff development as a vehicle for improving their teaching skills. Findings indicated that Taiwan city teachers agreed that staff development is a vehicle for improving teaching skills.

**Reflection :**

Education is the only source which modifies us from a level of social animal into civilized human being. The school is the place where the behaviour modification takes place, and at school level, teachers are doing this noblest task of educating the budding youth of our nation. It is this fact

that calls the school system to improve the quality of teachers today not only in teaching skills but in many other areas in order to be more effective in educating today's school children.

The above studies on interpersonal relationship, communication, counselling, group building and better teacher involvement, orientation programme for teachers on personal and cognitive growth of students reveal that after each staff developmental programme there has been a positive impact on the participants and the organization because of the fact that the developmental programme enhances the attitude, thinking, pattern and behaviour of the individual. There occurs a paradigm shift in the individual and the process of improvement begins within the person. This can lead to an effective movement toward quality education. Therefore, this idea of effective movement opens the door for the mentoring strategy with the hope of enhancing school effectiveness.

### **2.6.0 Innovation :**

The most important and urgent reform needed in education is to transform it, to endeavour to relate it to life, needs and aspiration of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realization of the national needs (Education Commission, 64-66). Therefore, the demands made on school by rapidly changing society have radically alerted the teachers' and principals' role and the conditions under which their role is to be played. The task has become more challenging due to the knowledge explosion especially in the realms of science and technology where knowledge doubles itself in less than a decade. A teacher, therefore, needs to adapt himself and his students to the unforeseen developments. Today every

educational institution expects that its children learn to live in a world in which change is one of the important factors of life. Students cannot grow to the extent of special expectation if not helped by principal, teachers and other change agents. This fact calls for the creative and innovative practice in teaching-learning process in school and classrooms.

Together with affective domain of the student, their creative, scientific, aesthetic and cognitive development is equally needed today in the process of moving toward the school effectiveness, in today's context. Given below is a brief review of previous researches on Innovation in education.

#### **Studies in India :**

Mukhopanday (1975) investigated the barriers to change in secondary education. This study identified the following barriers to change in secondary education : Poor linkage with resource system, indifferent or interfering management which does not provide administrative support to the principal, low financial support from the management, closed organizational climate, inadequate understanding of the management about the innovation, value conflict, vested interest, student and community, resistance, lack of flexibility of the administration and organization, structure of the school, lack of participation by the teachers in decision making and absence of feedback.

Puroshathan (1978) made a study on innovative institution at secondary level in Tamil Nadu. He found that a few headmasters and few members of the staff in the low innovative schools indicated each other's attitude as the barrier. In one or two instances, the staff felt that their

headmasters had no faith in their staff and were more authoritarian in their approach. Teachers felt that innovation was imposed from above where there was no need for such an innovative practice. The study also indicated that the non-innovative schools were found to show a mutually fault finding attitude between the authority and the subordinates. Lack of faith in the system and practices was one of the obvious characteristics of the members of the non-innovative systems.

Mohana (1983) conducted a case study of innovative secondary schools to show the distinction between innovative and non-innovative schools and to study factors contributing to the innovativeness and non-innovativeness of schools. The study identified that having a dedicated head, close supervision of the system by the authority, favorable tradition and autonomy for the adoption unit in the planning of the process of adoption were the important factors found to create a favourable system effect on the individual members of the system. Secondly, the authority successfully played the polymorphic opinion leadership role for promoting innovative practices in their system.

Khan (1987) focused on the problem of innovative proneness of secondary school teachers. The objectives were to study the innovative proneness of secondary school teachers in relation to the leadership behaviour of the principal, the organizational climate and job satisfaction of teachers, secondly, to study the innovative proneness of teachers with respect to their personal variables. 70 secondary schools from Gujarat and 20 Kendriya Vidyalayas from all over India formed the sample. It was found that the innovative proneness of Kendriya Vidyalaya Boys' School teachers' was high. The middle age group teachers with long teaching experience had higher innovative proneness than the younger group with

less experience. The academic qualification was highly related to innovative proneness. Innovative proneness was not significantly related to the leadership behaviour of the principal but was significantly related with job satisfaction of teachers.

Das (1991) investigated on the Innovative Education in Remote Tribal Blocks: A search for contents and methods. This investigation was carried out through "Agramee" in Orissa. It was an experiment in development of education, attempting a pattern of education in the tribal regions of Orissa with community ownership and participation. The study suggested that community involvement, inculcation of skills, co-curricular activities, local teachers, flexible school timings, teacher training programme inducted on a regular basis and an affective supervision are helpful in promoting tribal education.

#### **Studies Conducted Abroad :**

Miller (1965) investigated on the perspective on educational change. He developed an inventory on teacher innovativeness. He found in his study that inadequate teacher education programmes were great inhibiting factors in inculcating innovativeness in teachers. Teachers are not prepared for change. They are sometimes reluctant to accept any challenging endeavour. They do spend a lot of time and energy on their job, yet frustrated by their images and unachieved potential and are searching for help in learning new approaches to their goals of educating the young. Miller also found that inadequate knowledge about the process of change is a major obstacle to the adoption of innovation in education.

Glines (1966) made a study on "Changing a School". He found that the strategy for innovation is simple if the school administration encourages innovative teachers to innovate. Once this occurs, good teachers find their motivation in personal satisfaction derived from using more effective ways of innovative teaching.

Chester and Fox (1967) in their study on teacher peer Relations and Educational change reported that teachers need to feel involved and potent in their organizations in order to support educational innovations and that they must know that they have the backing of their fellow teachers and their administrator.

Logan (1993) conducted a study to investigate the relationship between the degree of use of an innovation and staff development activities. The investigator examined 14 of the 21 projects selected in the first century programme and determined to what extent a relationship exist between the staff development and degrees of use of innovations. Along with it a descriptive design using a self-report investigation was conducted. One of the major findings was that conferences related or not related to the innovation, had significant relationships with the degree of use of an innovation being implemented.

Dolan (2000) examined a Charter school in Connecticut for qualitative evidence of organizational innovation and experimentation proclaimed characteristics of charter schools. Findings suggested that Charter school's organizational features were similar to those traditional public high school model and that schools did not always measure up to ideal standards of innovation. The schools did not exhibit a number of important innovative features. Furthermore, the small school environment

allowed the school's teachers to develop strong emotional relationships with students, family like caring, personal, familiar, responding and patient. It was also found that teachers in the school had a high degree of autonomy in their work, which was valued by school leaders, and they had input into decision-making, especially how about the school should work on a daily basis.

### **Reflection :**

Above research review stresses on the need of innovation and creativity in education in the changing society. These researches have shown that the principals' leadership and their openness to change as well as teachers' empowerment play a great role in their innovative mindedness and its implementation. Today the schools need to do more than survive the changes and pressures to which they are being subjected by their environment. To be more adequate, schools must increase their effectiveness in anticipating change and even in creating change (Pillai, 1973).

As science and technology is looking for new ways and techniques to bring improvement in quality and newness at global level, education cannot postpone or wait for days to come in participating in effective movement in bringing quality. Supporting this urgent thrust of education today, this study attempted to investigate the school effectiveness in today's context.

### **2.7.0 The Present Study: Linkage with previous studies :**

The review of the above mentioned researches show that the school effectiveness includes a vast literature and that it accommodates different variables like school ethos, transformational leadership, staff development,

mentoring and also innovative minds of teachers. Though innovation is not included as a variable in this study, a few studies have been reviewed because this study focuses upon students and their achievements. Teachers' innovativeness enhances student motivation and their academic achievement.

The above reviewed literature on school effectiveness shows that all of them focus upon the students and their academic achievement. Other than this the researches have highlighted many other factors which have been found responsible in making a school effective like : school climate, students' attendance, communication, teachers' and students' satisfaction, the principal's leadership and teachers' morale, the role of mission and stated goal, commitment of the faculty and professional development of teachers. There are only three studies that have been reviewed and all the three studies focused upon students and student academic performance. However, Verma (1992) has shown the importance of the managers' flexibility, communication, accountability and decentralization of authority.

The literature reviewed on mentoring shows that not only students but also every person of every age needs mentors in one or the other way. The literature reviewed has recognized "the teacher" as a vital component in mentoring process and that it has a positive impact on individuals' attitude. These researches on mentoring have highlighted about different types of mentoring as peer mentoring, mentoring of novice teachers, mentoring programmes for the principal's managers, head teachers and superintendent, and teachers mentoring students. All these studies have come out with the result that mentoring has positive impact on the people of different needs.

The principal's transformational leadership is another variable that has been included in the study. All the studies that have been reviewed have acknowledged the principal as change agent. It is he who has to take the first initiative to have the shared vision for future and motivate teachers to commit themselves. The transformational leader recognizes the talents of each individual in the staff and empowers them to act having full trust and confidence on them. Indian studies speak more on leadership effectiveness and studies conducted abroad speak about transformational leadership. However, all of them have admitted that the principal needs to create the appropriate environment in the school.

The organizational ethos has also been considered as one of the important factors of school effectiveness. The above literature which have been reviewed on organizational environment, reveal that it can be either a hindrance or be the cause of development or newness. The reviewed literature have highlighted on shared decision making, teachers' feeling valued, authenticity and trust of the principal, environment free from fear and honest communication, the spirit of collaboration and interdependence of the team. Srivastava (1985) recognized disengagement among teachers as negativity to school effectiveness. On the other hand, the feeling of esprit and intimacy among teachers were positively related to school effectiveness.

Staff development is another important variable which has been considered as the vital need of today that can enhance the school effectiveness. There have been many researches conducted in India and abroad which have found positive impact on the participants. Nearly all the studies which have been reviewed on staff development have acknowledged that the staff development increases the academic performance for students.

The staff development programmes have been conducted on many topics like: developing skills on interpersonal relationship, communication, counselling, team building and better teacher involvement, peer coaching and group dynamic training programme, humanistic orientation input programme, Interaction Analysis technique on classroom behaviour, Transactional Analysis, Achievement motivation development, Counselling and human relation. All these programmes have been found having positive impact on participants' personal and professional life that helped them to create an open environment in the classroom and the workplace to nurture human potential for greater release.

A few studies have also been reviewed on Innovation. The idea is the innovative proneness of teachers will follow if prior variables are made available in the school. These researches on innovation reveal that the innovative teaching learning in the class increases the students' learning ability enhances the academic performance of students and their optimum level of academic performance increases their level of self-concept.

From the above reviewed researches, it is understood that the role of a teacher is crucial in promoting effective education. It is also confirmed that the kind of relationship a teacher holds with his student is an important determiner of students' growth both personal and cognitive. Therefore, the principals and teachers of the schools have to play the role of a facilitator and provide an accepting, secure and friendly climate to nurture human potential for greater release. Therefore, if a teacher is insensitive, authoritative and punitive, the effect is too damaging in a sense it retards the growth of the child. It is all the more worse in the case of students with various forms of handicaps. In other words a teacher may either facilitate or retard the growth of pupils. From the researches it is observed that it is

not the teachers' expertise and competency that commit much for the total growth of the child, but the understanding and warm relationship that facilitates the development of the whole person. He frequently engages in growth promoting activities.

The above review of literature shows that none of the studies has used mentoring and having a shared vision and mission aiming at school effectiveness. Therefore, the investigator conceptualized the present study to utilize these aspects to enhance school effectiveness and teachers were oriented in the area of working together, formulating a shared vision and mission, Transactional Analysis and interpersonal relationship skills and Mentoring skills. This would help the students to grow in personal and academic dimensions for the maximum exploitation of their potential and be successful in changing society.