

**CHAPTER- 2**

**REVIEW OF RELATED**

**LITERATURE**

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### **REVIEW OF RELATED LITERATURE**

Review of literature is a synthesis of all the sources related to the research topic. It covers all that what is to be reviewed or gone through during the course of the study. It usually incorporates all the previous research that is relevant to the research area that is being investigated. It serves as a base for answering the research questions that have been put forth while selecting a research problem. It gives a broad understanding of the area and helps in making comparisons and analyzing the various aspects related to the research topic.

The main motive behind the literature review is that it helps the readers in understanding the whole research available on that topic and helps them in understanding the strengths and weaknesses of the area. It acts as a guide for the researcher in identifying his research problem, finding the research gap, stating the objectives, formulating the hypotheses, defining the methodology for analyzing the data, selecting an appropriate technique for sampling, for drawing conclusions, and for making inferences.

#### **2.1 Models of School Leadership**

There are various types of school leadership models. Some of the models are discussed as below

##### **2.1.1 Political Models**

These models involve those theories that make bargaining in the process of decision making. The members who believe in these models are interested in the political

activity within the organizations. There is conflict and management has to regulate the political behavior (Bush, 2008, p.89).

These political models in the schools and other institutions are regarded as “micro politics”. Micro politics is defined as the interaction and ideologies of politics of teachers, administrators, and pupils within the school (Muraru and Patrasku, 2017). The government at the centre and state level determine the frame work of education at the broader perspective while as at the school, college, and other institutional level micro politics has been used. Political models are applied as they relate to political parties (Bush, 2008, p.89).

- These models mainly focus on the group activity rather than on the whole institution. They pay emphasis on the small units rather than at the school level. The emphasis of political models is on the interaction between the groups while as the formal and collegial models pay emphasis on the institutional level (Muraru and Patrasku, 2017).
- These models are concerned with the interest groups and the interests. Individuals have various types of interests.
- These models give stress on the conflict within the institutions. Conflict mainly arises when there is a collision between the interests.
- These models believe that the goals of the institution are not stable, not clear, and contested.
- The decisions in the political models arise through bargaining and negotiation.
- In the political models, power is given the main emphasis.

Baldrige's political model:

This model is given by Baldrige in 1971. Baldrige has given five stages in this process

1. A social structure is the combination of various groups which have different styles of life and different political interests. These differences give rise to the conflict between the groups.
2. Interest articulation is that process whereby the powerful group exerts its influence over other groups.
3. The legislative stage is the process where the interests are changed into feasible political policies.
4. The legislative stage ends with the formulation of policy.
5. The final stage is the execution of the policy. When the conflict comes to an end, the resultant policy is taken by the bureaucrats for execution (Bush, 2010, p.96).

➤ **Transactional Leadership**

It is a kind of leadership that is closely connected with micro politics. This model is mostly contrasted with transformational leadership (Bush, 2008, p.106).

Transactional leadership is so unique and marvelous where the relation with the teachers is dependent on the mutual exchange of precious assets. It asserts that the interaction between the teachers and the administrators are not long lasting and are based on the exchange of transaction. The subordinates will get rewarded if they do their duty efficiently and will get punishment for failure (Sultana, Darun& Yao, 2015).

The attention is paid only to find faults in the work of the followers (Jammesa&Ogbona, 2013). Transformational leadership is complex and takes place when teachers engage with the administrators and they raise themselves to the higher level of dedication, motivation, commitment, and morality.

Goldring (1992) has confirmed that in Israeli Schools there is a change of leadership style from transactional to transformational and that is due to the requirement of changing times imposed on the leaders and the school. Miller and Miller's (2011) said that this type of leadership is an exchange process. Exchange is a strategy of politics for the members of the institution.

### **2.1.2 Subjective Models**

The features of subjective models are given under the following headings

- These are those models that pay emphasis on the individuals within the institution rather than on the whole institution. These models revolve round the individuals. Subjective models are based on the belief that the institutions are the creation of the individuals living within the institution (Muraru & Patrasku, 2017). The subjective theorists interpret the situation according to their interests and motivation (Bush, 2008, p. 113).

The basic difference between the subjective and the formal model is that the subjective models focus on the individuals while as the formal models focus on the whole institution.

- These models are concerned with the meanings of events of people in the institution. They focus on the interpretation of individual behaviour rather than the actions and situations on their own. In this model, it is assumed that the

same event may have different interpretations by different individuals because of the differences in their schemas (Bush, 2008, p. 115).

- The different meanings taken out of the events by different individuals depend upon their background, values, and experiences. So the interpretation of events depends upon the beliefs held by each individual of the institution. There may be situations when the different meanings on the events may conflict between the individuals. In this aspect, the subjective models take some characters from the political models. Conflict arises within the institution. Conflict arises when there are opposite values between different groups or individuals. Thus the conflict in subjective models is the outcome of the interaction between the opposite values (Bush, 2008, p.116).
- The structure of subjective models is regarded as the outcome of the interaction between human beings rather than that which is predetermined or fixed. It is the description of the doings of people and the relation between them, which means that it is a description of the relationships and the jobs. The structure can be derived from the doings of the people within the institution rather than that it cannot be imposed on an institution (Bush, 2008, p. 117).
- Subjective models emphasize the importance of individual purposes but not the goals of the organisation. This view that institutions are simply the outcome of interaction of their individuals leads to the conclusion that the individuals and not the institutions have the objectives (Bush, 2008, p.118).

### **2.1.3 Ambiguity models**

Ambiguity models pay emphasis on the uncertainty or instability in the institution. According to these theories, the objectives of the institution are problematic and there is difficulty in arranging their priorities. The subunits of the institution are assumed to be autonomous and there is a close connection between them and with the institution. The participation in the decision making process is fluid (Muraru & Patrasku, 2017). In schools and colleges ambiguity is the dominant feature and is particularly severe during the time of rapid change. The ambiguity models were developed in the U.S in the 1970's by a bunch of theorists. They were not satisfied with the formal models and regarded them as inappropriate especially during the state of instability (Bush, 2008, p.134).

Unlike other models the ambiguity models have been supported by the data of educational settings. Colleges and schools were not having clear goals, not having clear technology and the participation in the decision making process is fluid. This leads March and Olson (1976, p.12) to conclude that in most of the educational institutions, decision making is characterized by ambiguity.

#### **Features:**

- The goals of the institution are not clear. The objectives of most of the institutions are thought to be opaque and inconsistent. The formal models have clear goals which serve as a pathway for the members of the institution. Ambiguity models presume that the goals of the institution are vague and they cannot be used for the justification of any behaviour (Bush, 2008, p.135).

- These models assume that the technology in the institution is not fully developed. despite of having the technology available in the schools, the pupils may not be able to use the technology for learning purpose because they do not have the knowledge and skills of using the technology ( Bush, 2008, pp.135-136).
- According to the ambiguity models, there is loose coupling and fragmentation within the institutions. The internal coherence within the subunits in the institution is based on common values. However, Weick has described the relationship between the units as “loose coupling”. This concept was first developed and applied in the educational institutions. The concept fits better with the colleges and schools because there is a lesser degree of integration required in these institutions (Bush, 2008, p.136).
- The ambiguity models assume that the structure of the organisation is problematic. There is no certainty over the power assigned to different members because the roles and responsibilities assigned at different levels overlap with one another and with the higher authority. The greater the complexity of the structure greater the chances of ambiguity within the institution. In primary school, there are rare chances of ambiguity because these schools are governed by the simple authority of the head. However, in case of senior secondary schools and colleges, there are greater chances of ambiguity or misunderstanding because there is a complex structure of interlinked parties and the working committees (Bush, 2008, p. 137).
- These models best fit with the professional client serving institutions (Bush, 2008, p.138).



- These theorists have the firm belief that participation in the total system of management of the institution is fluid. The participation of the individuals varies with the time and the efforts they devote to the institution (Bush, 2008, p.138).
- The models also believe that ambiguity is seen in the environment of the institutions. The institutions are dependent upon the external resources. The provision of open enrolment and parental involvement makes them to have more power over the institutions. The various uncertainties arising from the external groups lead to ambiguity within the institutions (Bush, 2008, p. 139).
- These theorists also believe that there may be some unplanned decisions. These models believe that in practical situations the logical sequence may rarely occur. The focus of the decisions is not clear because there is an absence of agreed goals.
- Ambiguity models focus on the benefits of decentralization. The individuals and the subunits must be involved in the process of decision making. Due to this, there may not be any uncertainty or delay in the thorough process of making decisions at the institutional level (Bush, 2008, p. 139).

➤ **The Garbage Can Model**

The model was given by Cohen and March in 1986, which is the most important outcome of ambiguity models. In the universities and colleges of United States, it was explored on the basis of researches that ambiguity is of paramount significance that must be identified early while making any decision. They refute the sequential process of decision making as was given by the formal models. However, they

regard that there is ambiguity in the decision making process. They compared the process with a garbage can (Bush, 2008, p.141).

The concerns of the people are their problems within and out of the institution. However, they are different from the choices and they cannot be solved if choices are made (Bush, 2008, p. 141).

## **2.2 Leadership style**

It means the style of working of school leaders and it exhibits various types of leadership styles. Some of the prominent styles are discussed as below

### **2.2.1 Direct leadership**

It is that type of leadership in which a leader takes control of all the activities including the activities of school, teachers monitoring, curriculum analysis, etc (Lynch, 2012, p.2).

### **2.2.2 Transformational leadership**

This term was first coined by Downtown in 1973. This concept was formulated by James Mac Gregor Burns (1978) and Bernard Bass (1985) (Lynch, 2012, p.2). The interest of employees is broadened by the leaders (Bass, 1990). This form of leadership is concerned with the building of relationships and creating suitable conditions for working between leaders and their followers (Lynch, 2012, p.2). The leader should avoid bureaucracy and establish an open door policy. Bass and Riggio (2006) defined the attributes of transformational leadership. In this type of leadership, the leader inspires and motivates his subordinates to develop their own leadership skills (Sirin,

Aydin & Bilir, 2008). The aim of transformational leader is to empower and encourage his subordinates to do more than what is expected of them (Sirin, Aydin & Bilir, 2008).

➤ **Idealized/Charismatic influence**

This is the ability of the leader to inspire followers in such a manner that he acts as a role model. This characteristic is developed through the choice of leaders towards language, mannerism, lifestyle, and etiquette (Lynch, 2012, p.3)

By idealized influence, high morale and integrity are developed in a leader. A charismatic leader has the characteristic of sharing responsibility which makes him a transformational leader. (Lynch, 2012, P.3). Charisma is the characteristic feature of transformational leadership. Charisma means the power and charm to motivate, inspire and excite others.

➤ **Inspirational motivation**

The chief aim of transformational leader is to have the support of subordinates for achieving a common goal. The leader must have the characteristic of inspiring and motivating his subordinates for gaining the support (Lynch, 2012, p. 3).

Bass and Riggio (2006) declared that for attaining the goals, team spirit should be developed among the followers. A transformational leader must have the quality of good communication and interaction. A leader should develop a good work culture by which a sense of belonging is developed among the followers (Lynch, 2012, p.3).

➤ **Intellectual stimulation**

A transformational leader stimulates the followers for being creative, which will enable them for achieving the objectives of the organization. For solving a problem, a transformational leader always takes the help of his followers (Lynch, 2012, p.3).

➤ **Individualized consideration**

A transformative leader always interacts with his followers individually rather than in group situations. Although this is not possible in larger institutions but the leaders should try to create this type of relationship with the followers. By this, the leader recognizes the strength of his followers and the possibility of improvement. The followers will be able to recognize that their strengths are needed for achieving the goals of the institution. Communication is very important for developing this form of leadership (Lynch, 2012, p. 4).

### **2.2.3 Servant Leadership**

The credit for developing this form of leadership goes to Robert Greenleaf but its original fundamentals can be found in the bible (Coetzer&Geldenhuys, 2017). Although this had gone through various changes through various theorists. The aim of this form of leadership is not on the end product but on the means of getting the result. This form of leadership is effective and popular but has lacked empirical support. The servant and the transformational leadership are people oriented (Lynch, 2012, p.4).

The trust of servant leadership is on the process. The followers were given more freedom in this type of leadership style. The major emphasis of the servant leadership model is on the basic requirements of followers whereas in the perspective of

transformational leadership the emphasis is given to the goals of the organization (Coetzer&Geldenhuys, 2017; Lynch, 2012, p.5).

#### **2.2.4 Transactional leadership**

In this type of leadership style, there is an exchange of some valuable things to the services of followers. This is the traditional form of leadership. Most of the people are believers of “quid for qui” (exchange of something for something) (Sultana, Darun& Yao, 2009; Lynch, 2012, p. 5). The best form of creating effective leadership should be grounded on the combination of transformational and transactional leadership. There is effective motivation in transactional leadership. In transformational leadership, there is persistence and hard work. There is short cut in transactional leadership while as transformational leadership is long lasting (Lynch, 2012, p. 6).

Kegans stage developmental theory was examined by Khunert and Lewis recognized that the levels of leadership with the experience and maturity of the leader.

At stage 1: In this, the leader is new to the institution, he/she has not understood the interests of the institution. He/ she holds his interests above that of the institution. In this, the leader does not have the time of interacting with the followers. The charisma of the leader is not known to the followers. It is thus easy for the leader to use the transactional style of leadership (Lynch, 2012, p.7).

At stage 2: A leader has interaction with the followers for some period of time. At this stage, the leader gets connected to the institution. The leader here also uses the transactional style of leadership but he is sometimes using the charismatic idealized features. That is the reason of calling this stage as “high order transactional style”(Lynch, 2012, p.6).

At stage-3: At this stage, the leader cannot separate himself from the institution.

### **2.2.5 Instructional leadership style**

In this type of style, the leader provides instructions and directions to the teachers for teaching effectively in the school.

#### ➤ **Types of instructional leadership**

1. **Visionary:** A visionary leader is a leader who is open minded and intuitively sharp. He/she transfers his/her ideas into the goals of the institution (Lynch, 2012, p.18).
2. **Developer:** A developer motivates his followers to do their best for their institution. The leader not only gets their jobs done but gets them done in a most efficient and effective manner. The leader transfers his/ her ideas into things (Lynch, 2012, p.18).
3. **Rational:** A leader who keeps his/her emotions on one side and leads the institution pragmatically and logically. They transfer their ideas into steps, procedures, and rules (Lynch, 2012, p.18).

#### ➤ **Stages of Instructional leadership**

##### ➤ **Bartering**

In this stage, the leader has to deal with a situation in which the goals of the leader and the subordinates are not the same (Lynch, 2012, p. 19).

##### ➤ **Building**

It is the stage of leadership in which the extrinsic rewards are changed into intrinsic achievement and competence. Building starts when the same effort is exercised for attaining the common goal (Lynch, 2012, p.19).

➤ **Binding**

By working together, the principal and the teachers create a common set of values by developing a good relationship and are living a community life. It is mainly based on morals (Lynch, 2012, P. 19).

➤ **Bonding**

This is the topmost level of instructional leadership. Bonding occurs when the community life is so predominant that in everyday way of life, there is school improvement (Lynch, 2012, P.19).

➤ **Roles of instructional leadership**

➤ **Collaboration:** The leader must make collaboration. The collaboration should take place among all stakeholders such as the teachers, the principals, the students, and the parents (Lynch, 2012, p. 20).

➤ **Guidance:** The instructional leader should give guidance to the teachers (Lynch, 2012, p.20).

### **2.2.6 Distributed leadership**

There are two reasons for the emergence of leadership. The first is the failure of a charismatic hero connected with transformational leadership. The second is the complexity of the work done by the leaders of the school (Lynch, 2012, p 38).

Distributed leadership is a type of leadership that supersedes the heroic form of leadership and is more inclined towards ‘super leadership’ i.e “leading others to lead themselves”. The important aspect of distributed leadership is that ‘it is a social process’. Its primary emphasis is on leadership skills and processes that go beyond the

traditional roles of leaders (Lynch, 2012, p. 41). The distributed leadership is also defined within the framework of e-commerce as information technology. There arises a new framework of structure i.e internet culture (Lynch, 2012, p.42). The distributed leadership is young because the number of such studies is quite few. The distributed leadership revolves round the three main parts such as task, leader and follower. (Lynch, 2012, p.43).

### **2.2.7 Ethical leadership**

The features of ethical leadership are discussed under the following headings

#### **➤ Inquiry approach**

Leaders must recognize the ethical issues if they arise and to be ready for reacting to them. The issues may be the concern for parents for choosing the teachers, creating an environment conducive to the education of children with special needs, and developing a zero tolerance (Lynch, 2012, p.55).

As per the Josephson institute of ethics (2006), one of the important step in taking the decision is thinking ahead. This prevents the school leaders from taking the rare decisions and take decisions in a more thoughtful manner. In taking the decisions the leaders should use the inquiry approach in which the solution is based on the facts. When this approach is applied, Patton (2008) used the term “Cookie-Cutter approach” avoided or discarded. This approach is not only an important step in the decision making process but is also important for other social aspects such as teaching learning process, extracurricular activities. As per the Josephson institute of ethics, the first step while tackling any issue related to ethics is to provide the reliability and credibility of the person giving the facts (Lynch, 2012, p.55).



➤ **A defined moral code**

While adopting ethical leadership the school administrators must adopt a moral code. Morals will not only tell about right or wrong but they are also related to the virtues. Virtues are attitudes or traits that make leaders to act in such a way, that develops in them the potential of pursuing the ideals they have adopted (Lynch, 2012, p. 56).

➤ **Ethics vocabulary**

The school administrators and planners of education are ready that some values should be taught (Lynch, 2012, p.56).

➤ **Visual representation**

The school leaders should use other ways of information transfer in addition to speaking. While conveying an ethical message the leaders should use flowcharts and videos in addition to using words (Lynch, 2012, p.57).

➤ **Involvement of school community**

It is necessary here to involve every stakeholder in taking ethical decisions. It is also important to invite parents and involve them in decision making process (Lynch, 2012, p.57).

➤ **Equal and fairness approach**

The leader should use fair and equal leadership practices for taking the decisions ethically. Good decision provides a great help in accruing the academic achievement of the students. The leaders should use the reflective practices. Energy

is an important element for any system to develop and grow. Courage is must for reflecting and acting (Lynch, 2012, p.57).

➤ **Harvard's Model of virtuous leadership**

Ethical leadership is also known as virtuous leadership

- Virtues build trust, which is the basis of this type of leadership
- Magnanimity and humility are the two broad virtues upon which the leadership is based
- Self-control, courage, justice, and prudence are the operational virtues of leadership.
- The model believes that leaders are not born but are trained (Lynch, 2012, pp.61-62).

### **2.2.8 Emotional leadership**

Emotional leadership is also known as the leadership of the future. As per Barling, Slater, and Kelloway (2000), emotional intelligence consists of five main characteristics

- ✓ Understanding own emotions.
- ✓ Having the knowledge of managing one's own emotions.
- ✓ Having self control of the emotions.
- ✓ Empathy (understanding the emotions of others).
- ✓ Relationships management. (Lynch, 2012, p. 74).

Lubit (2004) divided emotional intelligence into two parts such as personal competence and social competence. First one comprises of self-awareness and self-

management whereas social competence entails social awareness that embraces management of relationships and ability of understanding the feeling of others (Lynch, 2012, p.74). Goleman (2002) divided the eighteen components into four group's vis-a-vis, "self-management, self-awareness, social awareness and relationship management".

Caruso, Mayer & Salovey (2002) suggested that there are two approaches of emotional intelligence and among them, one is the ability model and the next is the mixed model. The ability model considers emotional intelligence in the same domain as general intelligence. In the mixed model approach various skills, traits, capacities, competencies, abilities, and dispositions are grouped into one (Lynch, 2012, p.75).

According to Stough and Gardner (2002), two important characteristics of leadership are the capacity to manage one's emotions and those of others. They also found a very high relationship between attributes of emotional intelligence and transformational leadership

### **2.2.9 Strategic leadership**

#### **➤ First wave model: Internal strategic leadership**

In this model, the environment of the schools is assumed to be stable and predictable, with very low competition. The content and provision of education are assumed to be under the control of centralized planning. The school's management is assumed to be under the control of bureaucracies with very low autonomy (Lynch, 2012, p.111). The focus of this model is to improve the learning process, leadership and teaching. In this model, the school is assumed to be a storehouse of skills, knowledge house, and cultural tenets from curriculum and teachers in a

relatively static society. In this model, the emphasis was laid on the efficacy of the school by improving the school performance in general and methods, contexts and processes of learning and teaching in particular (Lynch, 2012, p.111). Internal strategic leadership is used to reference the concepts of instructional leadership, structural leadership, human leadership, curriculum leadership, and micro political leadership (Cheng, 2003, 2005).

➤ **Limitations**

- Too inward, taking into account planning and action without looking into expectations, influences, diversities, and complexities into consideration.
- Focused on the technical and operational aspects of school and education.
- Attention is given to the guidance and instruction of bureaucracies rather than on the expectations of stakeholders and the changing environment.

➤ **Second Wave Model: Interface Strategic model**

This second wave model was developed in the 1990s. In this model, education means a service providing function. The students receive a service in the process of learning. In this model, the environment of education is dynamic and unstable due to competition and uncertainties. The context and provision of education are mainly obtained from diversity in expectations of stakeholders and changing needs of the market.

The schools under this model have restricted autonomy. The first wave strategic model differs from this one in public relations, environment, and brand leadership (Lynch, 2012, p.113).

➤ **Limitations**

- Too market driven
- Too focused on market survival, school competition, and public relations rather than educational purposes.
- Needs only short term needs of the students

❖ **Third wave model: Future Strategic Leadership**

It gives more emphasis on the effectiveness of the future by emphasizing the needs of the future at the individual and the society level. The twenty-first century needs can be met by adopting the concept of multiple intelligence and localization, individualization and globalization. In this model, schools should be given autonomy for achieving the vision of the future. There is a tough competition among the schools and other educational institutions as in the second wave model. In this model, leadership is concerned with the sustainability of schools, students, teaching faculty, and the community. The opportunities for learning get increased by adopting the concept of “triplication in education” i.e. individualization, localization, and globalization of education (Lynch, 2012, pp.114-115).

➤ **Limitations**

- Too forward looking
- Dependent on the paradigm shift in leadership

### **2.3 Studies Related to Leadership Practices**

**Rheume et al. (2021)** conducted “An Analysis of Responsive Middle-Level School Leadership Practices: Revisiting the Developmentally Responsive Middle-Level Leadership Model” to examine the leadership practices. This research was conducted

with the help of qualitative technique and an exploratory case study design on 17 middle school administrators of three school districts for which samples were taken through purposive sampling. Data was collected through six focused group interviews. The findings and conclusion were based on three dimensions: (1) school teachers and leaders responded to the cognitive, psychological, social-emotional, physical, and moral development of young adolescents, (2) leadership practices included the promotion of shared vision and development of a collaborative culture which included effective team establishment, empowering without micromanaging, supporting, encouragement for risk-taking and influencing others, (3) also finding included the points of teaming, flexibility, grouping, advisory, and curriculum.

**Pashiardis, Brauckmann & Kafa (2018)** carried out a research on “Leadership of school principals in two low performing schools in Cyprus”. The methodology adopted in this study is qualitative in nature. ISSPP is an international organization for conducting research on successful leadership in about twenty countries and Cyprus is one of the participants. Under the qualitative approach, multi-perspective case study was carried in which the data was gathered through the different person's such as students, teachers, and principals. This provides a holistic view of the study. The data was gathered through the semi structured interviews protocol developed by the ISSPP one for students (focused group), one for teachers and the other for the principals. Those questions were included in the protocol of the interview which helped in collecting the data about the challenges faced by the principals and recognizing the actions performed by the principals. The researcher had used purposive sampling for selecting the two schools one with high socioeconomic status and the other with low socioeconomic status. The government of Cyprus does not have any criteria for

identifying the schools. However, the socioeconomic status of the two schools was mostly based on the results, examinations, and socioeconomic background of parents. The schools were middle schools and the age of the students was from 12-15 years. School-A was in the category of low performing in which the results are below the expected level in the urban areas. The students in this school are from well-off families and are located in such place where the income and education of the parents are greater than average. There are at least 400 students in this school. The teaching staff of school was 55 in number with 49 females and 6 males. The principal of the school was a female which was in her 50<sup>s</sup> with 30 years of experience in teaching. During the collection of data, she was in her second year as a principal of this school. The school-B was also in the category of low performing school in which the results were below the expected level in rural areas. Most of the people in this place are from foreign countries whose living standards were less than average. The number of students studying in this school was 175 and the number of teaching staff was 30. The school principal was a male who was in his early 50<sup>s</sup> with 30 years of experience in teaching. During the collection of the data, the principal was in the second year as a principal of this school. Data has been collected in two days in the selected schools. The data has been collected from the principals by the semi structured interviews. Further, focus group interview was conducted with 5 teachers and 6 students who were randomly selected by the researcher. The interview with the principal was conducted for about two hours while as the focus group interview was conducted for about 1 hour and 45 minutes. Transcripts were made from the collected data. The analysis of the collected data was done through open coding by multiple rounds followed by thematic analysis. The findings showed that the challenge faced by the school principals in school-A is the negative involvement of the parents in the daily issues of the school. The problem

faced by the principals is the problem of financial crisis. The teachers mentioned that for the professional development the finance of the school was limited. However in school-B the principal found that there is lack of funding that is also connected with the financial crisis. The challenge faced by the teachers is the problem of students' indiscipline. One more challenge faced is the lack of parental involvement. The finding of the second research question revealed that the actions performed by the school principal in school-A are that she is supporting the students either financially or emotionally. Further, she organized extra classes for students with special needs. The principal used technology for communication and teaching purposes. Internal leadership coping strategies were followed by the principal in the category of school-A. In school- B the leader focused on the internal and external strategies of leadership. In internal strategies of leadership, the primary emphasis was to develop a respectful environment between teachers and students. Another strategy is that management does not happen properly if the schools are following the rules and regulations strictly. From time to time principal have taken steps for correcting the problem of disruptive behavior and indiscipline of the students. The external leadership strategy included the involvement of the community and the parents. The finding of the third research question in school- A showed that the principal lacked the cooperation between her and the other community members. That is she failed to use the entrepreneurial leadership style outside the school. The reasons which lead to the poor performance in school-B are the behavioral problem of the student's families and the financial problems, lacking the basic necessities of food and clothing. The school was adopting the strategies of external and internal leadership thus promoting entrepreneurial style of leadership style within and outside the school.



**Shega & Tarekegne (2018)** studied the “Practice of Secondary Schools Principals in Curriculum Implementation in East Harerege Zone”. The goal of the research was to study secondary school principals' leadership styles, which included developing people, direction setting, defining goals, reorganizing the organization, and managing the curriculum. The study further aimed to find out the problems that affect the practices of the leadership of secondary school principals. The descriptive cross-sectional design was used over the government secondary schools. There are three administrative regions and nineteen districts in this region. Six districts were randomly selected and seven senior secondary schools were selected also by the same technique among the selected districts and administrative regions. 233 teachers were selected from 556 total teachers in the selected districts. 21 PTA members were selected from the total 45 PTA members through the stratified random sampling technique. Seven student representatives, six woreda education officers, 11-vice directors, and seven principals were opted by purposive technique. The mixed method approach was employed to gather the information from the sample. A questionnaire on leadership practices and semi structured interview was used employed for data collection. The quantitative data were analyzed through S.D, mean and frequency percentage where as the qualitative data were interpreted by narrations for supporting the quantitative data. Results showed that the practices of leadership were not so effective in promoting the learning and the achievement of the students in terms of coordinating, controlling, monitoring, and evaluating the system of teaching learning. At the end, the results of the research revealed that inexperienced leadership, school heads lacking the confidence, weak initiative taken by the principals for the professional development of the staff, and lack of support from the concerned authorities are the major obstacles that hinder the implementation of leadership practices in curriculum.

**Zheng, Yin & Wang (2018)** conducted a study on “Leading with teachers’ emotional labor: relationship between leadership practices, emotional labor strategies and efficacy in china”. The study aimed to search out the correlation between practices of school leadership, emotional labour strategies, and teacher’s efficiency. A survey was conducted from 2016 to 2017 in three provinces of China such as Chongqing, Yunnan, and Shaanxi. The researcher used convenient sampling technique for the teachers when to collect the data when they took participation in the teacher development program conducted by two universities and one teacher training college. Although the researcher has distributed 1400 questionnaires among participants for collecting the data, whereas 1026 response were reviewed by the researcher. Out of the total responses it had been recorded that 793 were elementary school teachers and 233 were teachers of secondary school level. The tools used for the collection of data include leadership practices inventory was adopted from the work of Day et al. (2011). The second tool used in this study was Teacher Emotional Labour Strategy Scale (TELSS) developed by Yin et al. in the year (2017). Teacher Sense of Self-efficacy Scale (TSES) developed by (Tschannen-Moran & Hoy, 2001) for the purpose of data collection. Researcher analyzed the collected data through SPSS software 21.0 and Mplus 7.0 version. Descriptive statistics and correlation techniques were used as the statistical techniques. SPSS was used for calculating the correlation and descriptive statistics. Mplus was used for conducting the structure equation modeling. The results revealed that leadership practices disturb all the three dimensions of emotional labour strategies deep acting, expression of natural felt emotions, and negatively affects the surface acting. The results of the above analysis exhibited that all the dimensions of teacher’s efficiency were significantly affected by the leadership practices.

**Kelkay (2018)** carried out study on “School principals and supervisors leadership practices in teachers continuous professional development program in secondary schools of Bahir Dar city Ethiopia”. Here leadership practices of school principals and supervisors in relation to their teacher’s continuous professional development program were investigated. The study aimed to evaluate the leadership attributes of principals and cluster supervisors in executing the programs of continuous professional development. Descriptive survey method was followed to collect the data. 4 cluster supervisors and 14 principals were selected in the study. Using a systematic sample technique, the principals and supervisors were chosen. A proportionate selection strategy was used to select 305 teachers for the study, however, only 295 of them returned the questionnaire. The data was collected through interview, questionnaire, and document analysis, and appropriate statistical techniques of t-test, percentage and mean scores were used to analyze the collected data through SPSS software. Though the qualitative data was analyzed by making the narratives through paragraphs, statements, phrases, and words. Outcomes of the current study showed that leadership practices of cluster supervisors and school principals on CPD were not perfectly implemented. There is a knowledge gap between supervisors and principals on CPD program. It also demonstrated that principals and supervisors were not having clear understanding of the concept of CPD. Attention should be given by the principals and supervisors of the schools on CPD training program. There should be capacity building training programs for teachers and supervisors organized by the states. Attention should be given for doing research in this area.

**Cheung et al. (2018)** worked on the area of leadership practice in order to understand the “Teachers’ perceptions regarding the influence of designated leadership practices

on pre-primary children's learning in Hong Kong". The agenda behind study was to find out the practices of school leadership and their impact on learning of the children. Four leadership practices were set by the researcher in this study and they are indicated as: setting directions for curriculum design and development, developing people in schools, constructing a cooperative or contemplative culture, and revamping effective teaching. A total of 50 preprimary schools participated in this study while employing the quantitative methodology in this study. Hence, out of aforesaid 50 schools, 25 were selected as participating schools while as other 25 were identified as schools under control. The participants of the study include assistant teachers, teachers, head teachers, curriculum leaders, and principals. A sample of 287 was selected from 49 schools with a sample of 164 from these representative schools and 123 were taken from the control schools. One of the schools from the control group does not return the questionnaire. Four different questionnaires were designed which were given to the participating and control groups. The obtained data was thoroughly analyzed by using the SPSS (Version 22) and Mplus (Version 7.1). Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were done by Mplus for determining the construct validity and reliability. Multiple regression was used for determining the impact of practices of leadership on the learning outcomes of children. The outcomes of the existing study exposed positive influence on the personality determinants of the students such as knowledge, attitudes, and skills. The dimension developing people in schools has very low impact on the learning of the children. Setting direction for curriculum design has a significant and positive impact on two domains of learning such as attitudes-active learning (ES=0.26), skills-expression, and communication process. Situating a particular direction for curriculum development has momentous relation with three domains of children's learning such as knowledge acquisition and

knowledge acquisition learning (ES= 0.16), skills cognitive thinking (ES= 0.16), skills-creativity, and coordination (ES= 0.14). Here outcomes of the study indicated that leadership practices were mostly similar to that of the Liethwoods category. In the participating schools, teacher leadership was improved by working together in a project. A positive association was found between building a reflective and collaborative culture and various domains of children's learning.

**Shah & Khan (2018)** conducted a study on "Leadership effectiveness in relation with job satisfaction". The purpose of the study was to determine the relationship between leadership effectiveness and work satisfaction among secondary school principals. The current study was quantitative in nature, which facilitate the researcher in employing descriptive survey design. Here all the headmasters of secondary schools in the Kashmir valley were comprising the population. A sample of 300 headmasters was randomly selected. In this research work, researcher used standardized developed by Taj(2010), "The Leadership Effectiveness Scale" and Singh and Sharma (2006) "Job Satisfaction Scale". The statistical technique of Karl pearson's coefficient of correlation was used for data analysis. The study exposed a significant relation between the intellectual operation element of leadership and the work satisfaction concrete factor, the study discovered a substantial relationship between the job satisfaction composite score and the leadership effectiveness and between the emotional stability and behavioral stability factor of leadership and the psycho social dimension of the satisfaction of the job; between the operation as the factor of citizen of effectiveness of leadership and the growth of nation or community as a dimension of job satisfaction.

**Shah & Khan (2018)** studied the "Leadership effectiveness of secondary school headmasters in terms of their gender and length of service" recruited in various

secondary schools with reference to their gender & length of service. The fundamental motive of this study was to compare the leadership effectiveness of headmasters of secondary schools with reference to their different socio-demography. Researcher has taken all the principals of the secondary schools of Kashmir valley as the population of the study. 300 principals were opted randomly. The standardized questionnaire of Taj (2010) was administered in the study as data collection instrument in order to collect the relevant data. The t-test, S.D., and mean were used for statistical analysis. It was found that principals of secondary schools in Kashmir valley did not show any significant difference in leadership effectiveness on the grounds of their gender. The study has shown a major gap in leadership effectiveness in principals accordingly their seniority. Researcher also found that the senior principals are ready for seeking new ideas and are ready for facing the challenges. It was also observed that the communication ability of senior principals was very good as compared to junior ones and are working hard for analyzing the problems of the group.

**Melesse and Molla (2018)** have carried out a study on “Contribution of school culture to students’ academic achievement: The case study of secondary and preparatory Schools Benshangul Gumuz Regional State, Ethiopia”. The study aimed at the assessment of school cultures contribution towards the academic achievement of the students. The principals, cluster supervisors, students, and teachers were taken as data. Convenient sampling technique was used for selecting three schools and three woredas. Out of the total 38 sections, 11 sections were selected randomly as the participants of the study. The students were randomly chosen whereas teachers were selected by using comprehensive sampling technique, principals, and the cluster supervisors. The sample of the study consists of 3 cluster supervisors, 5 principals, 82 teachers, and 285

students. The questionnaire for students and teachers and the interview schedule were used for the principals and the cluster supervisors to gather the data. For quantitative analysis, researcher used percentage and one sample t-test whereas qualitative data gathered from the principals and supervisors were explored in words by developing the themes from the collected data. The finding of the research indicates that school culture has a substantial and progressive influence on the summative performance of students. This result was also supported by the qualitative data collected from the principals and supervisors. The results of the study revealed that the teacher's commitment had a momentous effect on the academic achievement of students, e.g. teachers using different teaching methods, strong preparation before coming into the class, and personality of the teachers. The results of the study unveiled that motivation power also affects the academic achievement of students at all. It was also depicted that almost maximum of teachers modify their style of teaching, planning of lessons, and notes for encouraging the motivation of the students.

**Bahadur et al. (2017)** have done a study on the "Leadership behavior in high-performing government boy's secondary schools in Quetta: A grounded theory analysis". The agenda was to assess the behavior of the leadership in the selected well performing boy's secondary schools. The study is qualitative in nature. In this study, multiple case study design was adopted. All the high performing schools of Quetta city were considered as the population of the study. For data collection, only four principals were selected from the high performing schools of Quetta city on the other hand 4 principals, 4 school vice principals, and 16 teachers were selected through the purposive sampling technique. The semi-structured interviews were followed by the investigator for the collection of data. The axial coding, selective coding, and the open

coding of grounded theory were used as a base for the analysis of data. The study's findings demonstrated that school leaders exhibit a variety of leadership characteristics, including task-oriented, people-oriented, and change-oriented behaviors. Furthermore, diverse leadership practices influence the school's performance.

**Jawas (2017)** conducted research on the topic “Influence of socio-cultural factors on leadership practices for instructional improvement in Indonesian schools”. The study is qualitative in nature where in-depth interviews were used for collecting the data. The representative population of the study consists of fourteen teachers, and six principals from six secondary schools of Indonesia. In this study researcher used Stratified random sampling design including all types of schools. Researcher had also highlighted three main types of senior secondary schools in Indonesia such as mainstream secondary schools, vocational secondary schools and Islamic or madrasah secondary schools. About 79 % of the teachers who were selected have more than 10 years of expertise and 83% of the principals were in the last year of their leadership. For the appropriate analysis of data QSR’s NVivo 9 software was employed for the analysis of data. First of all coding of the data was done and after that themes were developed from the data. The outputs of this investigation thoroughly showed that leadership practices emerged from the collected data, such as boosting the welfare of teachers, monitoring learning hours, emphasizing on structuring the character of students, partnership with stakeholders, increasing standards, and encouraging participation of students in extracurricular activities.

**Rehman & Farooq (2017)** conducted a study on the “Leadership skills and competencies of students at universities in India”. It aimed to assess the competencies of leadership among the university students. The study also assessed the skills and



competencies of leadership among university students in context of their gender and the type of course. The population for the present study consists of university students. The sample was collected from two universities, one state university (Bundelkhand University) and another one central university (AMU). A sample of 239 students was selected, with 124 male students and 115 female students through convenient sampling technique. The inventory on school leadership outcomes (Van 2000, 2004) was used. The results of the study exhibited that students have various leadership skills and competencies. It was found that there is a momentous variance in the leadership skills of students with reference to their different demography.

**Najar & Dar (2017)** conducted a study on “Leadership preferences among post graduate students of Kashmir University”. It was aimed to assess the preferences among the post graduate students and another objective was to make the comparison of the preferences of leadership among the post graduates of Kashmir University in the context of their male or female, locality, and structure of family. The descriptive survey method was used. The population in the present study was consisting of all the postgraduate students of Kashmir University. From the overall population, 250 postgraduate students were randomly selected. The tool used in this study is the leadership Preference Scale of L. I. Bushan (1995). The results of the study revealed that students showed more preference to the authoritarian leadership style. The female students were more authoritative in leadership style than the male students. However, outcomes of the current study also exposed that students belonging to nuclear families were more authoritative in leadership style than the students hailing from the joint families. The results also showed that the leadership preferences of students with reference to rural urban dichotomy were seen are not different from one another.

**Deliowska, Dernowska & Gruenert (2017)** carried out a study on “How school Achievements interplay with school culture and principal behaviors: A comparative study of two middle schools”. The purpose of the study was to determine the impact of principal behavior and school culture on school accomplishment. The study was performed on two middle schools with representation of school –A & B as the high low performing schools respectively. This ranking was based on the Warsaw ranking of the middle schools and these schools were located in Poland’s capital city. The data was obtained by using the “school culture survey of Gruenert and Valentine (1998)” and for the behavior of the principals the questionnaire on “organizational climate by Hoy et. al. 1996”. The analysis of the research work showed that the four dimensions of the culture of school in compared schools were different from one another. In school A the culture is based on the individual achievement i.e on the competition however in school B the culture is based on the collaboration. In the high performing school i.e school-A, the behaviour of the principal is restrictive while as in the school B, the behavior of the principal is supportive. Connection is between the head of the institution and collaborative school culture.

**Pervez, Dahar & Maryam (2017)** studied “Impact of School Culture on student’s academic achievement at secondary level”. It aimed to find out the association of school culture with academic achievement and the study also aims to investigate the effect of culture of school on academic progress. In this study culture of school was the dependent variable and the academic achievement is the dependent variable. The population was consisting of all the government teachers and students of Rawalpindi district. The researcher has randomly selected 60 schools from three tehsils with 20 schools from each tehsil. The school culture survey was used for the collection of data.

As a result, researcher used both descriptive and inferential statistics in the data analysis. The mean and standard deviation were used to determine school culture and academic accomplishment. The impact of school culture on academic achievement was examined using regression analysis, and the link between the two was measured using correlation approaches. It revealed that school leader does not develop a positive school culture while as the school culture affects students learning performance. It was also found that an effective and positive connection established between students learning achievement and school culture. The results of the study exhibited that variables such as quality of teachers, quality of students and management of schools have a significant and positive impact on the academic achievement of the students. While as the variables of collegial support and professional development have negative impact on the academic achievement of students.

**Singh and Allison (2016)** carried out a study on “School leadership practices of head teachers in Kathmandu”. The performance of some public schools in Nepal is very well while as the performance of some other public schools in Nepal is very poor. Due to this disparity, the large number of private schools has been established which had become a problem for the public schools and their principals. The study investigated how the principals from five high and five low performing schools tackle these challenges. The qualitative research design was embraced to accomplish the research. The process of data collection was dependent on the interviews and focused group discussion. Kathmandu metropolitan city was selected for this purpose because it is a city and there are large numbers of public schools in this city and some of them are showing very good performance than the others. Out of 53 public schools, five were selected from the high performing and five were selected from the less competing

institutions on the basis of success rate of last five years from 2008- 2012 in SLC exams. The choice of selecting the high and low performing schools was to see what kind of leadership practices are adopted in these schools. Only those principals who were having five or more than five years of leadership expertise in the same school were considered as the respondents of the study. All the participants were in their 50s are having teaching expertise of more than 30 years. Majority of the participants mostly from the high performing schools had worked with the same school for more than 30 years. The study indicated that principals from high performing schools said that planning and goal setting is the important leadership practice while as some told for developing their own plan. However, the principals from low performing schools did not make any statement like the principals from schools who could show better performance. The principals from these well performing schools considered collegial environment as the pivotal role in performing schools. The principals of low performing institutions also considered school as a family but they did not consider it for having a positive effect on teaching and learning. High performing schools were proactive in establishing the policies and practices.

**Boampong et al. (2016)** had done a study on the “Effects of leadership styles of head teachers on academic performance at Seniagya–Effiduase Sekyere East in the Ashanti Region”. This research proceeds with the objective of how different leadership styles affected students' academic achievement. Another purpose of the work was to establish which particular style of leadership has a positive correlation with the good performing students. The researcher has used the mixed method methodology and the correlational research design was used to see the connection between leadership style and academic performance in this study and the triangulation approach was followed by using

qualitative and quantitative methods. The study is restricted to only 60 schools out of the 63 schools. The sample of students, parents, teachers, and the officials were decided by the researcher with the help of simple random sampling technique. Results of the study discovered that 60 % of the headmaster's leadership style have influenced the student's academic excellence. It was observed that for improving the performance of the student's leaders should adopt the democratic style of leadership and should avoid dictating his subordinates and should welcome teachers, students and parents for their opinions. Majority of the respondents replied there is not any particular leadership style that significantly impacts the scholastic achievement of students except the democratic style of leadership. Most of the responses indicate some practices that became challenges for the school leadership such as modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the Hearts. Modeling the way will enable the principals to be regular and punctual in school and become a role model for the students and teachers. It was also recommended that the teacher training institutions should inculcate the knowledge and skills of leadership among the Head teachers.

**Omar & Kavale (2016)** studied the “Effect of leadership style on school performance of the secondary schools in Wadajir District, Mogadishu, Somalia”. Laissez-faire style of leadership gives complete freedom to the participants for taking the decision without the participation of the leader. In democratic leadership, the leader shares his decision making process with his followers. In transformational leadership “Bass and Riggio (2006) in Miskel and Hoy, (2008)” came up with the concept four Is, “idealized influence, intellectual stimulation inspirational motivation and individualized consideration”. The goal of this study was to determine the impact of leadership styles

on student outcomes in school. The quantitative methodology was adopted in the study. The descriptive survey design was used. The relevant data of the study was taken by using the questionnaires. The population consists of principals, vice-principals, directors, and instructors of the targeted schools. Quota sampling and convenient or judgment sampling were used for selecting the sample. Convenient sampling was used for selecting the participants from each stratum. The sample consisted of 89 respondents among them with 10 leaders and 79 teachers were selected by using the Slovic's formula from 10 secondary schools. Most of the respondents replied that laissez- faire styles lead the school towards failure because there is no authority and power and the rules are too flexible and liberal. The mostly used styles of leadership in the schools of the district are the democratic and the transformational style. The performance of the staff and the students were better in the schools that were using the transformational and the democratic style of leadership as compared to the schools that were using other types of styles. It was also recommended from the study that those styles of leadership should be adopted in the schools which involve collaboration in the participation and consultation in the decision making process. The study also recommended that there should be experienced and qualified principals in schools for meeting the challenges of leadership.

**Hallinger et al. (2016)** studied the "Perspectives on principal instructional leadership in Vietnam: a preliminary model". The thrust of this research was to describe the importance of Vietnam's primary school principals as instructional leaders and to prepare a model of instructional leadership based on the Vietnam's context of education. The study is based on the qualitative methodology. All the primary school principals from Vietnam were selected as the total population for this research work. The sample

consists of 27 principals with 17 male principals and 10 female principals. The principals teaching experience ranged from 3 to 37 years. The duration of experience of the principal ranges from 2 to 25 years, with 10 years period as average. The period of duration of the principal in the current school ranged from 2 to 18 years with an average period of 6 years. 14 principals were having an art degree, nine principals were having the graduation, two were having the post-graduation and the data of one principal were missing. The data were collected by using the open ended interviews. Different researchers took the interview in each region. The duration of the interview ranged from 1 to 2 hours. The recording of the interview were done in Vietnamese and were transcribed and the translation were done into English. The analysis of the data was done by employing the grounded theory. The results claimed that a model of instructional leadership was developed. This model of the author shows similarities to the western models on various dimensions such as managing instruction and curriculum, setting direction, and developing the learning climate of the school.

**Quin et al. (2015)** carried out a study on "Correlation between leadership, culture, and student accomplishment". The aim of the study was to investigate the link between leadership practices and school culture, the correlation between leadership practices and student accomplishment, and the relationship between school culture and leadership practices. The research was quantitative in nature, and data was collected using an online survey. Researchers have adopted a correlational research design for conducting this study. Simple random sampling was employed to select the sample. A sample of 310 participants were selected from 31 high, middle, and primary schools of southwest Mississippi. However, the sample of 216 participants completed the survey which showed the response rate of 69.7 %. The tools used for the collection of the data are,

one is leadership practices inventory by Kouzes and Posner in 2003. The inventory consists of 30 items with 5 responses, with 6 items in each of the five subcategories. The minimum score for each subcategory was 6 and the highest value was 30. However, the minimum value of the inventory is 30 and the maximum score are 150. The second one is school culture inventory contains 35 items with six subcategories developed by Grunert and valentine in 1998 and the dimensions of the scales were teacher collaboration, collaborative leadership, unity of purpose, professional development, collegial support, and learning partnership. Inferential statistics were used for the analysis of the data. The association between culture of school and leadership style was investigated using multivariate multiple regression. On the other hand, multiple regression analysis was utilized to find out the link between school culture and academic accomplishment, as well as leadership practices and academic achievement. Researchers found four leadership practices that contribute to this model at 0.05 level. This accounted for 36% of the variation in collaborative leadership, 29% of the variation in unity of purpose, 27% of the variation in professional development, 24% of the variance in collegial support, 22% of the variance in teacher cooperation, and 15% of the variance in learning partnership. From the above result, it was found that there exists positive relationship between leadership practices and school culture. The findings of the second research question divulged that there was a significant relation between school culture and academic achievement. However, the third research question showed that there was no significant relation between leadership practices and academic achievement. This was supported by the studies of (Gieselmann, 2009; Siegrist et. al., 2009).



**Quin et al. (2015)** conducted a study on "Comparison of transformational leadership practices: Implications for School Districts and Principal Preparation Programs," The goal of this study was to examine if student academic achievement is boosted by leadership styles. The study also aimed to study the significant difference between the practices followed by a leader with reference to the level of performance of the schools. In this investigation, the quantitative methodology was used in which descriptive survey method cross-sectional design was used. In addition to descriptive research, this study used a comparative design. A basic random sampling procedure was used to select the sample. From the 13 schools, a total of 92 teachers were chosen. The information was gathered using the Kouzes and Posner leadership practices inventory. Descriptive statistics and t-test were used by researchers for the purpose of the result of the research. On the basis of the finding, it was concluded that variety of leadership strategies more frequently used by principals of high-performing than principals of low-performing schools. The largest difference were seen in challenging the process and inspiring the shared vision, which are two important leadership style which impact on students learning. The results showed that the difference found in the groups in modeling the way ( $t(90) = 2.81, p = .006$ ), challenging the process ( $t(90) = 4.04, p = <.001$ ), inspiring a shared vision ( $t(90) = 3.67, p = <.001$ ), encouraging the heart ( $t(90) = 3.62, p = <.001$ ) and enabling others to act ( $t(90) = 3.19, p = .002$ ). At the end, it was said that the variance is found in all types of leadership practices between high and low performing schools.

**Sivakumar & Singaravelu (2015)** conducted research on the "Association between leadership styles and brain dominance among teachers in the Coimbatore district". The goal of the study was to investigate if there was a substantial difference between school

teachers in terms of leadership styles and brain dominance, as well as to see if there was a link between leadership styles and brain dominance among school teachers. The descriptive survey method was used in this study's methodology. The sample of the study included 150 teachers who were chosen using a stratified random selection method. The purposive data was gathered using the leadership style questionnaire produced by Arul Lawrence, A.S in 2009 and the Alert learning style inventory (1989). The received data was examined using correlation and t-test statistical techniques. The study's findings revealed that no significant difference was found between school teachers in terms of brain dominance based on various background variables such as gender, age, birth order, school locality, year of experience, type of management, nativity, subject handling, and professional qualification, and no significant difference was found between school teachers in terms of leadership styles based on various background variables such as gender, age, birth order, school locality, year of experience, type of management, nativity, subject handling, and professional qualification. However, there was a substantial difference in leadership styles among school instructors based on numerous background variables such as birth order, year of experience, and school location. The findings of the study also demonstrated a link between leadership styles and brain dominance among high school teachers.

**Farooqi, Rehman & Rehman (2014)** conducted a study on Leadership Practices in Schools of rural areas of Gujarat. Most of the authors believe that transformational leadership is first developed by Burns in 1987 and transformational and transactional leadership were differentiated by Downton (Avolio and Bass in 1995). The transformational leadership is comprised of four I's such as individualized consideration, idealized influence, inspirational motivation, and intellectual stimulation

(Avolio, Waldman, & Yammarino, 1991). Management by exception passive, contingent compensation, and management by exception active are three leadership behaviours that make up transactional leadership. The exchange idea is known to underpin transactional leadership. Laissez-faire leadership is the polar opposite of full-spectrum leadership, which includes the four I's. Lack of leadership or non-leadership are terms used to describe laissez-faire leadership. Slegers, Nguni and Denessen (2006) defined laissez-faire as "the extent to which leaders avoid responsibility, fail to make decisions, and are absent when needed or fail to follow up on requests". Barbuto and Brown (2000) defined laissez-faire leadership as the absence of leadership or hands-off form of leadership. The objective of the study was how the private schools in rural areas of Gujarat are lead by the principals. This study was based on qualitative methodology. Exploratory design was used in this study. The study's main focus was on how principals use different styles of leadership, such as laissez faire, transactional, and transformational leadership. The sample of the study was taken from the rural private schools of Gujarat through the purposive sampling technique. The information was gathered through a semi-structured interview, and the data was analyzed by removing the themes. The study found that principals preferred transactional and transformational leadership approaches over laissez-faire leadership. All the principals replied that they were practicing all the four I's however; one principal replied that he is not using intellectual stimulation in all the situations. The results of the study replied that for keeping the teachers motivated, some tools of motivation must be used by the principals. About 91.77 % of the principals believed that for keeping eye on all the aspects at any situation, critical care is the necessary requirement that is required. From the fallouts of the study, it was known that the most often used style of leadership is the transformational leadership style.

**Okoroji, Anyanwu & Ukpere (2014)** carried out a study on “The impact of leadership styles on teaching and learning Process in Imo State”. Fullan (1998) writes that, “leadership is an essential element of parish life, which calls forth gifts of visioning, planning, empowering, and evaluating for the service of the community.” One of the important objectives of this research work was to study the impact of leadership styles on the teaching learning process. The population was comprising of all the selected secondary school academic staff of Owerri North. The male and the female and the junior and the senior members constitute the academic staff of the selected schools. The representative sample of the study consists of 66 teachers. The sample was collected by using the stratified random sampling technique. The data was collected by using the self-structured questionnaire. The statistical technique ANNOVA was used for the analysis of the data. The results of the study showed that leadership style has an effect on the teaching learning process. The results of the study revealed that the democratic style of leadership was the most used style of leadership than any other styles of leadership. It was also found that gender to a greater extent affects the effect of styles of leadership on the teaching learning system. It was seen that women instructors were more democratic than their male counterparts. The male teachers were more autocratic in their style. In the democratic leadership style, there is a positive relationship between the teacher and the learner. Some of the respondents replied the qualification level of teachers plays an important role in determining good leadership in schools. While as some of the respondents did not agree with this. It was also recommended that seminars and workshops should be organized by which the male and female teachers should develop the broader concept of leadership styles.

**Machumu & Kaitila (2014)** studied "The Influence of Leadership Styles on Teachers' Job Satisfaction: A Case of Selected Primary Schools in Songea and Morogoro Districts, Tanzania". The goal was to investigate the impact of leadership styles on primary school teachers' work satisfaction in Tanzania. The study's research questions are: which leadership style is most influential in influencing primary school teachers' highest job happiness, and which leadership style aids in generating higher job satisfaction among primary school teachers. The mixed method design was used in this investigation. Researchers used quantitative research methodology in which cross-sectional survey research design was used in this study. Purposive and stratified sampling was the sample procedures utilized in the study. The head and deputy head teachers were chosen using a purposeful sampling approach, while the teachers were chosen using a stratified random sample technique. A total of 200 instructors were chosen from 20 primary schools (10 best performing and 10 worst performing schools) in the Songea and Morogoro districts (20 head teachers, 20 deputy head teachers, and 160 teachers). Semi-structured interviews, questionnaires, and documentary analysis were employed to gather the necessary information (i.e. the triangulation technique was used). The data were analyzed statistically and subjectively with the use of percentages, frequencies, and tables. The numeric data were analyzed with SPSS, while the qualitative data was analyzed with content analysis. The study's findings revealed that democratic leadership is the most common style of leadership in high-performing schools. As a result, autocratic leadership is prevalent in low-performing schools. Teachers, on the other hand, are less satisfied with their jobs because of the autocratic leadership style. It was also suggested that as a copying approach, democratic leadership should be used in low-performing schools. Teachers in high-performing schools were also found to be satisfied with their jobs. Furthermore, it was also

depicted that teachers' job satisfaction is mostly due to the democratic style of leadership in the primary schools.

**Jamal (2014)** studied "Leadership Styles and Value Systems of School Principals". In order to find out the most effective models of school leadership for new school pattern, the researcher conducted this research study. For this purpose researcher started reviewing a variety of literature reviews including the evolution of leadership, transactional and transformational leadership styles, the relationship between leadership styles and organizational variables, and the relationship between the principles styles of leadership and the value system. Various studies have demonstrated that the leadership's behaviour has a significant impact on the efficacy of leadership. When transactional and transformational leadership styles are compared, it is clear that transformational leadership has the greatest impact on organizational factors. The study found that transformational leadership styles are associated with moral value, while transactional leadership styles are associated with pragmatic value. This means that administrators who have moral beliefs will use transformational leadership as a means of improving or empowering teacher performance. Transactional leadership is used by pragmatic value principals as a kind of recognition or reward. According to the literature review, transformational leadership and the moral value system, as well as transactional leadership and the pragmatic value system, have a good relationship. Teachers are empowered and motivated to do their jobs as a result of transformational leadership. According to the findings, research on the Arab education system in Israel should be performed using both qualitative and quantitative methodologies to look for a link between leadership styles and value systems. This aids in identifying the issues and challenges that school leaders confront in making more informed judgments.

**Aslam et al. (2014)** studied "Analyzing the Perceived Effectiveness of Academic Leadership in Schools of Bahawalpur, Pakistan". The study's goals were to investigate academic leadership in secondary schools, identify the strengths and weaknesses of academic leadership, and make some useful recommendations for academic leadership. 100 samples of secondary school teachers among the whole population were selected with the help of random sampling technique. The data was collected using a self-created structured questionnaire. The quantitative approach was used in this study's methodology. The data was examined using percentage, mean, and standard deviation statistical approaches. According to the research, academic leadership in schools is ineffective, according to the perception of the personnel. The teachers were not given any power. Teachers were not included in the decision-making process and were not motivated. The teachers were not rewarded for their outstanding performance. Teachers, on the other hand, were not involved in establishing the school's moral structure.

**Turan & Bektas (2013)** investigated a study on the "Relationship between school culture and leadership practices". The main investigation was to determine the relationship between the culture of schools and the practices of school leadership. In this study, correlational research design was adopted. Leadership practices were taken as an independent variable and school culture as the dependent variable. Working teachers in various primary schools in central districts of Erzurum province in Turkey during session 2010- 11 was the total population in the current research. 349 teachers selected were taken as sample from 15 schools in the central districts. The sample was selected in such a manner that the maximum diversity was included. The tools used for the collection of the data are, one was leadership practices inventory by Kouzes and

Posner in 2003. The inventory consists of 30 items with 5 responses, with 6 items in each of the five subcategories. The smallest score for each subcategory was 6 and the extreme score is 30. However, the minimum score for the inventory is 30 and the maximum score is 150. The second one was the school culture inventory contains 27 items with five subcategories developed by Gruenert and valentine in 2000. In turkey adoption of this scale was made by Demirtas (2010). The statistical treatments used to analyze data included product movement correlation, linear regression, multiple regression, mean, S.D, frequency, and percentage. The findings showed a significant relationship between leadership practices and school culture in primary schools. The multivariate regression analysis showed the predictive character of leadership practices in the school environment, 20 % variance in school culture scores is explained by the dimensions of leadership practices viz. creating an image, guidance, inspiring personnel, questioning the process, and encouraging spectators.

**Tatlah & Iqbal (2012)** conducted a study on “School Effectiveness and the Leadership Styles: Empirical Evidence from Secondary Level”. The main aim of this work was to see the effectiveness based on academic achievement. The purpose of the study was also to analyze the effectiveness of leadership styles of the principals with reference to sex and the type of school the leaders are working in. The study is quantitative and the correlational research design was used for this investigation. All the principals and vice principals of the Lahore division of Pakistan were the population in the study. Convenient sampling technique was used for selecting two schools among the five districts of Lahore. Educational Institutions in these districts were separated into public and private and it was further subdivided into two male school leaders and female school leaders. A total of 300 students were selected from both the government and



private schools through a convenient sampling technique consisting of principals, vice principals, students, and senior teachers. The instruments used for data collection by using the leadership questionnaire from the T-P and assessed through the measurement of school effectiveness. The T-P questionnaire was developed and standardized by Sergiovanni, Metzcus, and Burden (1969), and latter Ritchie and Thompson, adopted the questionnaire in 1984. The questionnaire consists of 30 items measuring four leadership styles: delegating style, participating style, telling style, and selling style. These four styles were categorized into two main styles of leadership such as task oriented or autocratic and people oriented or democratic styles of leadership. The second instrument is the criteria of school effectiveness measurement. The instrument consists of 31 items divided into four categories: management, environment, implementation and reinforcement, and achievement. The data analysis was done by using the pearson's coefficient of correlation. The inferences of this study showed a significant relationship between effectiveness of the school and the styles of leadership. The study's findings also exposed that there was a major difference in the leadership styles of both the principals and vice principals concerning sex and the type of the institution.

**Ibrahim & Al-Taneiji (2012)** investigated a study on "Principal leadership style, school performance, and principal effectiveness in Dubai schools". The main objective of this investigation was to find out the relation among the styles of leadership of principals and the level of performance, and effectiveness of principals in Dubai schools. The study also analyzed whether there is any variation in the relationship with concerning gender of the principals, experience in years, and type of the school (secondary, intermediate, and primary). The study is quantitative in nature and a

correlational research design was used. Stratified random sampling was employed for the collection of data. The research tool used during the data collection was Multifactor Leadership Questionnaire by Avolio and Bass (1995). The school performance data was obtained from the inspection report of schools 2010. The analysis of the data was done through the Karl Pearson's correlation coefficient statistical technique. The findings of the study discovered that a significant relationship was observed among the leadership styles and in the effectiveness of the principals, but there was no relationship between the leadership style and the performance of the schools. Furthermore, differences were seen in the relationship between principals' leadership style and effectiveness concerning their sex and nature of school but not based on experience in years. The results also highlighted that the more frequently used leadership style was the transformational, followed by transactional, and by passive or avoidant leadership style.

**Jacobson (2011)** studied "Leadership effects on student achievement and sustained school success". The study investigated the outcome of leadership on the students academic achievement and sustained success in the challenging and the high poverty schools. Based upon the review of the earlier research Liethwood and Riehl's (2005) said that redesigning the organization, setting direction, and developing people are the main leadership practices adopted in any successful school. The paper is based on the available literature of leadership and the results of the paper were drawn from the International Successful School Principalship Project (ISSPP) longitudinal studies. In the ISSPP, semi-structured interviews are used to collect the multi perspective data from principals, students, teachers, support staff, and parents. The findings of the current paper show that the leadership practices shown by the successful principals in

the high poverty and the challenging schools are setting direction, people developing and the organization redesigning. However, in addition to these practices, improving the learning environment is essential in challenging high poverty schools. However future research needs to identify the factors such as quality of instruction, task on time, instructional/curricular climate, the commitment of teachers, developing an orderly and safe environment, school culture, and how these factors affect the school leadership. However, there was a variation in the practices with reference to the tradition and the nation. Furthermore, the distributed leadership of teachers and the professional self-renewal were the central factors in sustaining success.

**Bhatti et al. (2011)** explored the “Impact of Autocratic and Democratic Leadership Style on Job Satisfaction”. The objective of this research was to study the impact of democratic and autocratic styles of leadership on the satisfaction of job in private and public schools and to find out the difference between the autocratic and democratic style of leadership. Quantitative cum descriptive survey design was used during the study. Teachers taken in this study were working in different public and private schools. A sample of 205 teachers with 105 teachers from the public schools and 100 teachers from the private schools. Researcher followed simple random sampling technique for collecting the data. The independent variable is the autocratic and democratic style of leadership and dependent variable is the job satisfaction. The researcher developed the questionnaire for the data collection consisting of 25 items. The statistical measures used to analyse data were ANOVA, t-test, regression, correlation, mean, and S.D. The analysis was done by using the software package SPSS. The analysis of the study highlighted that there was a significant impact of styles of leadership on the job satisfaction because the employees were liking to work in an

atmosphere of freedom. The male and female were highly satisfied with their job. As both the public and private teachers were working in the same position, but the findings of the study revealed teachers who were working in public schools were found more satisfied with their profession than the private instructors as there is no security in the private sector.

**Kythreotis, Pashiardis & Kyriakides (2010)** studied the “Influence of school leadership styles and culture on students achievement in Cyprus primary schools”. The aim of this study was to observe the correlation among leadership styles, academic achievement and school culture. The methodology adopted in this study was longitudinal survey design. In this process, stratified sampling was adopted in which 22 educational institutions were selected out of the 115 primary schools. The participants of the study include 22 schools, 55 classes, and 1224 primary students. The sample of the study consists of 22 principals. All the principals were in the age range of 50 to 59 years. 59 % of the principals were male. 16 principals were having experience of 1 to 4 years while the rest 6 principals were having experience of 5 to 8 years. Most of the principals (20) were having the experience of working in a similar school and the other two have got four years of experience in the same school. The research tool used for data collection were converted into Greek version such as teachers and the principals leadership style. At the opening and end of the year achievement in mathematics and the Greek language was measured. Styles of the leadership of the principals and the teachers and the school's environment were measured. The chi square technique was used for data analysis. The observations of the study mentioned that the principal's leadership style has an effect on the student's academic performance. It has been found that five factors were associated with the achievement of the students: one is principal's

style of leadership and four are factors of organizational culture. At the level of the classroom three factors of the culture of learning to affect the academic achievement of the students for each subject. Nine of the explanatory variables were having a significant effect on the knowledge of the Greek language of the students. The three variables of the students are (socioeconomic status, gender, and prior knowledge) two variables of the classroom (academic efficacy and academic emphasis), and four variables of school (innovation, commitment, decision making and principal's human frame). Six of the explanatory variables were having a major effect on the mathematics knowledge of the pupil.

**Salfi (2010)** worked on the topic "Successful practices of leadership of school heads for school improvement, some evidence from Pakistan". It has been observed that the effective and successful teachers are characterized by the effective leadership of their heads. It is here essential to find out the effective and successful practices of leadership of the school heads in various contexts. The work aimed to enhance the knowledge and comprehension of the practices of successful school leadership. The research questions of this study are what kind of practices of leadership are adopted by the school leaders; does the leadership practices of school heads have any similarity; does the opinion of the subordinates and the school principals differ about the practices of leadership. In the 35 districts of the Punjab province, there are 4545 government secondary schools with the division of one third in urbanized areas and 2/3<sup>rd</sup> in non-urban areas. The population of the study was 86,486 working teachers. A sample of 702 teachers and 351 headmasters were selected by simple and stratified sampling. In 12 districts i.e. one third portion was selected randomly after stratification. 20 % of schools from both urban and rural zones were selected by the proportionate simple and stratified sampling

in the second step. 351 schools were taken for conducting this study. In the next stage sample was drawn in such a manner that from each selected school, one elementary teacher, one secondary teacher, and one head teacher should be selected through simple random sampling technique. By this procedure, 702 teachers and 351 principals were selected. The successful schools were chosen as per the school's reputation, success of the head masters by peer's achievement of the students over time. The outcome of the 10<sup>th</sup> grade students was measured on the examinations conducted by the various boards from the year 2005 to 2007 through positive review report of the school and some more data as the opinion of teachers, participation, satisfaction, and engagement of both learners and their trainers along with attendance retention of the former. 105 schools were chosen as successful schools from the 351 selected schools. The mixed method design of research was used in this study. In order to collect data researcher used literature review, achievement records of students and questionnaires along with semi structured interview scheduled with different stakeholders such as teachers, principals, students, and parents. The study was carried out in two aspects. Initially, the descriptive survey design was carried out to recognize the successful schools from the 351 schools. 1053 questionnaires were administered to the headmasters and teachers of the schools. The collection of the data was done either personally or through the mail. The response rate was 94% from the selected 294 schools. In the phase second collection of data was done from the successful schools by applying questionnaire and by the semi structured interviews. The questionnaire consists of three parts demographic information, rating scale of 62 items and open ended questions that are 4 in number. 315 questionnaires were given to 210 teachers and 105 headmasters. The rate of response was 92 %. The semi structured interviews were taken from 120 pupils, 24 teachers, 12 headmasters, and 24 parents. These were interviewed individually but for students group interview

was taken. The transcripts were made from the interviews. The analysis involved Kaiser Normalization and varimax rotation for determining the eight factors of practices of leadership of successful schools. The eight factors were produced by the factor analysis such as shared vision of school, collaborative culture of school, leadership responsibilities distribution, involvement and consultation of staff, community and parental involvement, monitoring and instructional support, interpersonal relationship, and professional development. The factor analysis and the item analysis were done by 2 tailed t-test, mean and S.D. The results depicted that most of the principals in successful schools have developed shared and common school vision and developed a collaborative culture, trust and support. They encouraged others to lead by distributing the responsibilities in the school. They involved stakeholders in the decision making process. They maintained good relationship with different members of the school.

**Crum et al. (2009)** investigated a study on “Best practices of successful elementary school leaders”. This is based on the four successful school leadership practices developed by Liethwood et. al. Successful leadership of school: What is it and how does it influence pupils' learning. The main practices were redesigning the organization, setting direction and managing the instructional program, developing people. The methodology adopted in this study is inductive exploratory in nature. The criterion for designation of a successful school principal includes the following. He should have the standards of Commonwealth of Virginia, should meet the accreditation of federal standards and as principal of this school for three years. Basically, researchers used purposive sampling technique for the selection of sample. Twelve principals were interviewed in this process. The participants include 9 females and 3 male principals.

The data analysis was comprehensively done after the process of data collection and conducting the interviews. The interview was conducted for one hour with all the principals. The study was mainly designed to identify the leadership practices by which their improvement has been seen in the students' achievement. The conclusions of the study highlighted the following practices adopted by the school leaders such as leadership with the data, recognizing and developing leadership, honesty and relationships, involvement and instructional support, fostering ownership and collaboration. It was seen that trust is essential for retaining competitiveness in the school. Honesty is essential for building relationship with the staff. The involvement of other staff members in the process of making decisions helps in building collaboration among them. It is the job of the leader to recognize and identify the persons from the staff who held the basic abilities and skills of leader. The leader has to bring change in the instructional process in the schools by which there is improvement in the academic achievement. The principal should do everything based on the data.

**Abu-Tineh, Khasawneh & Omary (2009)** conducted a study on “Kouzes and Posner's Transformational Leadership Model in Practice: The Case of Jordanian Schools”. The work aimed to observe the magnitude by which the teachers perceive the practicing of the leadership practices inventory by the school principals in Jordan. The second research question was whether the leadership practices differ concerning gender, experience in years, and the school type. The study was quantitative in nature. The methodology used was descriptive survey. However, the research design adopted in this investigation was cross-sectional. Researchers have utilized stratified random sampling technique for the collection of data. A sample of 1000 teachers was selected from basic and high school with 500 from each. A total of 550 teachers completed the process by



returning the questionnaire resulting a response rate of 55%. Most of the teachers who completed the process were females (66%), teachers of basic school (52.9), and teachers of middle career (45.8%). The instrument used for the collection of data included Kouzes and Posner leadership practices inventory (1993). Two components were involved in this inventory of leadership practices. The leadership practices inventory-observer has been used. T-test were used for the analysis, one-way ANOVA, mean, and S.D. The findings of the first research question showed that teachers perceived the Kouzes & Posner leadership practices inventory is moderately practiced by principals. The mean score of enabling others to act was the highest among all the others 3.36 whereas the lowest means were shown as 2.90 and inspiring the shared vision. There was no significant difference in challenging the process dimension but a significant difference has been understood in inspiring the shared vision ( $p=.006$ ), modeling the way enabling others to act, and encouraging the heart between the teachers associated with basic and high schools. Analysis of the data showed no significant difference in 5 dimensions of the leadership practices with reference to the three levels of experience (long experience, middle career, and new experience). There was no significant difference displayed between the teachers of both gender in challenging the process dimension and enabling others to act. A small significance was observed in the dimension of inspiring the shared vision among male and female teachers favoring males and in modeling the way dimension inspiring the heart.

**Waqar & Siddiqui (2008)** conducted a study “The Leadership Styles of Public and Private School Principals”. Leadership has been defined as a relationship between those who aspire to lead and those who choose to follow. The study from the Kouzes & Posner, 2002 defined leadership “is the ability of an individual to influence, motivate,

and enable others to contribute toward the effectiveness and success of the organization”. The objective was to study the association of job with task oriented and relationship oriented leadership styles of the principals of private and public schools. In this study, the quantitative methodology was adopted. Hence descriptive survey design was employed in this study. All the principals of public and private schools of Lahore city were considered as total population. Data were collected from 100 private and 100 public school principals. By random sampling principals of public and private schools were selected. The questionnaires were given to them and were given assurance for keeping the data confidential. Out of the 200 questionnaires, only 149 were returned. The sample of the study consists of 149 principals among the 64 principals who belonged to private schools whereas 85 principals were selected from the public schools. The research instrument used for the collection of data are T-P Leadership developed by Ritchie & Thompson. In the study, research tool was taken from the daft 1995. The data were analyzed by using the statistical techniques of correlation, factor analysis and ANOVA. For the multistage process factor analysis was done for the leadership styles. The outcomes of this research unveiled that there was a more relationship between the job and task oriented and the relationship oriented styles of principal’s leadership. It was also found that the principals of private schools were more people oriented and task oriented than principals of public schools. However public school principals were realized less people oriented and task oriented than the principals of private schools and they were using the laissez fair style of leadership while running the system.

**Niemann & Kotze (2006)** explored a study entitled as “Relationship between leadership practices and organizational culture: an education management perspective”.

The objective of this study was to study the correlation among school principal's leadership practices and environment of schools. The Leadership Practices Inventory (LPI) of Kouzes and Posner (1993) was used for the collection of data. This LPI measures five practices of leadership which consists of thirty questions. The second research tool used for the collection of the data consists of the Questionnaire on Organizational Culture by Goffee and Jones's (1996). The instrument consists of two dimensions of school culture such as solidarity and sociability. The instrument consists of 14 items ranked as high, medium, and low. Convenient sampling was used for the collection of the data from all the 30 schools. The data was collected from 29 principals and 4 staff members from all the thirty schools. A total of 149 questionnaires were selected from all the schools including 120 staff members and 29 principals. The scrutiny of the collected data was done by using the data processing software package STATA and the statistical technique used for the analysis included mean, S.D, correlation, and regression. The effects of the study showed that there was a major correlation between inspiring the shared vision and the sociability dimension of school culture. The value of correlation coefficient is 0.6497 which shows that the principal inspires the shared vision among the teachers for achieving the goals and sociability. However, the relationship between the dimension of enabling others to act and sociability is also significant with a correlation coefficient of (0.5864). The relationship among the challenging the process aspect and the solidarity dimension of school culture had not carried strong value of correlation coefficient of 0.4453. The significant association between modeling the way dimension and the solidarity dimension of school culture was not high with acquiring the coefficient of correlation value as 0.3179. This shows the lowest correlation among all the five dimensions. The last relationship between solidarity dimension and encouraging the heart was significant

having a correlation coefficient of 0.3456. The principals have to encourage and to give recognition to the staff members for encouraging their heart.

#### **2.4 Studies Related to School culture**

**Duan, Du and Yu (2018)** conducted a research on “school culture and school effectiveness: The mediating effect of Teachers job satisfaction the school effectiveness and school culture”. The term school culture has been defined as the organizational culture placed in the context of education ((Schoen & Teddlie, 2008)). Job satisfaction is defined as the negative and positive feelings of the employees and their attitude towards the environment of the organization (Sanjeevani, 2011). The aim was to study the association of school culture, teachers' satisfaction, and schools effectiveness. The quantitative and the descriptive survey research design had been employed. The school teachers constitute the population and data were collected from six primary and secondary schools in Beijing China. The sample consists of 1297 teachers both from junior and senior secondary schools. Of these 1067 were female participants and 221 were male participants and in 9 questionnaires the gender was not mentioned. The data was collected by using the questionnaires related to school culture, effectiveness, and the teacher's job satisfaction. Denison Organizational Culture Survey with a version of the Chinese schools was used (Duan, Du & Yu, 2014). The statistical technique of correlation and regression with the assistance of the computer software SPSS version 15.0 was used. The findings of the study indicated a significant and positive relationship between the school culture and teachers' job satisfaction and the effectiveness of the school. The results indicated that the teacher's job satisfaction acted as the mediator of the effect of school culture on the effectiveness of the school. The effect of the mediator was not full; it worked as a partial mediator. Some studies

have shown the association between job satisfaction and organizational culture and found out organizational culture is an important factor in enhancing the teacher's job satisfaction. The findings also demonstrated that teachers' job satisfaction is a crucial factor for determining the association between school effectiveness and school culture as was shown in the study of Grayson's (2008). The study showed that the schools having strong cultures, the teachers were highly satisfied with the job and the schools were highly effective.

**Taahyadin & Daud (2018)** conducted a study on "School culture and school improvement challenges in Kedah". Researchers studied the school leadership practices and also the challenges faced by the management for the improvement of the school in Kedah. The methodology adopted in this study was the mixed method approach. The collection of the data was done by applying the questionnaire on school culture for quantitative approach. The data for the qualitative approach was collected by using the interview. The tool used was the school culture triage survey (Wagner, 2006) and interviews were taken from the 5 representatives of the management of the schools. The dimensions of school culture are Professional Collaboration; Efficacy or Self-determination and affiliative and collegial relationship. A sample of 375 high school teachers and 5 members were studied from the management of the schools. The data was analyzed by using the mean, mode, minimum and maximum score. The dimension of school culture professional cooperation has scored lowest between the range of 66 to 73 % while as the score for relationship and consanguinities dimension 71 to 80% and the score for self reflection dimension the value range between 71 to 78%. The factors that contribute for the challenges of school improvement are attitude of teachers, students in large numbers, changes in curriculum, unavailability of financial resources, and

unavailability of other facilities. The study highlighted positive culture and increased performance excellence in the school, the schools are being examined on daily basis.

**Arslangilay (2018)** carried out a study on the “Reflection of Immigration on School Culture: A Qualitative Study”. The main aim of the research was to assess the effect of slums of Syria on the school culture in Turkey primary schools. It is mainly qualitative in nature and the case study design has been adopted. The data collection was done through the researcher's prepared interview. Reliability and validity were calculated by the researcher and after the pilot study expert suggestion were taken for finalizing the interview schedule. Teachers, administrators, and parents formed the sample. The sample consists of 12 respondents with 2 administrators, 5 parents and 5 teachers from Turkey. The interviews were conducted for 10-15 minutes for teachers, 10 min. for parents, and 20-25 minutes for administrators. The results showed that there is no change in the language in schools because the Syrian students does not come in the morning assembly as they come in the afternoon and the Syrian students are very few in number. The teachers said that there is relaxation in the school rules however, the teachers responded as no change in the rules of school due to Syrian children. The educators and the administrators replied that there will be a change in the symbols because the Syrian students did Arabic translation for toilets, classes, and the school canteen. The teachers, parents, and the administrators replied that there is no change in the ceremonies due to the Syrian students. Due to the migration of the Syrian students, there was found a cultural change in school. All participants replied that Turkish parents and students wanted to change the school. All the teachers said that the schools will not be successful due to the coming of the Syrian students because the parents did not send their children to these schools as they were preferring them in the past. The

results showed that changes were seen in the culture of the schools after the coming of the Syrians. However, the massive migration became a sensitive issue for the managers of the school.

**Thusciak-Deliowska, Dernowska & Gruenert (2017)** carried out a study on “How School achievements interplay with school culture and principal behaviors: A comparative study of two middle schools”. The objective of the study was to study the teachers perception about the culture of their school; to study the perception of teachers about the behavior of principal, and to find the association between perception of teachers about school culture and the principal’s behaviour. The comparative descriptive survey design has been used. This study was conducted in two middle schools represented by A and B. A represents the high performing school and B represents the low performing school. The schools were selected on the basis of ranking in the Warsaw middle schools. The schools were ten kilometers apart from each other. School A is considered as a good place for learning. It provides good quality of education to the students. The students of this school are famous for their achievement in various competitions, especially in physics and math. This school also provides various kinds of extracurricular activities for developing the skills and abilities of the students. The school B is not famous and the result of the school is not high as per the standards. In this school highest priority is given to the welfare of the child. This school considers that respect for students’ dignity; freedom of religion and freedom of thought are the essential requirements for successful human development. Both the schools are alike regarding the number of the students and teachers. All the teachers were invited by the researcher from both the schools. However, from school A data was collected from 31 teachers (No. 1 data, 3 males and 27 females), and from school B data was

collected from 34 teachers (No. 2 data, 6 men and 25 women). The teachers in both the schools were having master's degree. The instrument used for the collection of data consists of school culture survey by (Grunert and Valentine, 1998) and a Questionnaire on Description of Organizational Climate- Middle Level (Hoy et al., OCDQ-ML, 1996). The school culture survey was composed of 35 items separated into six dimensions. The dimensions are unity of purpose (5 items), teacher collaboration (6 items), collaborative leadership (11 items), collegial support (4 items), professional development (5 items) and learning partnership (4 items). The Organizational Climate Description Questionnaire consists of 50 items divided into six dimensions but in this study, only three dimensions of the principals' behavior were taken into account. The dimensions are supportive principal behavior (11 items), directive principal behavior (6 items), and restrictive principal behavior (4 items). The data has been analyzed by software SPSS. The data analysis includes statistical techniques like t-test, mean, and correlation. The results indicated that a significant difference was found in school culture of the two schools in four dimensions such as collaborative leadership, teacher collaboration, professional development, and collegial support. The average is higher for B middle school in all the cases. This means that school B has stronger collaborative nature for school culture than school A. The result of the second objective indicates that a significant difference is found in the two schools regarding the perception of the teachers about the principal's behavior. The more supportive behavior of the principal was found in school B, while the restrictive behavior of the principals was found in school A. Moreover, the directive behavior of the principals is found similar in both the schools. The result of the third objective showed that the lowest correlation was observed between the directive behavior of the principals and the school culture dimensions. However, relationship was significant for only two



dimensions. Further, results depicted that a positive relationship was found between supportive behavior of principal and all the six dimensions of school culture. The strongest relations were found between supportive behavior of the principals and the collaborative leadership dimension and professional development dimension of school culture. The results also depicted that a negative relationship was found between the restrictive behavior of the principals and the dimensions of school culture in professional development and collaborative leadership.

**Kujur & Ye (2017)** studied the “Relationship of teachers perception towards leadership capacity and organizational culture in the Marianists Schools, India”. The objective of this paper included the study of teacher’s perception towards the leadership, and organizational culture and another objective was to ascertain the association between perception of teachers towards organization culture and leadership capacity. All the teachers in marianist schools constitute the population. 93 teachers of the 7 marianist schools constituted the sample. The instruments used for the collection of data consists of perception of teachers on leadership capacity (2007) which is based on school survey on leadership capacity by Lambert (2003) and the perception of teachers on organizational culture which was adopted from the school culture survey of Grunert and Valentine (1998). The results indicated teachers' perception towards leadership capacity is very high having a mean of 4.12. Fullan (2005) asserted that leadership capacity means constantly developing leadership for the future as insurance for continuous refinement and improvement. It was seen that the teachers in these schools were very committed in developing the leadership capacity. The leadership capacity involves the continuous involvement of the teachers and principals. The result also indicated that, teachers’ perception towards the culture of the organization was

very high having a mean of 4.02. The reason may be that the teachers understand the school mission, working together, sharing ideas. The study highlighted that a high relation has been found between the culture of the organization and the perception of teachers towards leadership capacity. The value of  $r$  was 0.86 which depicts that a significant and strong relationship has been found between the variables under consideration. The reason may be that the variables are two sides of the same coin and one is implied by the other.

**Ghanney, Antwi & Ali (2017)** studied “School culture and teacher job performance: A comparative analysis of the perception of teaching staff in private and public Basic Schools in Ga South Municipality”. The research questions were, what is the participant’s perception about the school culture in the public and private schools; the second question was about the influence of culture of school on teachers’ job satisfaction. Cross sectional design has been adopted in the study. In this design, data was collected over a short span of time and at one point of time. The population consists of all the administrators and teachers who were working in the schools for more than one year. The sample was collected through census sampling. This involves the collection of information about all participants of the study and school culture is created by all school community members. The instruments used for the collection of data is the Dennison’s organizational culture inventory and teachers' job performance rating scale was used in this study. The administration of the questionnaires was done by the researcher himself and the time of one week was given to them for filling the responses of the questionnaire. The data was analyzed through the software SPSS. The researcher used both descriptive and inferential statistics in the analysis of data. In descriptive mean and S.D were used and for the inferential statistics, one way

ANNOVA, Pearsons product movement correlation, independent sample 't-test' and multiple regression were implied for the analysis. The findings revealed that the more dominant culture is the adaptability culture than mission culture, involvement culture, and consistency culture. The results also depicted that between the teachers of public & private schools regarding the satisfaction of job there existed significant difference, the private school teachers has better job performance than the public school teachers. The study also revealed that a positive relationship was found, between the performance of teachers' job and school culture. This means that good culture increases the performance of educators while as a bad culture decreases the performance of teachers at school.

**Sabancı et al. (2017)** studied the “Views of School Managers and Teachers about School Culture”. The objective was, to collect the views from teachers and managers about the culture of their school. The descriptive survey design has been adopted. The response was collected from managers and teachers at primary schools of kindergarten, vocational and technical schools, and Anatolian high schools in turkey. The collection of data was done through a questionnaire on organizational culture. The population consists of 11690 managers and teachers of the primary and high schools. The sample consists of 1284 teachers and the managers. 1600 questionnaires were sent to them and out of them only 1441 participants responded. After removing the questionnaires that were not valid only 1284 questionnaires were taken for the final analysis. Out of these 748 were the teachers and 536 were the managers of the school. The data was collected through the organizational culture questionnaire developed by Ipec. The original questionnaire was having 37 questions arranged in likert scale of 5 point written from strongly disagree to agree. However, the questionnaire is divided in four dimensions

consisting of role culture, power culture, support culture, and achievement culture. The statistical technique used for the analysis of the data consists of mean, standard deviation and the frequency, t-test, ANNOVA, Kruskal walis test and Mann Whitney U test was used. The findings depicted that as per the data the schools were having high levels of role, power, and support culture and were showing an average level for achievement culture. A significant difference was found in the achievement culture between the teachers and managers. For power culture managers and teachers show a significant difference in terms of gender. The results highlighted that the culture of the schools was not unique and was shaped accordingly by the focus of the schools.

**Veeriah, Piaw & Li (2017)** studied the “Impact of School Culture on Teachers’ Organizational Commitment in primary cluster schools in Selangor”. The aim was to study the relation between school culture and organizational commitment and to study the school culture dimensions that would predict the teachers organizational commitment. The study is quantitative in nature and a descriptive survey design has been adopted. There are 30 cluster primary schools in the ten districts with a population of 2348. The sample was collected through simple random sampling. A sample of 331 was selected in this study. The questionnaire by Gruenert & Valentine (1998) and the organizational commitment questionnaire developed by Meyer and Allen (1997) have been used. The findings revealed a considerable relationship between commitment of teachers and school culture. Therefore, teachers’ commitment increases by the positive school culture. The dimension of collaborative leadership has a weak relationship with affective commitment, normative commitment, and continuance commitment. Similar results were seen in professional development with all three components. Similarly, unity of purpose has a significant and weak relationship with affective and normative

commitment and a very weak relationship with the continuance commitment. The findings also showed that there is a significant and weak relationship of collegial support, affective and normative commitment and with continuance commitment very weak relation has been found. The dimension of learning partnership has a very weak relation between the continuance and affective commitment and has weak and significant relationship with the normative commitment. 30.3 % of the variation in the teachers' organizational commitment is due to the collaborative leadership dimension. 34.4 % of the variance in the teacher's organizational commitment is due to professional development and collaborative leadership. Therefore 66% of the variation is not due to school culture it may be due to other factors that were taken in this study.

**Gligorovic et al. (2016)** conducted a study on the "Impact of School Culture on Serbian Primary Teachers' Job Satisfaction". The objective of this paper is to study the effect of school culture on the teachers job satisfaction. The questionnaires were given to all the teachers who were showing the interest in the culture of school and job satisfaction. The sample includes 362 teachers of 57 schools of primary level consisting of 250 women teachers and 112 men teachers. The survey of School Culture (Saphier & King, 1985; modified by Edwards, Green & Lyons, 1996) as a tool for the measurement culture of school was used. Three school culture dimensions were studied in this paper, setting of goals and professionalism of teachers, collaboration of teachers and treatment by the administrative members, and nine factors of job satisfaction. Correlation, multiple regression, and hierarchal regression were used. The study indicated that three dimensions of school culture affect the job satisfaction of the primary teachers but the treatment by administrative members has highest impact on the job satisfaction. A weak correlation is found between teacher's collaborative

dimension of culture of school and satisfaction of teachers related to job. Age and the sex of the teachers' served as the moderator. Analysis of regression had shown that age worked as the moderator such as procedures operating and fringe benefits, and age worked as the moderator of relationship on the four domains of job satisfaction such as communication, operating procedure, fringe benefits and the co-workers. The finding of the study also depicted that school culture is the essential factor that makes teachers satisfied with their job and feel happy with their work which is showing consistency with the work of Brown and Wynn (2009).

**Abdullah & Arokiasamy (2016)** studied "The influence of school culture and organizational health of secondary school teachers in Malaysia". The purpose was to study the level of school culture among the principals in the state of Kedah and the second objective was to study the job satisfaction level among the teachers in the state of Kedah and the third objective was to study the association between the level of perception of school culture among principals and the job satisfaction level among secondary school teachers. Quantitative methodology was adopted and to collect data questionnaires on job satisfaction and school culture were used. The population consists of teachers from the secondary schools in Kedah. 450 questionnaires were given to the teachers of 22 schools located throughout the state of Kedah. Systematic random sampling was used in this study. Only 400 questionnaires were returned by the teachers and out of these 15 were not completely responded. Therefore, the study consisted of 385 educators. The statistical technique used for the analysis consists of correlation, t-test, frequency, mean, S.D. and percentage. The data were analyzed by the software SPSS. The findings highlighted practices at school related to culture among secondary school principal is very high with a mean of 3.59 and S.D 0.72. The

results also revealed the level of job satisfaction among the high school teachers is very high with a mean of 3.86 and S.D of 0.79. The results also highlighted that a significant relationship is found between the practices of school culture adopted by the principals and the job satisfaction among the teachers. The value of  $r = 0.627$ , and the value of  $p = 0.000$ .

**Yusof, Osman & Noor (2016)** conducted a study on “school culture and its relationship with teacher leadership”. The aim of this work was to search for the association between school culture and teachers' leadership. The study was quantitative in nature and the correlational design had been adopted. The data was collected from 22 primary schools. 183 teachers were selected using simple random sampling technique. Modified version of survey on school culture developed by Edward et. al. (1996) and the questionnaire on teacher leadership model prepared by Hamidah et. al. (2014) was used for the study. The statistical technique used for the analysis of the data consists of Pearsons coefficient of correlation. The results showed that the professionalism of the teachers and the setting of goals are the main features of the school culture and exemplifying the best and being the referenced leader are the main features of the school leaders. A very high and convincing relationship was found between the school culture, and the leadership of the teachers. The school culture domains which showed the strongest relationship with the teacher leadership are professionalism of teachers and setting of goals and the professional service of administrators whereas the collaboration domain showed moderate relationship. The teacher leadership elements which showed strongest relationship with school culture are development of organization, parents and community cooperation network, leadership skills and attributes, learning improvement, and encouraging teaching. Whereas the elements

which showed a moderate relationship with school culture are culture of collaboration and being referenced leader.

**Yeboah (2015)** carried out research on "school culture and its impact on pupil education: A case study of Patasi M/A junior high school in Kumasi, Ghana". The main factor for the education of the learners has been discovered to be the culture of the schools. Any method for improving school learning must take into account the school's culture. The study's goal is to evaluate school culture and how it influences students' educational perspectives in M/A Junior high schools. The research is limited to school administration, school atmosphere, and classroom organization. The interpretative and naturalistic approaches were taken into account in the qualitative research method. The headmistress, pupils, teaching and non-teaching personnel of the school make up the study's population. In order to select sample for the study researcher used simple random sampling and stratified sampling. Stratification was done for dividing the target group into headmistress, pupils, teaching and non-teaching staff. The data through the stratified sample was collected from 9 teachers, 65 pupils, 5 non- teaching staff, 1 headmistress, and 20 parents/guardians. Various instruments were used for collecting the data of the study i.e. observation, interviews, questionnaire, and document analysis. The organizational culture assessment instrument was used for measuring the culture of the schools. Transcripts were used for the qualitative data and frequency and percentages were shown in the tables and graphs. The finding of the study revealed that the official authority of Ghana is framing the rules and regulations for the schools. The day to day management activities are led by the headmistress of the schools. However teachers are discouraged by the Ghana education service for playing the managerial responsibility of the schools. Most of the wards and the parents does not manage the



education of their wards at home. The findings also showed that teachers were regular and does not believe in the pupil's academic abilities and were friendly with the pupils. Further, the environmental conditions of the classroom like ventilation and poor lighting system hinders the process of teaching learning. Trespassing on the school grounds is completely uncontrolled. Teachers' cohesiveness, classroom duties dedication, goal setting, and time management have positive effects on pupils' educations, whereas teachers' perceptions of GES, classroom conditions, teachers' perceptions of students' abilities, infringing on the school compound, and low parental involvement in their children's education have negative effects.

**Butucha (2013)** conducted a study on “school type and school setting differences in Teachers perceptions of school culture”. The objective of this paper was to study the perception of beginning secondary school teachers in relation to culture of the school. Another objective was to assess how the perception of beginning secondary school teachers of school culture is impacted by variables of school setting and school type. Writers commonly define school culture as the normative adhesive that holds a specific school together (Hoy & Hoy, 2006; Schein, 2004; Sergiovanni, 2000). Descriptive comparative survey design has been used. The work was administered in private and public schools in Ethiopia. The population consists of beginning secondary school teachers. The stratified random sampling technique has been used for selecting the sample through the proportionate ratio. The statistical formula was used for determining the sample size for an unknown population (Creative Research systems, 2012). Out of the 15 private and 33 public schools, only 12 private and 23 public schools were selected randomly. Out of the 537 questionnaires distributed only 392 were returned. The data was collected by using the questionnaire on the school culture

survey of Grunert and valentine (1998). The 6 dimensions that were included in this school culture survey are collaborative leadership, professional development, collegial support, learning partnership, unity of purpose, and teacher collaboration. The data was analyzed through software SPSS windows version 11.5. The statistical technique used, constitutes S.D, Mean, frequency, and percentage. The results revealed that for all the dimensions of the culture of the school perception of the teachers is relatively high. The perception of teachers on school culture is highest for the dimension unity of purpose, followed by collegial support, professional development, teacher collaboration, collaborative leadership but the value is lower for the dimension of learning partnership. The perception is lower for learning partnership because at the beginning the teachers are not having the knowledge of the programs of learning partnership. The findings also revealed that a difference is found in the perception of teachers about school culture when arranged according to school setting and school type. The result showed that private school teachers perceived lower professional development, collegial support and teacher collaboration than the public school teachers. This reason may be that more support is given to public school teachers than private school teachers.

**Sahin (2011)** explored a study on the “Relationship between Instructional Leadership Style and School Culture (Izmir Case)”. Research questions were, how is the school culture and instructional style of leadership perceived by the teachers; is there any association between school culture, and instructional leadership practices; is school culture explained by instructional leadership. The study was quantitative and descriptive survey design had been employed. The data was collected through stratified sampling. 157 teachers were selected from 6 institutions of Izmir. The

collection of data was done through the instructional leadership inventory by Alig-Meilcarek (2003) and the school culture inventory prepared by the researcher. The software program SPSS was used in the analysis of the data. T-test and one way ANNOVA, S.D and mean as statistical techniques were used. The results indicate that the perception of different teachers about instructional leadership principals is positive (3.53). The results showed that teachers perceive the school culture as positive (3.79). However, the perception is also positive for other dimensions (4.00- 3.63). Teacher collaboration is perceived more positively than the other dimensions of school culture. No convincing variation was found with regard to the length of service and age of teachers. The results found a positive and very high association between leadership style and the school's culture. Results also depicted that a strong relationship is found between three dimensions of instructional style of leadership and school leadership as a dimension of school culture. It has been found that the instructional style of leadership affects different dimensions of school culture. The result also indicated that the dimensions of school culture were influenced by the instructional leadership style. The findings of the study suggest that principals should adopt instructional leadership style in their behavior because it helps in bringing the unity in vision and mission and helps in improving the culture of progress and education.

**Gumuseli & Eryilmaz (2011)** carried out a study on the "Measurement of collaborative school culture (CSC) on Turkish Schools". Organizational culture was defined as "a system of shared meaning held by members which distinguishes the organization from others" (Robbins, 1989). It is also defined as the "assumptions, attitudes, behaviours, beliefs, rituals, traditions, expectations, knowledge, language, norms and all the other values shared by the members of the organization" (Hargreaves& Fullan, 1991). Culture of organization in schools defined as the

assumptions and the behavior of the staff members, how the staff dress (Deal and Peterson, 1998), what the teachers talk about in the teachers' lounge (Kottler, 1997), how the teachers decorate their classrooms, how each person visibly interacts with each other and organizational outsiders (Schein, 1985), what their assumptions, predictions on certain aspects of the curriculum are or their willingness to change (Hargreaves&Fullan, 1991). The instrument of Steve Grunert (1998) was used in the study for determining the relation between dimensions: collaborative school culture and the academic achievement. Dimensions of collaborative school culture are: learning partnership, collegial support, teacher collaboration, professional development and unity of purpose. In this study, data was collected from 868 principals. In this quantitative research methodology was adopted. All the 6 types of schools that were the part of the study were located at central district of Istanbul. The survey on culture of school consists of 36 items arranged on a scale of 5 point. The analysis of the data was done by using the software package SPSS windows version 16. The results found that the perception of principals towards dimensions of school culture as professional development, followed by collegial support, collaborative leadership, unity of purpose, teacher collaboration, and learning partnership. The results also found that the perceived level of principals about the culture of school depicted that the Anatolian high schools have the highest mean score while trade schools recorded the lowest mean scores.

**Engels et al. (2008)** conducted a study on “principals in schools with a positive school culture”. The school culture is defined as “The basic assumptions, norms and values, and cultural artifacts’ that are shared by school members, which influence their functioning at school” (Maslowski, 2001, 8–9). The research questions were: is there

any relationship between school culture and principals functioning and well being ; is there any difference in functioning of principals, well being, and antecedents. It was compared on the basis of high, average, and low schools culture variables. The participants of this study were primary schools. The sample was drawn through the representative sampling technique. A total of 46 principals willingly participated in this study. 700 teachers became part of this study. The research design adopted was the mixed method approach. The collection of data was done through three stages. In the first step, the researcher sent the questionnaire to the principals. In the second stage, the questionnaire on school culture and wellbeing was administered among the teachers. In the stage for triangulating the data collected through the questionnaire, all the 46 principals were interviewed. The semi-structured interview was used for this purpose. The interviews lasted from 90 minutes to 2 hours. The quantitative data were analyzed using univariate statistics because the sample size was moderate. The analysis of the qualitative data was done by using Atlas. ti software for coding the data and then grouping the data and then displaying the relationship between and within the cases. The results depicted that there is high association between variables. Mostly the correlation was moderate but a few of them were significant at a higher level of significance at 0.01. However, no relationship has been found between the school culture and principals' wellbeing in the schools where enhanced learning of the students and meaningful development of the staff is practiced.

### **2.5 Studies related to Professional Capital**

**Mac & Albertsen (2020)** studied the topic “Linking professional capital with facilitating in school teams” under which professional capital was examined through the study of social, human, decision making capital etc. for linking it with team

competency and its development. For that researcher used multiple case intervention and observation method. The intervention was given to 15-20 team coordinators of four worksites and observation was taken during the team meetings. The finding showed that the competency in linking team and professional capital was useful for both theoretical as well as practical concerns. The facility as the method helped to create value in teamwork and professional capital to indicate the quality of core tasks and developing educational concepts.

In the first week of May, the US Education magazine week collected data from about 908 teachers and leaders regarding their perceptions of learning at home. It was found that about 42 % of teachers replied that the engagement is less when we compare it with the teaching before the pandemic. (Veronique Mintz, 2020) a 8<sup>th</sup> class student writes in the New York Times that she has been happy with the online learning at home, learning at his own pace. Jess Whitely (2020) a university Professor at Ottawa has paid his attention on the education of children who needs special care. Some of the students missed because they do not have the assistive technologies at home that were used for their learning at school. Lauren McNamara and Sahlberg (2020) children's play advocates pointed out that the children get the chances of playing outside to keep their body fit than before the pandemic in which the children remain busy with daily routine activities of learning. Then Andy's asked his grandchildren what they are going to miss about the school. None of them replied that they are missing the learning or their teachers. His grandson replied that he missed the digging of worms with his friends. The other one replied that she is missing playing in the yard with his friends. Then the third one said about two things that show that she is not missing anything about the school. And she said that my two enemies are that the life in school is not

what is assumed to be. It was found from the survey taken by “OECD (Organization for economic Cooperation and development)” in 2000 that about twenty % of the children were not satisfied or not happy with their learning at school before the pandemic. From 1975 a lot of changes occurred by which the psychic world of teachers got disturbed. One of the changes searched out here is that the curriculum and required pedagogies were not fulfilling the needs of the varied students population and the students became more alienated and less connected from the school classroom. Therefore in 2020 students find the life at school less interesting and less relevant as compared to the students previous periods. Polls in his study (2017) reported that only 30 % of the teachers were engaged in their work and 57 % of the teachers were disengaged and 13% of the teachers were actively disengaged.

**Watts (2020)** focused his study on “Leveraging professional development to build professional capital in international schools in Asia” for the investigation of the connection between professional development and professional capital within international schools in Asia. The researcher has used an exploratory multisite case study for which he conducted a study on teachers and leaders in six international schools in Asia that were performing highly. Most importantly study emphasized knowing the professional capital of teachers and leaders for whom he interviewed three leaders having high professional capital. Researchers found that teachers were having less whereas leaders were having high professional capital. Also, leaders tried to foster the professional capital in their teachers by supporting their passion, and collaboration, developing a culture of safety, and encouraging their new ideas. Items used were focused on professional development and a gap was found that there is very less work done on individual construct in this regard. Also, it was suggested that teachers'

professional capital can be improved through their professional development. It was also claimed by the researcher that this was the first study conducted on the intersection of professional development and professional capital.

**Hargreaves & Fullan (2020)** conducted a study on “professional capital after the pandemic: revisiting and revising classic understandings of teachers work”. On the 5<sup>th</sup> and 6<sup>th</sup> May two unrelated changes occurred in the field of education. On 5<sup>th</sup> May there occurred a scholar death in the 90’s who has written an important book on teaching. In his book he wrote that teachers are those agents who are never going to change. The name of the scholar is Don Lortie and he has written the book “School Teacher” in 1975 which is the most cited book of his life on teaching. On the 6<sup>th</sup> May 2020 a billionaire philanthropist invested a large amount in the failed systems and proposed that technology can change the system of education in the present corona virus pandemic. His name is Bill Gates who said that the old system in which the students sit in front of the teacher in the classroom can be changed by using the technology in this pandemic of corona virus. This paper addresses the contribution of Lortie by taking the interviews from 94 teachers in the Boston city and asks home learning has cast on the present. The first and foremost was the apprenticeship of observation, the second was the psychic rewards and the third was the culture of individualism.

**Jiayinget al. (2019)** conducted a study on “how professional capital and team heterogeneity affect the demands of online team-based medical service”. The aim was to study the bearing of professional capital and heterogeneity on size, team, size, and dispersion. The hypothesis of the study was that leaders with greater professional capital will form teams with those that have high professional capital. The collection of data was done haodf.Com in china which is considered the best and the largest OHC’S.



The data was collected on 25 December 2017 and the process was again repeated on 25 January 2018. The collection of data was done from 890 MT's employing 3494 team members. The analysis of data was done by using statistical techniques of regression and multiple regressions. The analysis of the data was done by making the use of the software STATA. The results of the study revealed that most leaders' decisional and social capital and teams' decisional capital positively affect the TSD in MT's while no effect was seen on the status capital. A negative relationship has been found between the team heterogeneity and the MT while as in the association between the team leader and TSD, team heterogeneity has a moderating effect. The results of this study support the hypothesis and have a positive effect on the team characteristics. The results also showed that the demands of the team can be enhanced by increasing the composition of MT. The leader of a team with high professional capital can increase the team heterogeneity and will bring equilibrium between the speed of response and the service quality.

**Susenoa & Pinningtonb (2018)** carried out a study on the “significance of human capital and social capital: professional–client relationships in the Asia Pacific”. The objective of this paper was to study the interrelation between social and human capital at professional client relationship level, in the Asia pacific region. The relationship has been examined by using the theories of social and individual capital. The human capital theory says, that human beings are considered as the fountains of knowledge. However, the social capital theory gives importance to the structure and relationships between the individuals. Human capital is an essential criterion for selecting service providers. In the same way, social capital is also important because it helps in building the relationship between the clients and helps in making a bond between a professional and

his clients. The data was collected from the law firms of Australia. The data was collected from 128 respondents including 42 clients and 86 layers. The analysis of the data was done through regression and by using the partial least square. The results showed that a significant relationship has been found between professional knowledge acquisition and the relational element of social capital. The findings showed that a convincing association has been found between the professional knowledge acquisition and the structural dimension of social capital. The results further revealed that a significant relationship has been found between professional knowledge acquisition and relational dimension social capital.

**Susenoa & Pinningtonb (2017)** studied “the war for talent: human capital challenges for professional service firms”. The aim of this paper is to see the challenges of human capital faced by professional service firms. The qualitative methodology was adopted in this study. The data was collected through semi structured face to face interviews. The interviews lasted for about 60-120 minutes. 21 respondents were selected. They were not selected randomly but they were selected from the top firms of law in Australia as per the ranking in the Asia Pacific Region. The interviews were transcribed and the transcripts were open coded and after that selective coding was used. The challenges of human capital related to the intensity of knowledge are maintenance and reputation building, acquisition of knowledge, and cat herding issue. The challenges of human capital related to the intensity of capital are profitability and revenue through internalization are managing sharing of knowledge, and managing mobility of employees. The challenges of human capital related to the professionalized workforce are the engagement of talent, acquisition, and retention of talent, management of performance, and evolving capability of leadership. These challenges are considered as

significant by the professional service firms as they help in competing global business contexts.

**Eric (2016)** conducted a “study on school human capital and teacher salary policies”. The objective of this paper was does the salary of the teachers affect the student’s academic achievement. It is a central aspect in the schools of America that the salary of the teachers is important for reform and improvement. One of the main reasons is that the teacher’s salary has gone down as compared to the employees in other departments. The main issue here arises that the schools cannot attract good teachers and therefore decrease the quality of teaching and learning. The second aspect is to give attention on the salary of individual teachers and check whether their performance is as per their salary. The performance of the teachers does not match with their salaries. The previous policies had drawn the school system in a state of bad equilibrium. The bad equilibrium is not only harmful to the efficient teachers but also damages the economy and society of the US. The government of USA has spent a large amount on schools but the achievement of students has not yet increased. Some people told that the main important agent for increasing the performance of the students is the family and the teachers play a very little role in the increasing the performance of the students. The salary of the teachers has nothing to do with the effectiveness in the school or with their income. However, there is a single standard for paying the salary of the teachers in USA. There is some variation across districts but within a district, there is no variation between the match teacher and a physical education teacher or the effective and the ineffective teachers. The best explanation is that teacher’s salary is not market oriented but it is politically driven.

**Fullan (2016)** conducted a study on “amplify change with professional capital. Professional capital is formed by the interaction of social, human and decisional capitals”. Social capital refers to level of relationships and interactions among the people. Human capital refers to the human resources or in case of school it states the skills and abilities of the teachers. Decisional capital is the process of taking decisions mainly about the appropriate way of using the human and social capital for achieving the goals of the institution. It is the task of the school principal to build the professional capital all around the school. Human capital should not be thought of as the main agent of bringing change in the institution. But both the human and social capital are essential for the group to become better. The efficient principals help in shaping the culture of learning culture in the school. The decisional capital is about developing the social and human capital that is most effective about goals of learning in schools. The decisional capital may be defined as the knowledge, energy, and intelligence for using the social and human capital in an effective and efficient manner. The principal in the school should have a larger decisional capital of their own but it should also take the decisions of the individuals and groups into consideration. The decisional capital should not be taken as for granted but it is the heart of the profession.

**Abrar-ul-haq, Akram & Adeel (2015)** studied “the impact of social capital on educational attainment: Evidence from rural areas of Pakistan”. The term social capital was first used by Hanifan in the early 90s. It refers to interactions within and outside the families. It was Coleman in 1998 who first time studied the relation between social capital and the educational achievement and he observed that students networking, family affection and affection with friends and school are the factors that affect the success of the students and these are as important as financial and human capital. The

aim of this research was to identify the relationship between social capital and educational attainment. The data was collected from the rural household heads. The data was collected through multistage cluster stage sampling. 600 household heads constitute the sample of the study. Here the tool used for the collection of the data is the social capital tool developed by Grootaet et.al (2004) consisting of six dimensions. The regression model was employed for analyzing the data. The results claimed here that the income of the family affects the educational attainment of the children. It means that the parents who are financially strong are providing better facilities for education to their children. It depicts that the children in families who are financially strong receive higher education. The results also revealed that there is a negative association between educational attainment and the total number of children in the family. The results further depicted that a positive relationship has been found between expenditure on education and educational attainment. A significant relationship was also observed between the gender of the household heads and the educational attainment which means the children of the families have higher educational attainment where the head of the family is a male. The study showed that the education of the parents have direct and positive association with the educational attainment of the children. In this study, parents education was considered as human capital and the results depicted that the human capital of the parents has a positive and strong impact on the education of the children. Those students receive higher education whose parents are highly educated than those students whose parents are not well educated. The conjugal status of the parents has a convincing role for the education of children divorced families or single parent receive less education.

**Hargreaves & Fullan (2013)** conducted a study on “the power of professional Capital with an investment in collaboration teachers become the nation builders”. The concept of capital was found to be most difficult by many teachers because of where does the idea come. We can associate the concept of capital with the field of teaching. The word capital has been originated from the field of economics and the contribution goes to Adam Smith, Warren Buffet and Karl Marx. Capital is that concept that adds worth or value to something. If anybody wants to get a return he has to make an investment. They gave two approaches of teaching one is the approach of business capital. In this approach, the investors of public education get their profit in a short span of time. One of the approaches is to reduce the cost of teaching for increasing the benefit of short term returns in public education. In this view of the business capital approach, teachers can often be replaced by technology. The another approach is the professional capital approach. In this approach expertise of teachers is built up to make difference in the achievement and learning of the students. Professional capital is composed of three types of capital such as social, human, and decisional capital. A study was administered by Carrie Leana to ascertain the relationship between social capital and human capital. She carried out a study on a sample of 120 schools. She found that the schools with high social capital have higher levels of academic achievement. The schools with higher human and social capital showed better results. Both capitals are important but social capital is more influential as compared to human capital. Decisional capital is derived from the field of law. It involves the capability of an individual to take decisions over time. The system runs forward by the combination of push, pull and nudge factors. Push is when a person pays attention to more professional capital. Pull is when people are drawn into the vision and into the development. Nudge is in between

the pull and push, when you ask people to make choices and enable them to make better choices.

## **2.6 Research Gap**

Comprehensively in the field of educational research, review of related literature has an extensive role in determining or adorning the framework of whole research process. By doing the review of related literature thoroughly a researcher will be able to find a gap in research. Although a lot of research has been conducted on a research topic, and the researcher has to select a topic on which the research has not been conducted and to add or contribute something new to the existing knowledge. It helps the researcher in identifying the useful problem and removing the useless problem areas. The researcher in this study has done a thorough review on the literature and found that numerous research studies have already been conducted on school culture and leadership. From the literature it has been found that studies have been conducted on school leadership, successful leadership practices, comparison of leadership practices, best leadership practices in elementary schools, leadership practices of head teachers, leadership practices in schools of rural areas. Furthermore, it has been found that research has been conducted on school leadership and academic achievement, school leadership and job satisfaction, student leadership, instructional leadership, and styles of leadership. However, on school culture, various studies have been done to depict the culture of schools, their academic achievement, school culture and school leadership, dominant culture of the school, and job performance. However on the third variable professional capital studies have been conducted on different aspects such as social capital, human capital, and decisional capital. Although a lot of research has been conducted on leadership practices, school culture and some studies have also been conducted on

professional capital. But the researcher did not find a combined study on the practices of leadership, culture of the schools, and professional capital of low and high performing schools. Although some studies have been conducted on the leadership practices but the researcher does not find any study on the leadership practices of high and low performing schools in the context of Jammu and Kashmir and in relation to school culture and professional capital. So, the researcher found it is necessary to conduct a study on the leadership practice of high and low performing schools in relation to their professional capital and school culture.

## **2.7 Conclusion**

The literature review is an important step during the process of conducting research. In this study the review of related literature has been conducted on three variables of the study such as leadership practices, school culture and professional capital. From the above mentioned studies it has been found that the leadership practices adopted by the school leaders are leadership with data, recognizing and developing leadership, honesty, and relationships, instructional awareness and involvement, fostering ownership and collaboration. The principals from high performing schools considered collegial environment as essential factor for determining the success of the schools. The principals from low performing schools considered school as a family and it does not have any effect on the performance of the schools. It has been found that leader's exhibit task oriented, change oriented and people oriented behaviours and these behaviours lead to the performance of the school. Furthermore, it was found that students belonging to nuclear families were more authoritative in leadership style than the students hailing from the joint families. The studies also showed that no difference was found in leadership preferences of students with regard to rural urban dichotomy. It



was also observed that students possess various leadership skills and competencies. It was depicted that a difference was found in the leadership skills of students with reference to the type of course and their gender. It has been found from the above studies that transformational style of leadership has been adopted by the principals of the school. It is also found that teachers' efficiency is significantly affected by leadership practices. It was also observed that inexperienced leadership; principals lacking the confidence, weak initiative taken by the principals for the professional development of the staff, and lack of support from the concerned authorities are the major obstacles that hinder the implementation of leadership practices in the curriculum. In conclusion, it can be said, that a significant relationship has been found between styles of leadership and school effectiveness. The performance of the students is better in the schools that are using the transformational and democratic style of leadership. Democratic leadership style is important in developing a good relationship between the teachers and students. It was also found that the male teachers are more autocratic in their leadership style. It was also observed that the leadership practices adopted by the successful principals in the high poverty and the challenging schools are setting direction, developing people, and the organization redesigning. It was further observed that not any particular style of leadership affects academic performance except the democratic style of leadership. Some of the leadership practices that were found in the schools are improving teachers' welfare, monitoring learning hours, focusing on character building of students, partnership building with stakeholders, increasing standards, and encouraging participation of students in extracurricular activities. The review of related literature further showed that a significant relationship has been found between the school culture and leadership practices. It has been observed that a significant association was found between the collaborative school

culture and principals behaviour. The job satisfaction of teachers is affected by school culture. Therefore creating a good culture leads to satisfaction of the teachers. Furthermore, it has been found that students achievement in academics is affected by the school culture. The professional capital affects the performance of the school. From the above studies, it has been found that there is a convincing association between professional knowledge acquisition and the professional relational dimension of social capital. It has been found that there is a convincing association between professional knowledge acquisition and the structural dimension of social capital. It has also been observed that there is a relationship between professional knowledge acquisition and the relational dimension of social capital. Therefore it can be concluded that the human, social and decisional capital affects the school performance in one way or the other.