CHAPTER II
REVIEW OF RELATED LITERATURE

Conceptual Framework

There are a plenty of words which have been in use for the word 'leader' such as head of the state, military commander, principals, proconsul, chief or king. The word leadership first occurred mainly in countries with Anglo-Saxon heritage (Bass, 1997) but it did not appear in Britain until the first half of the ninetieth century. There are various opinions among different researchers for the meaning of leadership. Pfeffr (1997) finds that many of the definitions are ambiguous (Bass, 1997) and Spitzberg (1986) reports that the meaning of leadership may depend on the kind of institution in which it is found. (Xiaoxia, Wa Jing, 2006).

History and leaders

All too often when we think of our historic leaders, we eliminate all the contradictions that make individuals distinctive. And we further violate reality by lifting them out of their historical contexts. No wonder we are left with pasteboard portraits. As first steps toward a mature view of leaders we must accept complexity and context.

To understand the concept of leadership we take the example of Thomas Jefferson who was first of all a gifted and many sided human He was enigmatic man who was perfect in many things such as-abstract ideas, agriculture, architecture and statecraft. He was a man of natural aloofness who lived most of his life in public; a man of action with a gift for words and a bent for research; an idealist who proved himself a shrewd, even wily, operator on the political scene. Different sides of his nature came into play in different situation. This was the first step to understand the concept of leadership that is why 'Great Man' theory came in trend. But it was just beginning and as time passed many theories came to us to understand the concept of leadership. Theories are related to basic research. Theories in any field are the way to walk. And then there were plenty of theories to understand the concept of leadership. (John W. Gardner, 2007).

Like any theory, leadership theory has to answer to three key questions: what, why and how (Whetten, 2002). "What" refers to the target of theorising; "how" explains

the methods we use to create interrelationships between constructs of the theory; and "why" represents the conceptual assumptions behind these relationships. Thus, in leadership theory the "what" represents the goal that the leader looks to attain, the "how" explains the way the leader reaches the goal, and the "why" explains the reasons behind selecting this particular method for attaining the goal. However, we contend that while the literature into leadership deals with what leaders do or how they do it, it is silent 6 about the reasons for why leaders are motivated to pursue such activities. (Leadership & Organization Development Journal, Volume 30, Issue 6, Pages 563-576).

Interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill level. While many different leadership theories have emerged, most can be classified as one of eight major types:

I.   "Great Man" Theories: This theory is based on a phrase which is that great leaders are born, not made. These theories often depict great leaders as heroic, mythic, and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership and the female were not for leadership.

II.   Trait Theories: This theory assumes that people inherit certain qualities and traits that make them better suited to leadership. These type of leaders have particular personality or behavioral characteristics which makes them special. But this theory is not trustworthy because if particular traits are key features of leadership, how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership.

III.   Contingency Theories: Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. This theory says that, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers, and aspects of the situation.

IV.   Situational Theories: this type of theory is situation based. Situational theories propose that leaders choose the best course of action based upon situational

variable. Different styles of leadership may be more appropriate for certain types of decision- making.

V.   Behavioral Theories: Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders, not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.

VI.   Participative Theories: Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others.

VII.   Management Theories: Management theories (also known as "Transactional theories") focus on the role of supervision, organization, and group performance. These theories base leadership on a system of reward and punishment. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished.

VIII.   Relationship Theories: Relationship theories (also known as "Transformational theories") focus upon the connections formed between leaders and followers. These leaders motivate and inspire people by helping group members see the importance and higher good of the task. Transformational leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. These leaders often have high ethical and moral standards. Source: http://psychology.about.com/2008.

Thus leadership has become a subject of research and its concept has broadened day by day. In this dissertation we are seeing the effect of principal leadership approach on school environment. In relation to this study, a lot of work has already done. Some reviews are here related to this study:

Effect of Principal Leadership Approach on School Environment: A Mixed Perspective

Reviews

Khalil Yusuf Uthman & Abdul Latif Kassim (2016) studied The Impact of Leadership Styles of Principals and Teachers of Secondary Schools in Kaduna State Nigeria: Using School Environment as a Tool for School Achievement and found that this paper was about transformational leadership efforts in Nigerian unity schools that aimed at enhancing the use of teachers in the administrative set-up. The researcherused using the multifactor leadership questionnaire and stratified random sampling technique. The findings of this research stated that, by cultivating the habit of a transformational leader, the principals of unity schools will have the ability to transform teachers, school's curriculum, professional development in interdisciplinary pedagogy, innovation in student-led learning activities, and participation in institutional decision-makingrelated to school administration. This paper demonstrated that the transformational leadership model for a secondary school achievement reported there was effective in building capacity for both teachers and students.

Ali Yassin Sheikh Ali, Abdulkadir Mohamud Dahie (2015) studied "Leadership Style and Teacher Job Satisfaction: Empirical Survey from Secondary Schools in Somalia" .This study investigated the impact of transaction leadership style, transformational and laissez-faire on teacher job satisfaction; the study utilized explanatory and descriptive deign to analyze 200 respondents from secondary school teachers in Mogadishu, Somalia. The study developed three hypotheses to test the impact of independent variables on dependent variable; to test the hypothesis the researchers utilized regression analysis and checked the outliers and co linearity and no violation were found. The research found that the three dimensions of leadership style had significant and positive impact on teacher satisfaction in Secondary school in Mogadishu, Somalia.

Allan Walker & Haiyan Qian (2015) studied "Review of research on school principal leadership in mainland China, 1998-2013: Continuity and change" The purpose of this paper was to review English-language publications about school principal ship in China published between 1998 and 2013 and to present an overview of the authorship, topics, methodologies and key findings of these publications. The methodology included an exhaustive review of journal articles and book chapters about Chinese school principal ship published in the English language. In total, 39

articles and 17 book chapters were identified for the 1998-2013 period. Qualitative analysis was conducted to determine the basic patterns of authorship, topics, methods and key findings. The changes or continuities in these patterns during the study period were also discerned. The paper identified several continuous and discontinuous patterns in each of the review categories and provides a better understanding of on-going research into the practice of school principal ship in China.

Bormann& John (2015) studied "A study of principals' self-perception of leadership style and peer ranking on New Jersey school performance reports in public elementary school in New Jersey. The purpose of this study was to examine the influence of principal's self-perceptions of their leadership styles on academic achievement using the peer school ranking of their elementary school. The researcher measured the four leadership styles: telling, selling, delegating, and participating, identified within the situational leadership theory by Blanchard et al. (1993), among 196 New Jersey elementary school principals using Hersey and Blanchard's (1985) Leader Effectiveness and Adaptability Description (LEAD) instrument. Comparing the principals' self- perceptions of their leadership styles with peer group rankings in the areas ofAcademic Achievement, College and Career Readiness, Student Growth, and School Status onthe 2013-2014 New Jersey School Performance Reports provided a method to understand the influence between leadership style and academic achievement. The researcher subsequently conducted Pearson Correlation tests and Simple Regression tests on the data obtained from the LEAD instrument and NJ School Performance Reports. The study results indicated that the most prevalent leadership styles among NJ elementary principals were selling and participating with 81.6% of the respondents reporting these styles.

David Foo Seong Ng ,Dong Thanh Nguyen ,Benjamin Koon Siak Wong &William Kim Weng Choy (2015) did a study "A review of Singapore principals' leadership qualities, styles, and roles" The purpose of that study was to present a review of empirical studies on principal leadership in Singapore. This was a systematic review of empirical studies, using a "bounded" approach with a focus on the main findings of the reviewed studies. In all, 36 studies were selected for the interview. The findings of these studies were open coded, synthesized, and clustered into different themes. The review revealed several qualities, characteristics, styles, and enacted roles of Singapore principals. While there are similarities between

Singapore principals and principals elsewhere in the world, the review brought out some features unique to Singapore principals. This review contributed to the growing literature in comparative research on principals' leadership and their enacted roles, and concurrently functions as a guide for further research on school leadership in Singapore.

Heather E. Price, (2015) studied "Principals' social interactions with teachers: How principal-teacher social relations correlate with teachers' perceptions of student engagement". The purpose of this paper was to link the social interactions between principals and their teachers to teachers' perceptions of their students' engagement with school, empirically testing the theoretical proposition that principals influence students through their teachers in the US charter school environment. By analyzing pooled network and survey data collected in 15 Indianapolis charter schools using stepwise, fixed-effects regression techniques, this study tested the association between interactions of principals and teachers, on the one hand, and teachers' perceptions of student engagement, on the other. Direct relationships between principal-teacher interactions and latent beliefs of trust and support were confirmed.

Jan Heystek (2015) studied "Principals' perceptions of the motivation potential of performance agreements in underperforming schools". The article explored the proposed performance agreement and its potential influenced on principals' motivation to improve their own, and therefore also the teachers' and learners' academic performance. The focus group interviews conducted with principals and deputy principals indicated that principals did not want to be held accountable, because there were too many factors outside their control.

Jingping Sun & Kenneth Leithwood (2015) studied Direction-setting school leadership practices: a meta-analytical review of evidence about their influence and found that this study reviewed evidence about the overall influence of direction-setting leadership practices (DSLPs), 1 of 4 major categories of practices included in a widely known conception of effective leadership (e.g., Leithwood & Louis, 2011) and a focus of many other such conceptions, as well. This study also inquired about how direction setting practices influence distal organizational outcomes, including student achievement, conceiving of such influence as traveling along (or influencing variables on) 4 "paths". Standard meta-analysis, narrative review, and effect size summation and averaging were applied on 110 studies involved in this

review. The findings of this study, as one in a related series of investigations, informed the further development of a model of successful school leadership practices.

Megan Tschannen-Moran & Christopher R. Gareis, (2015) studied "Faculty trust in the principal: an essential ingredient in high-performing schools" .The purpose of this paper was to explore the relationships among faculty trust in the principal, principal leadership behaviors, school climate, and student achievement. Data from 64 elementary, middle, and high schools in two school districts formed the basis of the study (n=3,215 teachers), allowing for correlation and regression analyses of the variables. The authors found that faculty trust in the principal was related to perceptions of both collegial and instructional leadership, as well as to factors of school climate such as teacher professionalism, academic press, and community engagement. Student achievement was also correlated with trust, principal leadership behaviors, and school climate. The authors found that both of the composite variables, principal behaviors and school climate, made significant independent contributions to explaining variance in student achievement and that together they explained 75 percent of the variance in achievement.

Jamal, Abu-Hussain. (2014) studied "Leadership Styles and Value Systems of School Principals." The purpose of this study was to review research literature in order to determine the most effective leadership model in the new conditions of school management. In order to attain this purpose, a consistent review of literature was performed on the following subjects: leadership evolution; transformational and transactional leadership styles; the links between a leadership style and organizational variables; the relationship between value systems and leadership styles of school's principles. Approaches, methods, models, and means were analyzed during the examination of leadership evolution. Many studies reveal that leadership behavior is an important predictor of its effectiveness. A comparative examination of transformational and transactional leadership styles gives evidence for preference of transformational style relative to its influence on organizational variables. The literary review indicated that transformational leadership essentially improves the functioning of school and teaching processes. The effect of a value system on leadership styles of school principals was examined. As a result, it was determined that principals with a moral value system lean more towards a transformational leadership style and principals with a pragmatic value system lean

more towards a transactional leadership style. Thereby, the review showed that effective leadership can be provided as a result of searching for correlations between the value systems and leadership styles.

Mavis G. Sanders (2014) studied "Principal Leadership for School, Family, and Community Partnerships: The Role of a Systems Approach to Reform Implementation". Based on data from a longitudinal multiple case study, this article described how district- level expectations, policies, and practices affected principals' responses to an external reform in two school districts, one urban and one suburban. The specific reform highlighted was a comprehensive family and community engagement approach developed by researchers at the National Network of Partnership Schools (NNPS). The study's findings suggested that district leaders facilitated principals' effective implementation of the NNPS reform by creating clear expectations, establishing coherent contexts, and providing tangible supports and rewards.

Ronald H. Heck , Philip Hallinger , (2014) studied "Modeling the longitudinal effects of school leadership on teaching and learning", The purpose of this paper wasto test a multilevel, cross-classified model that seeks to illuminate the dynamic nature   of relationships among leadership, teaching quality, and student learning in school improvement. The current study employed a multilevel longitudinal data set drawn from 60 primary schools in one state in the USA. Using a cross-classification approach to quantitative modeling, the research analyzed the complex cross-level interactions that characterized school-level and classroom level practices that contributed to school improvement and student learning. The results illustrated the utility of specifying multilevel relationships when examining the "paths" that linked school leadership to student learning. First, leadership effects on student learning were fully mediated by the quality of the school's instructional environment. Second, the findings indicated that the classroom-related paths examined in this study directly influenced the measures of student math achievement. Third, the research found that instructionally focused school leadership moderated the effect of individual teachers on student learning. Fourth, the results suggested that school leaders can enhance student outcomes by creating conditions that lead to greater consistency in levels of effectiveness across teachers Michael Coellia, David A. Greenb,c (2012) studied Leadership effects: school principals   and   student   outcomes.   This   study   identified   the   effect   of

individual high school principals on graduation rates and English exam scores using an administrative data set of grade 12 students in BC Canada. Many principals were rotated across schools by districts, permitting isolation of the effect of principals from the effect of schools. We estimated the variance of the idiosyncratic effect of principals on student outcomes using a semi-parametric technique assuming the effect was time invariant. This also allowed for the possibility that principals take time to realize their full effect at a school. Highlights of this study were- School principals affect grade 12 English test scores, Principals take a few years to affect a school, Principals affect graduation rates to a lesser extent, there is a role for policy to improve retention of goodprincipals.

Sailesh Sharma, Hechuan Sun and Sathia moorthy Kannan (2012) studied "A Comparative Analysis on Leadership Qualities of School Principals in China, Malaysia & India" This study explored the rating of leadership qualities of principals of excellent schools in China, Malaysia and India by their teachers. Hundred teachers each from these three countries participated in study. Questionnaire titled 'Attributes of My Principal' was used as research instrument. This questionnaire comprised of eight dimensions and forty items. The data was analyzed using SPSS version 17 to compute Mean and Standard deviation to rate principals. Further T -test and one way ANOVA were performed to find significance difference in rating of principals by teachers on basis of gender, tenure and nationalities. No significant difference was observed in any inferential analysis. The principals were rated to be having excellent capacities in all eight dimensions of leadership qualities.

Pam Sammons, Qing Gu, Christopher Day, James Ko, (2011) studied "Exploring the impact of school leadership on pupil outcomes: Results from a study of academically improved and effective schools in England", Purpose. This study aimed to explore the impact of school leadership, particularly that of the principal (head teacher), on school improvement in England. The study adopted a mixed-methods (MM), longitudinal design to investigate the leadership of a sample of academically effective and improving schools identified from analyses of national assessment and examination data sets. In addition, questionnaire surveys of principals and key staff and 20 qualitative school case studies were conducted. The paper reports resulted from the questionnaire analyses and changes in measures of

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school performance over three school years using data from 378 primary and 362 secondary schools. Confirmatory factor analysis and structural equation models (SEM) test direct and indirect effected of school leadership and school and classroom processes in predicting changes in schools' academic results. The analyses identified robust underlying dimensions of leadership and school and classroom processes and highlighted strategies and actions that school principals and staff had adopted to raise pupil attainment. The SEM models reveal both direct and indirect effects of leadership on a range of school and classroom processes that in turn predicted changes (improvements) in schools' academic performance. This original empirical study presented new results on the leadership of a large sample of effective and improving primary and secondary schools in England. A dynamic model was presented predicting changes in schools' academic performance over three years and identifying direct effects of leadership on school and classroom processes and indirect effects on improvements in schools' academic results.

Philip Hallinger, (2011) studied "Leadership for learning: lessons from 40 years of empirical research" This paper aimed to present a research-based model of leadership for learning. The paper found that significant progress had been made in identifyingthe means by which leadership impacts on learning. The key limitation in this research laid in the difficulty in linking leadership to its context. While progress was also beginning to be made in this area, it remained a limiting factor in interpreting the findings from this body of research. The above limitation meant that individual school leaders must still apply the findings both with caution and with an understanding of their own particular school context. The paper extended prior reviews by its inclusion of findings from a series of important studies that have emerged since 2008.

Dr Sailesh Sharma (2011) studied "Attributes of School Principals Leadership Qualities & Capacities" The study examined the relationship of teachers' perception of the Leadership Capacities of their Principals to the Leadership Qualities of Empathy, Decision making, Time Management, Comfort etc. Three Hundred School teachers from Malaysia participated in the study. Self-Developed Questionnaire on Leadership Capacities and Qualities was given to the sample. The findings showed that the Principals were perceived to be having Moderate leadership Capacities and Moderate level of Leadership Qualities. However there was strong and positive correlation between perception of teachers

on leadership capacities and leadership qualities of principals.

Stephen Jacobson, (2011) studied "Leadership effects on student achievement and sustained school success". The purpose of this paper was to examine the effects of leadership on student achievement and sustained school success, especially in challenging, high-poverty schools. The paper combined a review of the leadership literature with findings drawn from longitudinal studies of the International Successful School Principal ship Project (ISSPP). Direction setting, developing people and redesigning the organization were practices common to successful principals in all contexts, including those in challenging, high-poverty schools. How these practices manifested varied in relation to national context and tradition. Distributed teacher leadership and professional self-renewal emerged as processes central to sustaining success, and, in at least one US case, a change in organizational governance was necessary to allow these processes to continue over time. The paper added to the literature on leadership effects on student achievement and sustaining school success, especially in challenging high-poverty schools.

Hanna Kurland, Hilla Peretz & Rachel Hertz-Lazarowitz, (2010) studied "Leadership style and organizational learning: the mediate effect of school vision" The present study aimed to explore the influence of principals' leadership style on school organizational learning, using school vision as a mediator. The data were collected from 1,474 teachers at 104 elementary schools in northern Israel, and aggregated to the school level. Mediating regression analysis demonstrated that the school vision was a significant predictor of school organizational learning and functioned as a partial mediator only between principals' transformational leadership style and school organizational learning. Moreover, the principals' transformational leadership style predicted school organizational vision and school organizational learning processes. In other words, school vision, as shaped by the principal and the staff, was a powerful motivator of the process of organizational learning in school. The research results had implications for the guidance of leadership practice, training, appraisal and professional development. The paper explored the centrality of school vision and its effects on the achievement of the school's aims by means of organizational learning processes.

Karen Seashore Louisa, Beverly Dretzkea & Kyla Wahlstrom (2010) studied "How does leadership affect student achievement?" Results from a national

US survey Using survey responses from a national sample of US teachers, this paper provided insight into 2 questions: (1) Do 3 specific attributes of leadership behavior– the sharing of leadership with teachers, the development of trust relationships amongprofessionals, and the provision of support for instructional improvement – affect teachers' work with each other and their classroom practices? And (2) Do the behaviors of school leaders contribute to student achievement? They tied this investigation of school leader behaviors to 2 additional factors that had also received increasing attention in research because they had been shown to be related to student achievement: professional community and the quality of classroom instruction. Their analysis provided an empirical test of the notion that leadership variables were positively related to student learning. It also suggested that both shared and instructionally focused leadership were complementary approaches for improving schools.

Pepper, Kaye (2010) studied "Effective Principals Skillfully Balance Leadership Styles to Facilitate Student Success: A Focus for the Reauthorization of ESEA." An exhaustive review and analysis of literature on leadership and leadership styles, particularly focusing on transformational and transactional leadership, was conducted and incorporated into this paper. Research supports both leadership styles; however, transformational and transactional leadership focus on different aspects of the school setting. According to Burns (1978), transformational leadership targeted change while transactional leadership targets management functions. Both of these were important to establishing and maintaining an environment conducive to learning. With the reauthorization of the Elementary and Secondary Education Act under President Obama's administration, the opportunity was upon us to provide principals with the training needed to move schools forward to meet current expectations.

Philip Hallinger & Ronald H. Heck (2010) studied "Leadership for Learning: Does Collaborative Leadership Make a Difference in School Improvement?" This longitudinal study examined the effects of collaborative leadership on school improvement and student reading achievement in 192 elementary schools in one state in the USA over a 4-year period. Using latent change analysis, the research found significant direct effects of collaborative leadership on change in the schools' academic capacity and indirect effects on rates of growth in

student reading achievement. In addition, the study identified three different growth trajectories among schools, each characterized by variations in associated   school improvement processes. The study supported a perspective on leadership   for learning that aimed at building the academic capacity of schools as a means of improving student learning outcomes.

Viviane M. J. Robinson, Claire A. Lloyd, Kenneth J. Rowe, (2008) studied "The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types". The purpose of this study was to examine the relative impact of different types of leadership on students' academic and nonacademic outcomes. The methodology involved an analysis of findings from 27 published studies of the relationship between leadership and student outcomes. The first meta-analysis, including 22 of the 27 studies, involved a comparison of the effects of transformational and instructional leadership on student outcomes. The second meta-analysis involved a comparison of the effects of five inductively derived sets of leadership practices on student outcomes. Twelve of the studies contributed to this second analysis. The comparisons between transformational and instructional leadership and between the five leadership dimensions suggested that the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes. The article concluded with a discussion of the need for leadership research and practice to be more closely linked to the evidence on effective teaching and effective teacher learning. Such alignment could increase the impact of school leadership on student outcomes even further.

Kenneth Leithwooda & Doris Jantzi (2006) studied "Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices". Using data from a larger 4-year evaluation of England's National Literacy and Numeracy Strategies, this study tested the effects of a school-specific model of transformational leadership on teachers (motivation, capacities, and work settings), their classroom practices, and gained in student achievement. Some 2,290 teachers from 655 primary schools responded to 2 forms of a survey (literacy and numeracy) measuring all variables in our framework. Our measure of student achievement was gains in the British government's own Key Stage 2 tests over either 2 (numeracy) or 3 (literacy) years. Path analytic techniques were used to

analyze the several different versions of the results. Results indicated significant effects of leadership on teachers' classroom practices but not on student achievement.

Anit Somech (2005) studied "Directive Versus Participative Leadership: Two Complementary Approaches to Managing School Effectiveness" The purpose of this study was to examine the relative effect of a directive leadership approach as compared with a participative leadership approach on school-staff teams' motivational mechanisms (empowerment and organizational commitment) and effectiveness (team in-role performance and team innovation). Data, which were obtained through a survey, were collected from 140 teams selected from 140 different elementary schools in northern Israel. The results of the Structural Equation Model indicated a positive relation between directive leadership and organizational commitment, as well as a positive relation between directive leadership and school-staff team in-roleperformance.

Helen M. Marks & Susan M. Printy (2003) studied "Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership". In this study they focused on school leadership relations between principals and teachers, this study examined the potential of their active collaboration around instructional matters to enhance the quality of teaching and student performance. The analysis was grounded in two conceptions of leadership—transformational and instructional. The sample comprised 24 nationally selected restructured schools—8elementary, 8middle, and 8high schools. In keeping with the multilevel structure of the data, the primary analytic technique was hierarchical linear modelling (HLM). The study found that transformational leadership was a necessary but insufficient condition for instructional leadership. When transformational and shared instructional leadership coexist in an integrated form of leadership, the influence on school performance, measured by the quality of its pedagogy and the achievement of its students, was substantial.

Research Gaps

Name of Author	Objective of the Study	Finding of the Study
Khalil Yusuf Uthman & Abdul Latif Kassim (2016)	To see the Impact of Leadership Styles of Principals and Teachers of Secondary Schools in Kaduna State Nigeria	By cultivating the habit of a transformational leader, the principals of unity schools will have the ability to transform teachers, school's curriculum, professional development in interdisciplinary pedagogy, innovation in student-led learning activities, and participation in institutional decision-making related to school administration.
Ali Yassin Sheikh Ali, Abdulkadir Mohamud Dahie (2015)	The impact of transaction leadership style, transformational and laissez-faire on teacher job	The research found that the three dimensions of leadership style had significant and positive impact on teacher satisfaction in Secondary school in Mogadishu, Somalia.
Allan Walker& Haiyan Qian (2015)	To review English-language publications about school principal ship in China published between 1998 and 2013 and to present an overview of the authorship, topics, methodologies and key findings of these	The paper identified several continuous and discontinuous patterns in each of the review categories and provides a better understanding of on-going research into the practice of school principal ship in China.

Bormann & John (2015)	To examine the influence of principal's self- perceptions of their leadership styles on academic achievement using the peer school ranking of their elementary school.	The study results indicated that the most prevalent leadership styles among NJ elementary principals were selling and participating with 81.6% of the respondents reporting these styles.
David Foo Seong Ng ,Dong Thanh Nguyn ,Benjamin Koon Siak Wong &William KimWeng Choy (2015)	To present a review of empirical studies on principal leadership in Singapore.	The review revealed several qualities, characteristics, styles, and enacted roles of Singapore principals.
Heather E. Price , (2015)	The purpose of this paper is to link the social interactions between principals and their teachers to teachers' perceptions of their students' engagement with school, empirically testing the theoretical proposition that Principals influence	Direct relationships between principal- teacher interactions and latent beliefs of trust and support are confirmed.

	students through their teachers in the US charter school environment.	
Jan Heystek (2015)	To know Principals' perceptions of the motivation potential of performance agreements in underperforming schools".	The article explores the proposed performance agreement and its potential influence on principals' motivation to improve their own, and therefore also the
Jingping Sun & Kenneth Leithwood (2015)	This study also inquiries about how direction setting practices influence distal organizational outcomes, including student achievement, conceiving of such influence as traveling along (or influencing variables on) 4 "paths".	The findings of this study, as one in a related series of investigations, inform the further development of a model of successful school leadership practices.
Megan Tschannen-Moran & Christopher R.	To explore the relationships among faculty trust in the principal, principal leadership behaviors, school climate, and student achievement.	The authors found that faculty trust in the principal was related to perceptions of both collegial and instructional leadership, as well as to factors of school climate such as teacher professionalism,
Jamal, Abu-Hussain (2014)	The goal of this paper is to review research literature in order to determine the most effective leadership model in the new conditions of school management	As a result, it is determined that principals with a moral value system lean more towards a transformational leadership style and principals with a pragmatic value system lean more towards a

Mavis G. Sanders (2014)	To know how district level expectations, policies and practices affect principal' responses.	this article describes how district-level expectations, policies, and practices affected principals' responses to an external reform in two school districts, one urban and one suburban.
RonaldH. Heck, Philip Hallinger (2014)	The purpose of this paper is to test a multilevel, cross-classified model that seeks to illuminate the dynamic nature of relationships among leadership, teaching quality, and student learning in school improvement.	The results illustrate the utility of specifying multilevel relationships when examining the "paths" that link school leadership to student learning.
Michael Coellia, David A. Greenb,c (2012)	To see the leadership effects on school principals and student outcomes.	This study identify the effect of individual high school principals on graduation rates.
Sailesh Sharma, Hechuan Sun and Sathia moorthy Kannan (2012)	1. What is the rating of principals' leadership attributes selected by teachers in China, Malaysia and india? 2. Is there significant difference in ratings of principals' leadership attributes by teachers on basis of	This study explores the rating of leadership qualities of principals of excellent schools in China, Malaysia and India bytheir teachers.

	Gender, tenure and nationalities of the teachers?	
Pam Sammons, Qing Gu, Christopher Day,	This study aims to explore the impact of school leadership, particularly that of the principal (head teacher), on school improvement in England	This original empirical study presents new results on the leadership of a large sample of effective and improving primary and secondary schools in England.
Philip Hallinger,	This paper aims to present a research-based model of leadership for learning.	The paper finds that significant progress has been made in identifying the means by which
Dr.Sailesh Sharma (2011)	1. What are the perceptions of Teachers on the Leadership Attributes (Capacities and Qualities) of their principals? 2. Is there any correlation between Leadership Capacities and Leadership Qualities of Principals as perceived by the teachers?	The findings showed that the Principals were perceived to be having Moderate leadership Capacities and Moderate level of Leadership Qualities.
Stephen Jacobson, (2011)	The purpose of this paper is to examine the effects of leadership on student achievement and sustained school success, especially in challenging, high-poverty schools.	The paper adds to the literature on leadership effects on student achievement and sustaining school success, especially in challenging high-poverty schools.

Hanna Kurland, Hilla Peretz &Rachel Hertz-Lazarowi	The present study aims to explore the influence of principals' leadership style on school organizational learning, using school vision as a mediator.	The paper explores the centrality of school vision and its effects on the achievement of the school's aims by means of organizational learning processes.
Karen Seashore Louisa, Beverly Dretzkea & Kyla Wahlstrom (2010)	this paper provides insight into 2 questions: (1) Do 3 specific attributes of leadership behavior – the sharing of leadership with teachers, the development of trust relationships among professionals, and the provision of support for instructional improvement – affect teachers' work with each other and their classroom practices? And (2) Do the behaviors of school leaders contribute to student achievement?	Our analysis provides an empirical test of the notion that leadership variables are positively related to student learning.
Pepper, Kaye(2010)	To see how effective Principals Skillfully Balance Leadership Styles to Facilitate Student Success	Research supports both leadership styles; however, transformational and transactional leadership focus on different aspects of the school setting.

Philip Hallinger & Ronald H. Heck(201	To study examines the effects of collaborative leadership on school improvement and student reading achievement	The research found significant directeffects of collaborative leadership on change in the schools' academic capacity and indirect effects on rates of growth in studentreading achievement.
Viviane M. J. Robinson, Claire	The purpose of this study was to examine the relative impact of different types of leadership on students' academic and nonacademic outcomes.	The article concludes with a discussion of the need for leadership research and practice to be more closely linked to the evidenceon effective teaching and effective teacher learning.
Kenneth Leithwoo da * & Doris Jantzi(200	To see the effect of transformational school leadership on students, teachers, and their classroom practices.	Results indicate significant effects of leadership on teachers' classroom practices but not on student achievement
Anit Some ch (2005)	The purpose of this study was to examine the relative effect of a directive leadership approach as compared with a participative leadership approach on school-staff teams' motivational mechanisms (empowerment and organizational commitment).	The results of the Structural Equation Model indicated a positive relation between directive leadership and organizational commitment, as well as a positive relation between directive leadership and school- staff team in-role performance.

Helen M. Marks	To study school leadership relations between principals and teachers.	The study found that transformational leadership was a necessary but insufficient condition for instructional leadership.

Conclusion

Most of the studies say that effective leaders improve job satisfaction of teachers and improve student's achievement. Interaction between principal and teachers create a good environment in school. Different dimensions of leadership style had positive impact on teacher's satisfaction. Effective leadership approach effects student's progress. Different leadership qualities also explored in these studies.