CHAPTER – II

REVIEW OF RELATED STUDIES

2.1 INTRODUCTION

The present chapter aims at giving a brief review of the researches done in the area related to the present investigation. The purpose of reviewing the earlier researches is not only to economize the historical perspective of the present work but also to take cognizance of related studies which have employed one or more variables included in this study. As such these studies have helped the researcher to design his study in avoiding pitfalls. Alternatively, their findings have been utilized to substantiate and support, wherever necessary, the interpretation of the results of the present study.

The general purpose of the review is to help the researcher to develop a thorough understanding of and insight into the previous works and the trends that have emerged. It also helps search a number of important specific goals. The literature in any field forms, the foundations upon which all future works must be built. Thus, the review helps limit the problem and also define it better. The review of literature gives the researcher a great deal of insight into the methods, measures, subjects and approaches used by other researchers and thus leading to significant improvement of his design.

This chapter deals with studies conducted so far as regards the topic of the present research endeavor.
Berry (1967) believed that, “The view of related literature is a must for scientific approach in all areas of scientific research. One can not develop an insight into the problem to be investigating unless and until one has learnt one has done in a particular area of his own interest. Thus the related literature forms the foundation upon which all work can be built” (p. 41).

However, quite a few studies which focus on the leadership style and school effectiveness have been conducted in many foreign countries. Therefore, the researcher tried to collect as much studies which have relevance with the variables of the present study. The following pages present a brief of the related studies.

Related literature is a study of the matter in books, articles and journals, periodicals and other researches carried out in the same field of investigation. It gives justification and direction to the proposed work. It helps in preventing pitfalls. An intensive survey of the literature related to the present work have been made by the researcher by referring to a large number of journals, books, encyclopedias, International Dissertation Abstracts and national level publications, etc. the researcher came to a conclusion that Indian and Iranian researchers focusing on the secondary school head teachers’ leadership style and its relation to school effectiveness have been very few. It might be because of the fact that organized research work in head teachers’ leadership style in relation to school effectiveness started only very recently and many of them look upon the institutional characteristics to give feedback to the institutions. However, quite a few studies which focus on the learner characteristics have
been conducted in many foreign countries. Therefore, the researcher tried to collect as much studies which have a relevance with one or the other variables of the present study. Further, the studies have been reviewed under the following sub-categories:

(i) Studies Related to Leadership Styles in India and Abroad.
(ii) Studies Related to School Effectiveness in India and Abroad
(iii) Studies Related to Leadership Styles and School Effectiveness in India and Abroad

2.2 STUDIES RELATED TO LEADERSHIP STYLES

2.2.1 Studies Conducted in India

Krishnan (2007) in a paper entitled “Impact of Transformational Leadership and Leader’s Power on Follower’s Duty-Orientation and Spirituality” showed that the complex environments that business organizations face today and the rapid change that has become a part of life for many organizations highlight the importance of transformational leadership for effective management of organizations. This study addresses the relationship between transformational leadership and followers’ spirituality, both directly and indirectly through Karma-Yoga. In addition to addressing the real needs of followers in terms of enhancing their oneness, transformational leadership also addresses the goals of organizations by enhancing followers’ duty-orientation. Thus, transformational leadership effectively blends the goals of both followers and organizations. This study also provides initial support for the role of leader’s power in enhancing transformational leadership.
Patil (1994) attempted to seek the administrative behavior of secondary school head teachers. The sample comprised of 212 teachers and 54 head teachers from 54 secondary schools of Belgaum Division in Karnataka. Findings: (1) School head teachers were not appointed on the basis of their leadership competences though they were in prominent positions to exercise authority and expertise in the management and leadership of school affair. (2) Head teachers’ behavior was not conducive to high morale and open climate. (3) Most of the head teachers were neglecting their responsibilities and their lines of communications were almost closed.

Rashmi (1993) attempted to reveal the leadership behavior and value patterns amongst school head teachers. The study comprised of 20 senior secondary school head teachers of West District of Delhi and 5 teachers from each of the schools selected through stratified random sampling method. Some of the findings: (1) basically school head teachers resort to either task or relationship or a balance of both in their styles of behavior management. (2) The leadership behavior was not influenced either by age or experience. (3) The value patterns possessed by the head teachers and the leadership behavior differed with the nature of institution. (4) All head teachers exhibited leadership behavior in accordance with the value patterns they held. (5) There is no one best style of leadership behavior suited for all situations. (6) There was crisis of effective leadership in schools. Most of them were good leaders. (7) Four basic internal forces influenced a school head teachers’ leadership
style of behavior. They include leaders’ value patterns, confidence in group members, leadership inclinations and feelings of security in uncertain situation.

2.2.2 Studies Conducted in Abroad

Noorshahi and Sarkhabi (2008) in her paper entitled “A study of relationship between consequences of leadership and transformational leadership style of the presidents of Iranian universities and Institutions of higher education” was to investigate the relationship between consequences of leadership and transformational leadership style of presidents of universities and institutes in Tehran, and 30 presidents in Tehran and 102 raters (subordination of presidents) responded to third edition of multifactor leadership questionnaire MLQ-5X (Leader and rater version). The data were analyzed by taking into consideration both descriptive statistics (frequency, percentage and mean) and Pearson correlation, the result of this study showed the existence of a meaningful and positive correlation between three consequences of leadership (extra effort, effectiveness, satisfaction) and transformational leadership style. As one of the results and based on the obtained data, the highest percentage of presidents (36.66%) in the consequence of extra effort gained high score, in the consequence of effectiveness (50%) gained medium score, and in the consequence of co-workers satisfaction (60%) gained average score.

Pounder (2008) in a Hong Kong study examined the effect on undergraduate business students of university business school instructors’ exhibiting a transformational leadership style in the classroom.
Transformational leadership is one of the central concepts in management, and research has indicated that a positive association exists between this style of leadership and desirable leadership outcomes. The author examined this relation in a university classroom context, and the results indicated that transformational classroom leadership was significantly and positively associated with desirable classroom leadership outcomes such as extra effort.

Korkmaz (2007) examined the effects of the leadership style of the head teacher, “transformational leadership and transactional leadership”, along with teachers’ job satisfaction on schools’ organizational health. Specifically speaking, it investigated to what extent the variations in school health can be related to the head teacher’s leadership style and teachers’ job satisfaction. To this end, a Likert-type questionnaire was administered to 635 teachers working in Turkish schools out of a 875-person sample. Path Analysis was used to explain the direct and indirect relationships between the dependent and independent variables. As a result of the analysis, the most striking finding is that transformational leadership has a profound impact on teachers’ job satisfaction, while the transformational leadership of the head teacher directly and, through teachers’ job satisfaction, indirectly affects the school health.

Bartlett and Bartling (2007) assessed self-perceived leadership styles practiced by adult educators and graduate-level adult education students adopting transformational leadership theory embodied in the Full Range of leadership Model. Results showed significant differences between practitioners
and graduate students in mean scores for the transformative and transactional leadership style.

Routledge Publication (2006) published an article on the title of “Leadership and Policy in Schools” that is about “A Review of Transformational Leadership Research 1996-2005” - group of 3 Leithwood, Jantzi, Taylor and Francis, uses evidence about transformational forms of leadership in schools provided by 32 empirical studies published between 1996 and 2005 to answer questions about the nature of such leadership, its antecedents and the variables that both moderate and mediate its effects on students. Results indicate significant, primarily indirect effects of this form of leadership on both student achievement and engagement in school. These effects are mediated by school culture, teachers’ commitment and job satisfaction, and a small number of other variables.

Soltan Hossieni, Amirtash, and Mozaffari (2005) studied “The Description and Comparison of Different Leadership Styles with Organizational Commitment and its Different Dimensions from Faculty Members’ Perspective of Iran Universities”. They chose the sample size of 200 people that covered 83% of the total population from different universities in Iran. In this study they used q-squire, ANOVA and Tokay test in their methodology. Results showed that there is a significant difference between perceptions of faculty members of head teachers’ leadership styles. In relation to amount and dimensions of organizational commitment the result showed no significant difference. Further, the result showed a significant difference
between different organizational dimensions with different types of leadership styles.

Abedi Jafari and Moradi (2005) in their research entitled “Studying the Relationship between Emotional Intelligence and Transformational Leadership” studied the relationship between emotional intelligence and transformational leadership. The result showed that there is a significant relationship between emotional intelligence and transformational leadership and all subscales of emotional intelligence excluding motivation had a significant relationship with transformational leadership.

Mercy (2004) in his research entitled “An Exploration of Faculty and Academic Learner’s Perception of Leadership Styles in Malawian Higher Education Institution” studied the perception of the faculty and scientific head teachers from the applied leadership style in these institutions. Along with these questionnaires demographic variables such as gender, age and educational qualification were taken from the participants. The results showed that based on the faculty’s perceptions head teachers had somehow transformational leadership style and transactional leadership style respectively. Also these head teachers were not effective and satisfactory while head teachers themselves believed their leadership style is transformational than transactional. In this research also it was emphasized that leadership style is a function of environmental and personal characteristics.
Young (2004) in his study showed that literature concerning leadership styles in Higher Education (HE) provided no distinct view on whether style relates to gender. Transformational styles were regarded by some as particularly suited to times of change, and likely to be adopted by women; but others argue such styles are unsuited to HE. In a study of leadership within an institute of higher education undergoing change, transformational and transactional leadership behaviors were identified in all senior head teachers, male and female. However, when official communications were plotted over time, transformational attitudes were superseded by transactional. Women head teachers apparently identified more with male gender paradigms and displayed male-type leadership behaviors, whilst men showed female paradigm identification and female-type leadership. Additionally, head teachers indicated that past experience of ‘poor’ management and their subject training had greatly influenced their leadership approaches.

Azimi (2003) investigated the effect of leadership styles on teachers and students’ creativity and the result showed that those teachers who had head teachers with Relation-Oriented leadership style had higher scores in creativity in comparison with those teachers whose head teachers had Task-Oriented leadership style. Also, the result showed that the leadership styles had not any role in students’ creativity. Female teachers in two groups of head teacher with Relation-Oriented and Task-Oriented got higher scores in creativity than male teachers. The study showed that female students with Task-Oriented head teachers got higher scores in creativity in comparison with
male students. But there was no difference between female and male students in creativity scores with Relation-Oriented head teachers. Further, research showed that there is no difference between male and female leadership styles. In addition, female teachers were more creativeness than male teachers and female student got higher scores in creativity than males.

Arcuri (2003) studied transformational and transactional leadership styles and the degree of fitness and responsibility of these two leadership styles in educational environments and organizations. He also searched to know whether there is a compatible and equal conception to use these styles in university or not. The results of this research showed that transformational leadership style is more effective than transactional leadership style. Head teachers considered themselves more transformational than what faculty perceived it. Both groups considered transformational leadership style as the best predictor of group outcomes.

Verona and Young (2001) used Leithwood’s model of transformational leadership (Leithwood, 1994), which adapts Bass and Avolio’s (Bass and Avolio, 1997) transformational and transactional leadership theory to schools, to conceptualize head teachers leadership. They used a statistical regression model to analyze quantitative data from a questionnaire completed by 57 head teachers and conducted interviews with 4 head teachers and 8 teachers to investigate the relationship between head teacher transformational leadership style and other selected variables on high school proficiency test (HSPT) passing rates in vocational and comprehensive high schools. The main result of
the study was that transformational leadership of head teachers significantly affects HSPT passing rates in reading, mathematics, writing, and all sections combined. The results also showed that to achieve the same HSPT passing rates, stronger transformational leadership is needed in vocational schools compared to comprehensive high schools.

Yadegari (2000) in her research entitled “Studying Educational Head teachers’ Philosophic Mentality and its Relation with Their Managerial Duty, Doing from Secondary School Teachers’ Perspective in Tehran” studied the theoretical aspects of philosophic mentality and also the relationship between the philosophic mentalities with the head teachers’ performance. She selected 397 students from girls’ secondary school through stage sampling as her sample of research. The results of the research showed that 1. Those head teachers who have philosophic mentality (logical uncertainty characteristics, severe pry, voting independence, wide sight, profound thinking, liberality, innovation and humility, in doing managerial functions (planning, organizing, human relations and so on) have more ability than others and the amount of their philosophic mentality and performance is higher than theoretical average. 2. There is a positive and significant relationship between head teachers’ philosophic mentality and their performance.

Farahbaksh (1995) assessed and compared the management and leadership styles of female and male head teachers of secondary schools. The sample size was including 60 male and female head teachers in secondary schools in Tehran. He used t-test and q-square test in this study. The result
showed that secondary school head teachers use Initiating Structure and Consideration styles. The frequent leadership and managerial styles amongst male and female head teachers of secondary schools is Initiating Structure Style. According to the result, there was no significant difference between the two groups using leadership and managerial styles. There was no relationship between age, marital status and working experience regarding most frequent managerial styles.

Allan (1990) in a research conducted to assess the role of the secondary school head teacher in managing the implementation of the 4Mat System, an instructional/curriculum innovation designed to improve teaching methodology in the classroom. Data were collected to determine 5 under consideration questions and one of the questions was: what is the effect of head teachers’ efforts on teachers? The results provided additional evidence that those head teacher who had a higher level of involvement in implementation activities, were very helpful to teacher implementation and change at the secondary school level with some success. Success was measured in terms of outcomes: the degree of implementation, teacher attitude toward implementation and impact.

In an educational study, Everett (1987) found that significant relationships existed at the .05 level of significance between teacher job satisfaction and the perceived leadership style of the head teacher. Teacher job satisfaction scores were correlated to two leadership subscales, initiating structure and consideration. Teachers in schools with head teachers who
demonstrated high levels on both initiating structure and consideration had high job satisfaction scores. The findings suggested that head teachers should be encouraged to exhibit high levels of both initiating structure (task) and consideration (relationship) in their leadership styles, and principles and teachers should learn to recognize intrinsic, extrinsic, and general satisfaction. Recognition of these variables may result in teachers attempting to increase intrinsic satisfaction with less extrinsic and general satisfaction.

Boyer’s (1982) research involved leadership styles and job satisfaction as they related to the perceived leadership styles of superintendents by administrative subordinates. The research revealed that there was a relationship between superintendents’ leadership styles and job satisfaction of administrative subordinates. Evidence supported the idea that the combination of high relationship and task leadership styles was more effective than other leadership style combinations in satisfying subordinates. Boyer found that superintendents who scored high on initiating structure and high on consideration were considered more effective in satisfying subordinates.

2.2.3 Discussion and Conclusion

Increasing the studies on head teachers’ leadership styles shows the importance of this role in educational environments. Head teachers’ leadership styles is also widely valued as a desirable educational goal and is frequently posited as a mediating variable that facilitates the attainment of other desired outcomes such as school effectiveness. In fact, the studies reviewed in the previous pages
reveal that most of the researchers studied head teachers’ leadership styles as one of the many variables related to school effectiveness and the performance of the organizations especially educational environments. The following researchers have studied in this area. Krishnan, 2007; Patil, 1994; Rashmi, 1993; Noorshahi and Sarkhabi, 2008; Pounder, 2008; Korkmaz, 2007; Bartlett and Bartling, 2007; Routledge Publication, 2006; Soltan Hossieni, Amirtash, and Mozaffari, 2005; Abedi Jafari and Moradi, 2005; Mercy, 2004; Young, 2004; Azimi, 2003; Arcuri, 2003; Verona and Young, 2001; Yadegari, 2000; Montserrat, 1996; Farahbaksh, 1995; Allan, 1990; Everett, 1987; Boyer, 1982;

An overall conclusion drawn from the above discussion is that, number of investigators had tried to find out the importance of leadership style. The investigators employed a variety of tools and also used specific research designs for their specific purpose. Moreover, the population and sample have also been different. However, most of the mentioned studies were carried out in work environment hardly any study has been reported to find out the importance of leadership style in the educational environments in India and Iran. Hence, the researcher tried to show the significance of the present piece of research and make an attempt to fill up this research gap in educational environments of the two countries.

2.3 STUDIES RELATED TO SCHOOL EFFECTIVENESS

2.3.1 Studies Conducted in India

As cited in NCERT (1998), Rao studied the relationship between community participation and school effectiveness. In this research the twin objectives of
the study were to first find out the schools where community participation was on the higher side, and second, to study the relationship of community participation with overall development of the school, school enrolment, achievement level of the students, and teacher motivation. An additional objective was also to study the difference in the nature of the community participation between rural and urban area schools. The sample of the study included headmasters from 103 schools in Bhima Varan Mandal, West Godawari District in Andhra Pradesh. Two inventories were developed and used: one to measure community participation and the other to measure school effectiveness. Personal interview schedule was also used for obtaining detailed information. Data were codified and product moment coefficients of correlation were calculated to find out relationships between variables. Statistical tools like ‘t’ tests, percentages, averages and SDs were used. The study established a link between community participation and school effectiveness. Community participation was found to be higher in urban schools than in rural schools. Community participation in schools headed by lady teachers was less. The Headmasters welcomed community involvement in the physical aspects of the school but resented supervision of the schools by the community. A significant positive correlation was observed between community participation and school enrolment. The results provided a strong case for optimizing community participation in rural area schools in order to make the system more effective and functional (learning organization, community participation and school effectiveness at the primary stage) (pp. 45-46).
The Ministry of Education in Singapore has announced its intention to give school head teachers greater autonomy in effectively managing the schools. Not only this, but the social, political and economic restructuring which has taken place in recent years, has linked effective schools more explicitly to the national economy. Good quality schools are seen less as contributing to individual future life chances and more as preparing a future workforce for competitive advancement in the global economy. Government and business now make greater impact on schooling (Choy and Fatt, 1993).

The impact of using performance indicators can be seen in a variety of areas. In terms that accountability is increased, resources and curriculum can be better targeted and managed. And student achievement is raised. The progress of learners can be monitored towards chosen goals (HMI of Schools, 1991).

Talbert (1985) studied the implications of governance structure and educational ideology for effective schools research. In particular, she compared public and private schools to test the relevance of the early effective schools findings. Talbert concluded that where climate (or moral order) is an important ingredient, private schools have an easier time achieving congruence with their clienteles and hence becoming goal-directed. However, even within the sector of private schools, Talbert found significant variations in the ways goals were defined. Religious private schools tended to achieve goal uniformity through an emphasis on basic skills and moral and ethical development. Non-religious private schools stressed on ‘school awareness’, ‘self-esteem’ and ‘deviant goals’. Thus, Talbert concluded that policy and administrative guidelines
aiming to enhance school effectiveness should attend to organizational differences.

Dahin (1978) (as cited in Sudesh and Anil Kumar, 2001, p. 13), highlighted the aspects of an effective secondary school as follows:

1) Environment: Forces at work in the school community, such as values, expectations, politics, economics, technology, sociology and demographic factors.

2) Values: goals, norms and other realities of the school.

3) Structure: organizational charts, roles, decision-making and technology.

4) Human Relations: with emphasis upon quality of relationships, climate and methods of conflict management.

2.3.2 Studies Conducted in Abroad

Samy and Cook (2009) tried to measure the level of effectiveness as perceived by their communities, educational institutions by using the Quality Effectiveness Index (QEI) on eight quality management dimensions. This study sought to investigate such a measurement in relation to a Liverpool college’s perceptions of school effectiveness through the Quality Situation Assessment Instrument (QSAI). The instruments used in this research were based on the tenets of Malcolm Baldrige. The QSAI is a modified version that has applied an additional dimension, namely that of Student Outcomes to the original Baldrige award criteria. This QSAI will assess the perceptions of current and
ideal school improvement issues in the selected sample of this case study school. The responses will be analyzed via the Quality Effectiveness Index (QEI), which measures the perceptions of respondents. One of the findings indicated that it is an effective self-evaluation tool as the report to the school complements the views expressed by the college’s OFSTED report.

Ho, Lin, Kuo, Kuo and Kuo (2008) investigated how school teachers’ personal background influences their deeper learning capacity and the school effectiveness. Furthermore, the study examined the correlation between teachers’ learning capacity and school effectiveness. Four sets of analyses were performed: ‘t’ tests, one-way ANOVAs, Pearson correlations, and stepwise regression analyses. The research targeted a single top-ranking urban junior high school that had the highest admission rates for senior high schools in Taiwan. Data were collected from 192 school teachers, drawn from various grade levels. Results showed that (a) personal background does affect teachers’ deeper learning capacity and school effectiveness and (b) deeper learning capacity had a strong correlation with school effectiveness.

Teddlie and Liu (2008) decided to advance their understanding of educational effectiveness processes within contexts where they have seldom been studied before: rural and urban areas in China. Utilizing a “contextually sensitive” school effectiveness research design, they collected classroom observation data to address their research hypotheses and question. The research design called for crossing two levels of effectiveness status (more effective, less effective) and two levels of community type (urban, rural).
Multivariate analyses of variance with traditional teacher effectiveness variables as the dependent indices yielded significant differences between more effective and less effective schools and between urban and rural schools. Qualitative results complemented the classroom observations by identifying unique characteristics of classroom teaching in the People’s Republic of China.

Much earlier, educational research had seen children’s development being substantially determined by their home background (Coleman, 1966 and Jencks et al., 1971). There was a deep concern about the possibility of using schools to improve the levels of pupils’ intellectual and social development (Reynolds, 1988). This line of concern is visible in the researches which have tried to study effective schools from various angels to explain what might be contributing to better performance of learners.

Austin and Reynold (1990) have accumulated literature on what makes schools effective. They identified such factors as being of importance as site management, leadership, staff stability, curriculum organization, staff development, maximized learning time, recognition for academic success and parental involvement in schools.

Hopkins (1990) linked this effective school literature with broader issues about how to improve schools by way of the International School Improvement Program (ISIP). He defined school improvement as: “A systematic sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools with the ultimate aim of
accomplishing educational goals more effectively”. According to him, improvement is based on factors as school-based review, leadership and the support needed to evaluate school improvement.

Holly (1990) took a more radical position. He argued for schools of the future in which learners are encouraged to become creative, self-directed, problem solvers, risk-taking and engaged in the redesign of practices at the learning level of the classroom.

According to Bridges (1982) and Hoyle 1979 and 1986), very little is known about what actually constitutes managerial competence and effectiveness in schools as very little research work has been carried on these aspects in the educational area.

Louis (1971) as cited by Sudesh, M. and Anil Kumar, K. (2001) states that the French law incorporates greater autonomy for teachers and requires them to teach in a more individualized and differentiated way in order to become more effective and hence contribute in making as effective school.

Barki (1976) observed study habits, motivation, teacher responsibility and parental care to be related with achievement. Medium of instruction was also an important correlate of achievement at secondary level ((Basavayya, 1974 and Anand et al., 1973).

2.3.3 Discussion and Conclusion

Nowadays researching in the area of school effectiveness has its paramount importance. Neglecting the importance of effectiveness in schools would end to
irreparable problems. This subject is widely valued as a desirable educational goal in those countries that try to make progress. Following researchers have studied the school effectiveness through different tools. Samy and Cook, 2009; Ho, Lin, Kuo, Kuo and Kuo, 2008; and Teddlie and Liu, 2008

An overall conclusion drawn from the above discussion is that, number of investigators had tried to study in this area are not too much.

The investigators employed a variety of tools and also used specific research designs for their specific purpose. Moreover, the population and sample have also been different. However, most of the mentioned studies were carried out in educational environments hardly any study has been reported to study the importance of school effectiveness in secondary schools in India and Iran. Hence, the researcher tried to show the significance of the present piece of research and make an attempt to fill up this research gap in the secondary schools of the two countries.

2.4 STUDIES RELATED TO LEADERSHIP STYLES AND SCHOOL EFFECTIVENESS

2.4.1 Studies Conducted in India

Radha (2001) in his paper “Leadership Style, Organizational Health and School Effectiveness” revealed that school effectiveness is closely related to the leadership style and organizational health of the school.
Jain (2000) in her study “Leadership Style and Organizational Effectiveness” revealed that Indian head teachers generally use a variety of leadership styles. The most common are authoritarian and task oriented styles. The two styles were found to be significant predictors of organizational effectiveness. She also declared that these two styles have deep roots in Indian culture.

Sudha (1997) investigated the leadership effectiveness in secondary schools of Delhi and found that effective leadership results in overall effectiveness of the school. It also emphasizes the identification of the head teacher with the group, not his or her separation from it. It also suggested that leadership is organizational and functional and is related to managerial skills in achieving the objectives of the Government/Government Aided and Private schools in a rapidly changing school climate.

Hallinger and Heck (1996) in a research entitled “Reassessing the Head teacher’s Role in School Effectiveness” reviewed empirical literature on the relationship between the head teacher’s role and school effectiveness during the period from 1980 to 1995. This article examined conceptual underpinnings of several theoretical models to study the role, the relationship between models and investigation methods, and the nature of head teachers’ influence. The result showed that head teacher leadership and school goals indirectly affect student learning, depending on context.
Bayti (1990) carried out a research study in 112 schools in Bhilwara District and collected data from the school head teachers through Halpin and Winers Leadership Behavior Description Questionnaire with the objective, besides others, to ascertain relationship between leadership behavior of head teachers and scholastic achievements. The result of the study reveals that there was a tolerable correlation between leadership behavior and scholastic achievement.

Bayti (1990) carried out a research study in 112 schools in Bhilwara District and collected data from the school head teachers through Halpin and Winers Leadership Behavior Description Questionnaire with the objective, besides others, to ascertain relationship between leadership behavior of head teachers and scholastic achievements. The result of the study revealed that there was a tolerable correlation between leadership behavior and scholastic achievement.

2.4.2 Studies Conducted in Abroad

Yildirim, Acar, Cevat, and Susan (2008) investigated to see whether there is debate about the leadership style of the teacher or the learning style of the student affects academic achievement more. A large sample (n = 746) of eighth-grade students in Istanbul, Turkey, participated in a study where the leadership style of the teacher was assessed in terms of people orientation and task orientation. The learning styles examined were: group, individual, visual, auditory, tactile, and kinesthetic. Multiple discriminant analysis indicated that teacher leadership style was the main factor affecting academic performance.
No significant relationship was found between learning style and academic achievement.

Konkle (2007) studied the relationship between leadership style and student effectiveness in a research entitled “An Examination of Leadership Styles of School Principals and Student Effectiveness in Urban Elementary Schools in the State of Ohio”. The Multifactor Leadership Questionnaire (MLQ-5X) assessed school head teachers’ leadership styles as transformational, transactional or Laissez-faire. Multiple regression was used to examine the relationship between the head teacher’s leadership styles and school effectiveness as defined by growth in the Performance Index. The regression model failed to be significant; therefore, based on the data, leadership as measured by the MLQ-5X is not a good predictor for growth. The relationship on school leadership and growth was not significantly substantial. Although there was no predictive relationship, the data verify that those schools that have shown growth had transformational leaders.

Adams (2007) decided to develop and initially test a multidimensional model exploring relationships between curricular leadership culture (CLC) and school effectiveness (SE) to examine any identifiable contextual variables that may mediate this relationship in different school settings and to develop an instrument – the Curricular Leadership Culture Inventory (CLCI) – that can be administered to teachers and school administrators to identify educator perceptions of links between the quality of school-level curricular leadership culture and school overall effectiveness. The sample for this study consisted of
professional and administrative staff in 151 middle schools throughout five regional service center areas in Texas who were asked to respond to an Internet survey asking for staff perceptions of how often certain types of curricular leadership culture behaviors occur in their schools. In total, 1,664 professional and administrative staff representing 114 schools responded to the survey. Participation was voluntary throughout all 151 middle schools. Analyses were completed using both staff members and schools as separate units of analysis. Exploratory factor analyses identified distinct dimensions best representing curricular leadership culture such as school-based leadership. Further, bivariate and multivariate linkages were identified between these dimensions and three identified indices of school effectiveness (school organizational effectiveness, student achievement, and school holding power) used in this study. These results provided supported that curricular leadership culture/school effectiveness linkages are multidimensional in nature and contribute both in a direct and indirect manner to overall middle school effectiveness. Further, it appeared that one or more additional latent variables exist that mask or mediate curricular leadership culture/school effectiveness linkages in middle schools.

Huffman (2003) studied the relationship between transformational leadership styles and student achievement in low socio-economic schools. This study was completed in elementary schools in the state of Indiana. This study examined leadership styles and student achievement through a quantitative perspective. One hundred and six schools were selected to participate in the study and thirty-seven schools participated (twenty high performing schools
and seventeen low performing schools). The results from this study showed that no relationship was found between leadership styles and improved student achievement. It was concluded however, that transformational leadership was related to increased teacher satisfaction and a greater perception of head teacher effectiveness. While transformational leadership did not have an impact on student achievement, it improved teacher satisfaction, effectiveness. In terms of improving student achievement, it appeared from this research that transactional leadership made a difference in student learning as measured by a standardized test in elementary schools with a high poverty rate.

Marks and Printy (2003) studied transformational leadership and the leaders’ ability to actively collaborate around instructional matters to enhance the quality of teaching and student performance.

Kerry and Webb (2003) in a research entitled “Presidents’ Leadership Behaviors Associated with Followers’ Job Satisfaction, Motivation towards Extra Effort and Presidential Effectiveness at Evangelical Colleges and Universities” investigated to what degree transformational leadership, transactional leadership, and Laissez-faire leadership behaviors are practiced by presidents at member institutions of the Council for Christian Colleges and Universities and what combination of transformational, transactional, and Laissez-faire factors are significant predictors of job satisfaction, motivation toward extra effort, and perceived presidential effectiveness. One of the findings of this study is that as a group, the presidents of higher education institutions in the Council for Christian Colleges and Universities practice
transformational leadership behaviors with a high degree of frequency, transactional leadership behaviors with a moderate degree of frequency, and Laissez-faire leadership behaviors with a lower degree of frequency.

Alsto (2003) examined the applicability of transformational leadership theory in the task environment of Jamaica. He used regression analysis and ANOVA to examine the relationship between head teachers’ transformational and transactional leadership style and their outcome variables including (extra effort, satisfaction and effective) and the following results were procured. The results of the study showed that there is a correlation and compatibility between head teachers’ perception from their leadership style and their subordinates’ perception of the head teachers’ leadership style. From the subordinates’ view idealized influence or charisma and contingent reward had positive relationship with head teachers’ outcome variables (extra effort, satisfaction and effective) while Laissez-faire had negative relationship with it. From the head teachers’ perspective only individual consideration, contingent reward and management-by-exception passive had relationship with satisfaction and contingent reward had relationship with extra effort.

Sharon (2003) examined the relationships of transformational/transactional leadership behavior of elementary school head teachers with teacher outcomes: extra effort, effectiveness and satisfaction. Results revealed that there is a statistically significant relationship between leadership styles and satisfaction, effectiveness and willingness to exert extra effort. Results showed that transformational leadership had significant positive correlations with each
of the leadership outcomes. Transactional leadership had significant relationship only with willingness to extra effort.

Mughli (2002) investigated the existing condition of leadership in administrative organizations in Iran, assessed and ranged the dimensions of transformational leadership style to each other and also assessed the relationship between transformational leadership style and organizational situation. In this research he had two hypotheses: 1. There is a significant relationship between successful administrative organizations and transformational leadership style in Iran. 2. There is a significant relationship between satisfaction, extra effort and effectiveness and transformational leadership pattern in successful organizations in Iran. Researcher used the last but one edition of MLQ-5X including 36 items which refer to transformational and transactional leadership style. Population of the research was from hospitals, banks and some productive factories. The most important findings of this research were: 1. Leadership pattern in successful organizations in Iran has confirmatory with the transformational leadership style that Bass and others tested in other successful organizations in other countries. 2. Inspirational Motivation, Idealized Influence, Intellectual Stimulation and Individual Consideration as dimensions of transformational leadership have been accepted in successful organizations in Iran. 3. This research showed that in Iran other than five mentioned dimensions of transformational leadership, Contingent Reward and Management-by-Exception (Active) as two other dimensions of transactional leadership have been accepted in Iran. 4. There was a positive and
significant relationship between all dimensions of transformational leadership style and Satisfaction, Extra Effort and Effectiveness.

Christie’s (2001) study of resilient schools was persuasive. She noted that the success of those resilient schools was grounded in good leadership and management. She also found that good teaching and learning were central to the success story of these schools. The environment for the success was brought about by head teachers who possessed, amongst other things, ability to adapt, commitment, sense of purpose, concern for others and the courage to see things through.

Todd (2000) in a research entitled “Transformational Leadership and Community College Effectiveness” in the Ohio State University was to determine the relationship between transformational leadership factors, transactional leadership factors, and measures of community college performance. Based on the results of this research both leadership and effectiveness data were based on faculty perceptions at the respective colleges. The relationship between presidential leadership and college effectiveness was evaluated using multiple regression analysis. A subset of presidents in the study was interviewed to achieve a better understanding of the social complexities associated with community college leadership. Transformational leadership was shown to be a better predictor of organizational effectiveness than transactional leadership for this sample. Based on the interviews, transformational presidents rely more on strong personal convictions, open communication, and trust to establish and articulate their vision than do their
transactional counterparts. Leadership behaviors of the president predict only a portion of the overall performance of a college.

Arami (1999) in a research entitled “Formulating Mathematical Sample for Effective Leaders in Governmental Universities based on the Organizational Climate and Managers’ Characteristics” designed a model. He expressed his model as follows:

A head teacher with partly low responsibility in an environment full of friendship and cooperation is predicted to use cooperative and effective leadership based on encouragement, understanding, not emphasizing on goal and work. A head teacher with partly high indefatigable even if a little touchy and pessimistic and without initiative thinking but in an environment full of friendship and cooperation along with a little risk escaping and without criteria and obvious policy, is predicted to use effective and compatible leadership with directiveness, along with encouragement, understanding, not emphasizing on work and personal powerful relationship. If he reposes in an environment without encouragement but standardized, it is predicted to use bureaucracy leadership based on aim and work.

Lowe, Kroeck, and Sivasubramaniam, (1996) believed that, “More than two dozen empirical studies using the MLQ-5X found a strong positive correlation between the components of transformational leadership and measures of performance”.

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Samsonchi (1996) investigated Fiedler Contingency theory in secondary schools in Tabriz, Iran. The sample population of his study was 54 students from secondary schools in Tabriz, Iran. The sample population for head teachers was from the schools. Ten teachers selected randomly for the study. Data were collected through Fiedler Contingency questionnaire. To determine the effectiveness of the school, a researcher-made test was made. The hypotheses of the research were the same as Fiedler Contingency theory which were proved at the significant level of .05. The results showed that the hypotheses of Fiedler Contingency theory were well matched with the situation in secondary schools in Tabriz, Iran. Also, all the practical aspect of the theory can be implemented in different aspects of school management considering the situations.

Douglas (1995) in his study “The Teaching Head Teacher in Public Schools: A Quantitative Study of the Impact Based on Selected Measures” pointed out that grooving public schools have developed the need for a head teacher who would serve both as a master teacher and administrator. The research has suggested that the head teachers should become instructional leaders in order to create more effective schools and better organizational climate.

Ghalei (1994) studied the leadership style on the head teachers of state organization in West Azarbeyejan Province, Iran. He wanted to see whether there was a relationship between leadership style and its efficiency. Regarding that, one main hypothesis and two sub-hypotheses of Fiedler contingency
theory were formed. This research was descriptively done in which from amongst 26 general offices in the province 26 general head teachers, 76 middle ranking head teachers and 228 personnel were randomly selected. Data were collected through questionnaire. Data were analyzed by using statistical techniques such as chi-square and regression. Analyzed results indicated that the main hypothesis and sub-hypotheses were proved. Thus, all the three theories of Fiedler contingency theory were accepted which showed that the guidelines of the theory can be implemented in a sample population like governmental offices in the above mentioned province.

Najafi (1994) investigated the relationship between leadership style and effectiveness of education in villages by Jihad Construction stressing the model of Fiedler. It was a survey-based research in which the data were collected by 100 people completing the Fiedler questionnaire. According to the research questions, some research hypotheses were formed. The study attempted to answer these hypotheses to see whether there was a relationship between leadership style and effectiveness of education in villages. Thus, the results of the study indicated that Task-oriented Theory head teachers had more efficiency. The Fiedler theory in which head teachers of Affective Leader-group Relation leadership style in different situation have kinds of efficiency was rejected. This rejected that the other hypothesis, Task-oriented Theory head teachers have efficiency in difficult situations. The study also showed that there was a relationship between head teachers’ age and the effectiveness of education in villages. But there was not a meaningful
relationship between level of education, fields of study and the effectiveness of education in villages.

Khalili Shorini (1993) dealt with the pattern of selecting a suitable leadership model for official organizations of the country. The main purpose of this study was to determine the style or styles of leadership in different organization in the country based on Fiedler contingency theory. The research contained six hypotheses, three main and three sub-hypotheses. The main hypotheses were: in Iran’s organizations 1. Head teachers benefiting from Task Structure leadership style have better position. 2. Head teachers having the Affective Leader-group Relation leadership style benefit slightly. 3. Task-Structure head teachers in a worse position have better function. The sample of this research was 114 head teachers in different levels of different organizations from different parts of Iran. Data were collected through Fiedler contingency questionnaire. To determine the effectiveness of the school, a researcher-made test was made. Results of the research proved the first and second hypotheses and the condition to prove the third hypothesis was not suitable. Researcher found that Fiedler Contingency theory was to some extent correspondent with Iranian head teachers.

Levin and Lockheed (1993) have their ‘necessary inputs’ to effectiveness as ‘the will to act’, including political will. This type of leadership and mass mobilization may require nothing short of a mass social movement with charismatic leadership to overcome the inter-racial issues of the education system and traditional practice. Purkey and Smith (1985) proceed
to list 13 major factors associated with school effectiveness (having reviewed literature) under two categories:

1) Structure (school site management, leadership, staff stability, curriculum articulation and organization, school-wide recognition and academic success, maximized learning time and district support).

2) Process (collaborative planning and collegial relationship, sense of community and clear goals).

They have further concluded that research is more suggestive than conclusive. There is evidence that certain of these (structure and process) variables have a consistent relationship to student achievement.

Hamidi (1992) investigated leadership style of head teachers in Hospitals of Iran Medical Science Universities and its relationship with hospital’s effectiveness based on Fiedler contingency theory. 16 hospitals were the sample of the study. For collecting the data on leadership style and position, four tests and on hospital’s function some forms on expenses from the financial section were used. The analysis showed that 62.5% of the hospitals were functioning well (effective head teachers) and 37.5% were functioning badly. On the other hand, 75% of the head teachers had Task-Oriented Theory and Task Structure head teachers had better functions and in average conditions, there was a positive correlation between leadership style and hospital’s function. In the meantime, from amongst the efficient Task Structure head teachers were more effective than those head teachers with Affective Leader-group Relations.
Hallinger and Murphy (1992) described the similarities between characteristics of effective schools and the attributes of effective school districts. These included a strong focus on teaching and learning, collaborative decision-making, supportive staff development and strong leadership.

Kirby, Paradise and King (1992) completed two investigations of leader characteristics and behaviors. The study utilized a quantitative approach in which, 103 practicing educators from six different school districts responded to MLQ-5X items about their immediate supervisors. The sample consisted of 88 teachers (K-12), seven head teachers and eight assistant school administrators. The purpose was to “determine the degree to which educational leaders were perceived to use transformational and transactional leadership behaviors and to determine which behaviors were best able to predict follower satisfaction and leader effectiveness” (p. 304). Results of the first study were: Transformational leadership significantly augmented the power of transactional leadership alone in predicting effectiveness and satisfaction. Transformational leadership was apparently associated with higher levels of performance and satisfaction.

Buzzi (1990) in a study examined the relationship of school effectiveness to selected dimensions of head teachers’ instructional leadership in elementary schools in the state of Connecticut as perceived by their teachers. Based on these responses a correlation of .64 was obtained between the scale measuring overall instructional leadership and the average of six CSEQ scales measuring specific criteria of effective schools. This significant correlation
suggested that over 40 percent of the variability in overall school effectiveness was explained by the instructional leadership behavior of the head teacher.

Waldman, Bass, and Einstein (1987) also found subordinate performance appraisals were higher in organizations that had transformational leaders.

Sergiovanni (1984) suggested that five leadership forces can play a part in school improvement: technical, human, educational, symbolic and cultural. All the five forces are in play in this instance, though to different degrees. The ‘technical’ encompassing the basic nuts and bolts of management, is perhaps least in play since the problems faced by the schools are not of this order. The ‘symbolic’ focusing on what is important provided this symbolic representation, and the ‘cultural’ facilitated building a strong commitment to the school and its activities. These were the two forces most in play. To conclude, these approaches to leadership are often seen as being essential to most strategies of school improvement.

The role of leadership, particularly of the head teacher, was especially important to effective schools (Andrews and Soder, 1987; Brookover, et al., 1978; Edmonds, 1978; Glasman, 1984; Lezotte, 1997; Schmitt, 1990; Stolp and Smith, 1994).

2.4.3 Discussion and Conclusion
Increasing the studies on head teachers’ leadership styles shows the importance of this role in educational environments. Head teachers’ leadership styles is
also widely valued as a desirable educational goal and is frequently posited as a mediating variable that facilitates the attainment of other desired outcomes such as school effectiveness. In fact, the studies reviewed in the previous pages reveal that most of the researchers studied head teachers’ leadership styles as one of the many variables related to school effectiveness. The findings of many reported studies show a positive relationship between head teachers’ leadership styles and school effectiveness (Huffman, 2003; Buss, 1985 and 1998; Andrews and Soder, 1987; Brookover, et al., 1978; Edmonds, 1978; Glasman, 1984; Lezotte, 1997; Schmitt, 1990; Stolp and Smith, 1994; Marks and Printy, 2003; Lezotte and Pepperl, 1999; Rashmi, 1993; and Farahbakhsh, 1995).

An overall conclusion drawn from the above discussion is that, number of investigators had tried to find out the relationship between head teachers’ leadership styles and school effectiveness. The investigators employed a variety of tools and also used specific research designs for their specific purpose. Moreover, the population and sample have also been different. However, most of the mentioned studies were carried out on the educational environments hardly any study has been reported to find out the relationship between head teachers’ leadership styles and school effectiveness in India and Iran. Hence, the researcher tried to show the significance of the present piece of research and make an attempt to fill up this research gap in the two countries.

The design, plan and procedure adopted and method of execution, etc., of the study are dealt with in the following chapter.