CHAPTER 2
LITERATURE REVIEW

1 INTRODUCTION

Research in any field implies a step ahead in the exploration of the unknown concepts. The unknown is always in the darkness, an investigator to be able to take this step should be properly prepared for it. One such preparation is the collection of appropriate knowledge of what has already been done in a particular field. A step towards unknown can only be taken after a thorough review of the related literature and researches conducted in that area. Any research without such a review of related literature is likely to be a building without any foundation. The review of related literature provides a clear picture of the study to be taken as a pre-requisite to the proper planning of the problem and conducting the research. The review of the past investigations in a particular field serves as a guide to the investigator as it helps him to avoid duplication of the work already done in that area. The knowledge that what has already been done in the area of researches regarding the methods used for data gathering and the results of their analysis, keeps the investigator systematic in his/her own endeavor.

According to John W. Best\(^1\), “By the review of previous literature we can bridge the gap between new and old knowledge and the new researcher will not feel that he has jumped from one shore to another but feels that he is doing his work systematically and correctly.” “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all area of human endeavor.”

Review of related literature is an important and crucial aspect of a research project which means to locate and evaluate the past as well as current literature of research concerned with the planned investigation. The time spent in such a survey is a wise investment. “Review” means to organize the knowledge of the specific area of
research to evolve an edifice of knowledge to show that present study would be an addition to this field. It provides the investigator necessary knowledge and insight on what to start and how to start.

According to Borg,\textsuperscript{2} “The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive and will often duplicate work that has already being done better by someone else.”

According to C.V. Good,\textsuperscript{3} “The survey of related literature may provide guiding hypothesis suggestive methods of investigation and comprehensive data for interpretive purpose.”

In the most generalized way the survey of related literature in the study has been found to serve the following purposes in the study:

a. Helped to knew whether the evidence already available solves the problems adequately without further investigation and thus, to avoid the risk of duplication.

b. Provided the ideas, theories, explanations or hypothesis valuable in formulating the problem.

c. Contributed to the general scholarship of the investigator.

d. Suggested methods of research appropriate to the problems.

e. Located comprehensive data useful in the interpretations of the results.

f. Defined the limit of field.

g. Availed the researcher to know about the tools and instruments which proved to be useful and promising.

It is thus essential to review the related literature to study a specific problem, viewed under its different dimensions. In this chapter, the attempt is to synthesize various concepts relevant to the research that will help to provide a better understanding of their significance and thus helps to provide a platform for principals in schools by analyzing their performance behaviour. This chapter is an important and
crucial aspect of a research report which means to locate, to read and to evaluate the past as well current literature of research concerned with the present investigation. It also served as a source of guideline for the study in a historical and associational perspective and helped to avoid unintentional and unnecessary replication. It is essential for every investigation, to converts tentative research problem into a succinct one. This chapter presents a brief survey of researches regarding performance seeking behaviour of principals.

STUDIES CONDUCTED IN ABROAD

Katz (1964)\textsuperscript{4} OCB research was influenced by Katz (1964) in his study. He studied the concept of OCB. Perhaps in his study these dimensions bear a strong resemblance of dimension of innovative and spontaneous behaviour that he identified, including-

- Cooperating with others
- Protecting organization
- Volunteering constructive ideas
- Self-training
- Maintaining a favorable attitude towards the company

Smith (1974)\textsuperscript{5} identified some competencies functions and effective behaviour of elementary principals. Harold applied the observation technique. Smith found fifteen statements describing effecting action. The common statements in both the studies were facilitating mutual communication stimulating personal and professional growth and development of staff relationship. The statements describing effective action in Smith Study were having superintendents of board of education, working and planning cooperatively with staff, understanding between home and school, supporting teachers, incorporating combined judgments, conducting in professional manner, building organization, unity and cooperation with in staff, working towards the continuous development of educational profession.
Goldstein (1975) study seeks to examine the status, role and authority of the elementary school principal ship. A short theoretical discussion of the central topics is followed by a presentation of research findings based on an attitudes questionnaire that was administered to a sample of school system personnel and elementary school inspectors. The school principal is perceived as determining the character of the institution more than any other factor in the system, and must be autonomous to a large extent in performing his tasks. He is expected to devote much of his time to organization and administration, but must not allow his occupation with questions of finance and maintenance to come at the expense of his other activities. Guiding teachers in their work, keeping informed of both teachers' and pupils' performance, and maintaining discipline in the school are perceived, in this order, and the most important pedagogical functions of the principal. The principal's most important source of authority is his intimate knowledge of his school, and his successful experience as a teacher. An extension of his authority at “the expense” of the Ministry is supported by respondents, while its extension at the expense of his subordinates is not. A principal is regarded suitable for his position as long as he generally gets along with his staff. He should be given greater authority in the adaptation of the curriculum to the needs of his school; in the flexibility he can exercise in the allocation of class hours and budget, and in the interpretation of Ministry of Education instructions to suit his school's special requirements.

Prascher (1975) identified effective and in effective administrative behaviour exhibited by High School principals and concluded that principals listening to other’s point of view, courage, acting quickly supporting teachers in concern with areas were regarded as effective while reluctant to make decisions, not using proper technique, not stressing technique, not providing necessary leadership were considered as in effective principals.

Ranhosky (1978) related personality characteristics to leadership behaviour of principals. The study was slightly different from other researcher in the sense that he desired to see the influence of personality on the way of perception of teachers. He concluded that personality was the variable that influenced the way teachers and assistant Principals perceived the leadership behaviour of principals.
Turkington (1978) conducted his studies to gather data on effective rated Principals. He found that high level of skills in the personnel competency, category, teacher principal interaction competencies, and involving teachers in the policy decisions of a school were generally most important. While community school relations competency statement was not agreed by all and non personal task oriented competencies were generally rated least.

Brummel (1979) studied Principal’s effectiveness and found that elementary school principals can be expected to be more or less effective as a result of living within or outside the school districts with in which they work out. Since the personality of any individual play a very important role in influencing the efficiency and effectiveness of his work, some of the researchers have studied the relationship between personality traits and principal admistrative effectiveness.

Colin (1979) study was carried out in eight diversely located primary schools in the United States of America. Each had implemented the system of Individually Guided Education (IGE) several years previously; and each was chosen from among 42 schools that had already been randomly selected and studied by researchers from the Wisconsin Research and Development (R & D) Centre because they met several predetermined operational criteria. One of the several questions investigated in the study concerned the impact of the principal's leader behaviour on the decision-making processes used in the schools, each of which was typified by the principal sharing leadership responsibilities with a representative cabinet type leadership committee, called the Instructional Improvement Committee (IIC). Field methodology incorporating interviews, observations and questionnaires was used to collect the data. In this article the background to the study is presented, the theoretical considerations of educational leadership relevant to the question explored are outlined, the research methodology is described, the pertinent collected data are tabulated and analyzed, the major findings concerning the leader behavior of the principal are reported, and the implications for practice set down. The conclusion is drawn that the leadership of the principal is a crucial factor in the functioning of the IIC.
Chance and Lingren (1988)\textsuperscript{12} described the results of a survey of 108 rural South Dakota principals. Although these rural principals envision themselves as instructional leaders they indicate that a majority of their day is spent on general managerial duties and discipline. They also report that they are more concerned about task completion than individuals or school climate. It is concluded that while rural principals perceive themselves in one manner they quite often act in another manner. Several reasons may be advanced for this, but time and the multitude of administrative duties are two of the most likely.

Fernandez (1990)\textsuperscript{13} studied of the psychological aspects of human relations in educational administration of heads of schools. The study explores the influence of psychological factors like the headmasters ego status, basic assumptions about the motivation for work on the part of teachers, the organizational climate and on the headmasters’ sharing and shoudering of administrative responsibilities. Findings of the study explored that the pattern of distribution of grades of human relations in terms of the relative degree of sharing of responsibility was not normal; it was much skewed, i.e. there was a heavier concentration in the high and the moderate sharing groups as compared to the low sharing one.

Britton and Tesser (1991)\textsuperscript{14} proposed three facets of time management: short-range planning, long-range planning, and time attitudes. Short-range planning is the ability to set out and organize tasks in the short run (e.g., within a day or a week). Long-range planning is the capacity to manage tasks over a longer time horizon (e.g., in a quarter or a year) by setting goals, keeping track of important dates and limiting procrastination. Positive time attitudes indicate that a person is oriented towards using their time constructively and maintaining agency over how their time is spent.

Van der Westhuizen (1991)\textsuperscript{15} concurs and maintains that traditionally the educational leader (the principal) was merely the head educator and the task of the school (i.e. what the school had to achieve) was of limited complexity. However, changes taking place worldwide have once again put the role of the principal in the limelight. The principal should, therefore, ensure that each individual in the school not only understands his/her new roles, but also performs them effectively.
Williams & Anderson (1991)\textsuperscript{16} identified two broad categories of OCB. a) OCBO- behaviour that benefit the organization in general and b) OCBI- behaviour that immediately benefits specific individual and indirectly through this mean contribute to the organization development seven item OCBO and seven OCBI scale were developed as part of William’s (1998). He took most of the measures representing these constructs from previous research by Bateman and Organ (1983), Graham (1986a), Organ (1988) and smith et al (1983). In addition he developed some new items based on the conceptual definition. He tested the hypothesized 3 factors structure using exploratory factor analysis among a sample of 127 full time employees, their peers and their supervisors.

Boorman & Motowidlo (1993, 1997)\textsuperscript{17} study includes assisting /helping coworkers assisting/helping customers and altruism”. In his study he consider ‘helping’ is important to organization when roles are interdependent and employee cooperation facilities overall performance. Helping behaviour with seven item was adapted from Organ & Konovsky (1989) & smith et al. (1983).The study focus on helping co-workers in their jobs when such help was needed.

Hoberg (1993)\textsuperscript{18} studied that the principal occupies a unique position and exercises influence in structural, operational and instructional matters in the school. Thus, the principal should always be in the forefront of whatever activity is taking place at school both as a leader and manager. The principal should, therefore, perform his/her managerial role by providing leadership to the staff, learners and parents and other interested individuals so that the school is able to achieve its objectives. The researcher also warns that the principal’s formal behaviour and effective managerial skill should never be underestimated, for this will inevitably determine the extent to which educators, learners and parents will be prepared to become committed to the school as an organization.

Bass and Avolio (1994)\textsuperscript{19} described three forms of transactional leadership: passive management-by-exception, active management-by-exception, and constructive transactional. Passive management-by-exception involves setting standards but waiting for major problems to occur before exerting leadership behavior. Leaders who demonstrate active management-by-exception pay attention to
issues that arise, set standards, and carefully monitor behaviour. They believe that they should not take risks or demonstrate initiative. A constructive transactional leader sets goals, clarifies desired outcomes, exchanges rewards and recognition for accomplishments, suggests and consults, provides feedback, and gives employees praise when it is deserved.

Cheng (1994) analyzed for education change and effectiveness, the role of principal is often crucial to their success. The principal is challenged to create the culture of quality that penetrates to the smallest elements, processes and the systems of an institution. It is common experience that under the same set of rules and regulations, with same set of teaching staff and students from similar background, an educational institution degenerates or maintains status quo, or rises to prominence with a change of principal. This is also borne out by large number of research studies on management of change in education.

Elizabeth Wolfe Morrison (1994) in his study demonstrated that employees differed in what they defined as in-role and extra-role behaviour, that these differences were related to commitment and social cues, and that employees were more likely to display organizational citizenship behavior (OCB) if they defined the behavior as in-role rather than extra-role. Results indicate that the boundary between in-role and extra-role behaviour is not clearly defined and that OCB is a function of how broadly employees define their job responsibilities. This study suggests the need for a reconceptualization of OCB.

Shechtman & Katz (1994) investigated the patterns of relationships between principals, teachers and students variables. The findings of the study revealed a positive and high correlation between leadership styles and teachers variables like job satisfaction, self esteem and faculty climate. It is also indicated that leadership style is the strongest contributor in explaining the variance of dependent variable.

Squelch and Lemmer (1994) study argued that each school is unique and not all schools have the same needs or demands, nor are they faced with exactly the same challenges or problems. The principal should take the uniqueness of the school into account whenever performing his/her roles. Problems and development within a
particular school need to be analyzed and responded to while taking into consideration the dynamics of the school as part of a broader-educational bureaucracy. Issues with which the school is faced must also be understood and responded to within the context of societal dynamics. The researcher pointed out that the school principal has a number of managerial roles to fulfill and that it is by no means a simple matter. As a result of continuous and accelerated changes taking place globally, the principal’s roles have become more complex.

**Van Dyne et al (1994)** in his study the 37 item scale was used and the fourth factor, termed “advocacy participation” and contained 8 items that were all originally hypothesized by the author to measure participation. The fifth factor which they called functional participation include four behaviour that were originally intended to measured participation & 3 that were initially intended to measure loyalty author attempted to cross validate the factor structure of the scale by asking 85 supervisors working for 48 organization to rate the OCB of 412 of their subordinates. There data were utilized by the author as a check on the dimensionality and internal consistency reliability of the OCB questionnaire confirmatory factor analysis was used to test the hypothesized for factor structure of the OCB measure in the cross validation sample. The initial test on the 37 item scale produced a chi-square of 2333 (df=619) and a goodness of fit index ($GFI_1$) of .76. Based on the modification indices the author dropped 3 of the item indicating that this reduced 34-item scale fit of the five factor model better (chi-square=1803, df=517, $GFI_1$.80; ratio of chi-square/df=3.48). The hypothesized five factor structure was not consistent with gross validation data. The estimates of internal consistency reliability of the scale in original cross-validation sample were .88 (.83) for obedience, .84(.79) for loyalty, .69(.68) for social participation, .86(.84) for advocacy participation, and .75(.75) for functional participation.

**Dean (1995)** explains that all leaders (principals) have to live with other people’s view of their role. Everyone connected with the school always have ideas about what the principal ought to do, as a result they always exert pressure on the principal to conform to their expectations. Therefore, the principal should reconcile these views with his/her own view of his/her own role.
Chui et al (1996)\textsuperscript{26} investigated the relationship between the vision and five dimensions of leadership behavior of principals in Hong Kong. A survey was carried out on 48 secondary schools involving 548 teachers. Half of the sample schools were in a pilot scheme of school-based management, the school management initiative (SMI). Factor analysis and multiple regressions were used to analyze the data. The results suggested that five dimensions of leadership behavior were all significantly related to the vision of principals for both types of schools. Whether the school was participating in the SMI or not also had a significant effect on the relationship between the vision of principals and three dimensions of leadership behavior. Contrary to the expectations of the SMI and the suggestions by some researchers that teachers need to be particularly empowered in schools undergoing reforms, the findings of this study demonstrated that for principals with average and below average scores on vision, the degree of empowerment perceived by teachers in schools under the SMI was lower than for schools not under the reform. However, principals with high vision in schools under the reform had the highest scores in all five dimensions of leadership behavior. The SMI may provide opportunities for leaders with vision to bring about a better environment for school improvement. These results provide important insights for those responsible for the implementation and evaluation of the SMI in Hong Kong, and perhaps for other systems devolving decision-making power to more self-managing schools.

Everard and Morris (1996)\textsuperscript{27} regard managing change as an essential function of the managerial role. Thus, the managerial role of the principal is that of transforming the staff and everyone in the school so that they are able to transform the school. He/she does this by paying special attention to their developmental needs and encouraging them to put the interests of the school above their own interests.

Van Scotter & Motowidlo (1996)\textsuperscript{28} investigated that interpersonal facilitation consists of interpersonally oriented behavior that contributes to organizational goal accomplishment. In addition to spontaneous helping behaviour that Smith et al (1983) called altruism and Gorge & Brief (1992).

Cullingford (1997)\textsuperscript{29} is of the opinion that from whatever sources, from whatever country, the way to help schools improve rests on certain immutable
principles. These include: the sense of the school as a center of change; the educator’s feelings of responsibility or ownership over change; the close involvement of parents and the community; good clear systems of communication, sharing and support; the willingness to make changes happen over time; the encouragement of educator motivation and commitment; the support of educators through in-service education and trusting schools to develop their own policies and motivations without undue outside interference or detailed external control and inspection.

**Farh, Earley and Lin (1997)** Interested in exploring whether OCB has an meaning in cultures in which expectations for employees differ drastically for the purposes of their research they developed a Chinese OCB scale. Based on a series of studies they identified 5 OCB dimensions. They noted that two of these dimensions (altruism and conscientiousness) were virtually identical to the dimensions identified by Organ (1988) and measured by Podsakoff et al (1990). In addition they identified another dimension, identification with the company that was very similar to civic virtue dimension measured by Podsakoff et al (1990). Farh et al (1997) concluded that 3 dimensions were relatively universal in nature. He used 3 samples to develop their 20 item Chinese OCB scale. The first sample was 109 Chinese students and employees enrolled in an MBA program at National Chenechi University in Taiwan. The researcher was to inform these participants of 5 dimension of OCB identified by Organ (1998). Farh et al (1997) tested their 60 item scale in a sample of 75 managers drawn from 10 organizations from variety of industries. These analyses resulted in a five factor solution with from 6 to 19 items loading on each dimension. Conbach’s alpha was .87 for identification with the company, .87 for altruism, .82 for conscientiousness, .86 for interpersonal harmony & .81 for protecting company resources. The highest correlation between any of the scale was .58 (harmony & protecting company resources) suggesting that the dimension relatively distinct from each other

**Patreese (1997)** reveals the results of a study which investigated the principal’s leadership behaviour in schools which educate moderately and severely disabled students in regular education classrooms on a full-time basis. More specifically, notes that the purposes of this study were to determine whether the
leadership behaviours of principals, as perceived by teachers, tended to be more transformational or more transactional; and whether there was a difference in the leadership behaviours of principals and the extent to which principal’s motivated teachers to exert effort beyond the ordinary. Forty-four teachers from five school districts responded to the Multifactor Leadership Questionnaire (MLQ) developed by Bass (1985). The independent variable was leadership behaviors of principals, defined as varying degrees of transformational and transactional leadership. The dependent variable was defined as principals’ ability to affect teacher motivation. Shows that the results of the study indicated that principals were perceived by teachers to exhibit more transformational leadership behaviours than they exhibited transactional leadership behaviours. Also teachers tended to be more highly motivated under the leadership of principals who they perceived to be more transformational than transactional.

Black (1998)\(^3^2\) maintains that principals constantly need to read the school’s culture and in collaboration with educators, learners, parents, staff and other leaders (deputy principal/s and heads of department) rewrite compatible visions and plans for their school’s future. Thus, the patience and persistence of every individual in the school over several years holds the key to such transformation. The principal should, therefore, win the respect and trust of his/her staff in order for them to work cooperatively.

Hawkins (1998)\(^3^3\) explored the predictors of affective organizational commitment among high school principals. The stepwise multiple regressions performed in the study indicated that 58 percent of the variation in affective commitment was explained by perceived fairness, organizational tenure, perceived organizational support and high school principal’s age. The findings revealed that perceived fairness was the most powerful of the four variables that entered the regression equation whereas age explained the least amount of variance in affective organizational commitment. Gender and perceived autonomy were not significant enough to enter the stepwise multiple regression equation.

Helen (1998)\(^3^4\) indicate Performance appraisal and teacher evaluation systems in schools have been subject to criticism in many countries because they have not met
perceived requirements of educators and/or the state. This study sought the views of New Zealand secondary school principals to whom responsibility for developing appraisal systems has been devolved since 1989. In general, principals developed systems that met their own requirements and were reasonably satisfied with their efforts. Some principals prioritized developmental purposes while others included accountability purposes. These two groups experienced different outcomes. In some cases, staff opposition prevented principals from developing accountable systems. Although the performance appraisal systems developed by principals mostly met their own requirements, most did not all meet the state’s requirements for accountability.

**Portin et al. (1998)** concur and ascribe this to external pressure and priorities. As a result principals are increasingly becoming managers rather than instructional leaders. The fact that principals spend a limited amount of time with the learners suggests that there is little direct involvement by principals in the instructional processes. Principals who spend most of the time in their offices fail to realize that school business of major importance is found not in the office, but in the classrooms, hallways, playgrounds and cafeterias. These principals can never have a sense of the school unless they immerse themselves in the atmosphere beyond the office door. In contrast, principals who create an exciting and reinforcing learning environment will find that learners and educators will want to do what needs to be done.

**Van Dyne & Le Pine (1998)** Van Dyne developed measures of helping behaviour and differentiated these extra role behaviors. Helping is promotive behaviour that emphasizes small acts of consideration. Helping is cooperative behaviour that is non controversial. It is directly and obviously affinitive. It builds & preserve relationships & it emphasize interpersonal harmony. He labeled helping coworkers, interpersonal facilitation encompasses deliberate acts that improve morale, encourage cooperation, remove barriers to performance or help coworkers perform their task oriented job activities. Thus, interpersonal acts that help maintain the interpersonal & social context needed to support effective task performance in an organizational setting. “Promotive behaviour that emphasizes small acts of
consideration.” Helping is cooperative behavior that is non controversial. It is directly and obviously.

Claassen (1999) pointed out that in schools, the role of the principal is central to an understanding of the processes of policy implementation. But principals increasingly encounter a fast changing and confusing policy environment in which they have to somehow work strategically with particular policy prescriptions. This is a big challenge to the principal, because everyone at school will always look to him/her for guidance, direction and assistance. The school principal will not be able to offer these if he/she is not conversant with these new changes. Thus, the Department of Education should ensure that school principals first and foremost understand policy changes before such policies are implemented.

Drake and Roe (1999) argued that this is not to say that, in addition to the many tasks already expected of the principal, he/she should now assume responsibility for teaching a class for part of each day. Rather, improving teaching and learning should be the primary focus of his/her time. The principal can only improve teaching and learning if he/she knows and understands what the educators and learners are doing inside and/or outside the classroom. Therefore, principals must know what to expect from educators if they (principals) are to provide effective instruction in the schools.

DiPaola and Tschannen-Moran (2001) were the first to apply the construct of OCB to schools. They used their newly developed OCBSS in two separate studies to examine the relationship between OCB and school climate. In the first study, they examined 664 teachers in 42 elementary, middle, and high schools in Virginia and Ohio. Results from this study revealed a positive relationship between OCB and each of the four school climate characteristics: collegial principal leadership (r = .67, p < .01), teacher professionalism (r = .92, p < .01), academic press (r = .81, p < .01), and community engagement (r = .74, p < .01). The sample in the second study consisted of over 1,000 teachers in 97 Ohio high schools. The researchers administered both the OCBSS and the School Climate Index (SCI) in this study. Results from the second study again confirmed the relationship between OCB and school climate. The results showed a strong positive and significant relationship between OCB and both teacher
professionalism \((r = .83, p < .01)\) and academic press \((r = .63, p < .01)\). A small, but positive and significant relationships was found between \(\text{OCB}\) and collegial leadership \((r = .23, p < .05)\). Both of these studies confirmed the bipolar construct of \(\text{OCB}\) in schools, where interests of the individual and the organization are folded into one dimension.

**Johnson, Jeff W. (2001)**\(^{40}\) Although evidence supports the unique contribution of task performance and contextual performance to overall evaluations, little is known about the relative contribution that specific dimensions of contextual performance make to overall performance judgments. This study evaluated the extent to which supervisors consider task and contextual performance by using relative weights (J. W. Johnson, 2000) to statistically describe the relative importance of specific dimensions of each type of performance to overall performance ratings. Within each of 8 job families in a large organization, each of 4 dimensions of contextual performance made not only a unique contribution but a relatively important contribution to the overall evaluation. Evidence also supports the adaptive performance dimension of handling work stress as an aspect of contextual performance and job–task conscientiousness as an aspect of both task and contextual performance.

**Lahui-Ako (2001)**\(^{41}\) investigated that to what extent Papua New Guinea (PNG) high school principals engage in tasks which constitute instructional leadership. The major finding of the study was that the principals did engage in tasks which constitute instructional leadership, but the results indicated that their involvement in performing the five major functions were to a lesser degree than was deemed desirable and expected by the principals and teachers surveyed. This study calls on the education authorities in PNG to re-examine the selection, promotion, training and staff development opportunities for principals in order to enhance the efficiency and effectiveness of principals in their jobs. With the challenges and demands of the changing educational environment in PNG now, more effective principals equipped with leadership and organizational knowledge and skills are required to lead schools.

**Fenwick and Pierce (2002)**\(^{42}\) examined that the reflective practices of principals as instructional leaders play an important role in improving the teaching-
learning process and continuous professional development of teachers. Theories have emphasized the role of a principal as a facilitator who should provide resources for effective work, and for creating opportunities for teachers to engage them in dialogue and reflection. An important component of a principal’s leadership is the recognition and clear acknowledgement of teachers. Principals reflect to teachers on their values and beliefs, about their roles as instructional leaders, and concepts, and apply their new knowledge and skills in real school context.

Isabel (2002) identified and described the leadership and management behaviors principals used to develop and implement a successful after-school program. Findings revealed that principals involved others in the creation of a vision for the after school program that inspired and motivated others. Principals modeled the way for staff to work together to create opportunities for students to achieve. They built the capacity of their staffs to communicate, cooperate and learn from one another.

Mdluli (2002) evaluated the leadership style of female principals in the Inanda District high schools. On the basis of the views expressed by respondents, the study concluded that the leadership styles of the female principals in the area studied, were effective in areas such as promoting order and discipline and keeping accurate records of all financial transactions.

Naicker and Waddy (2002) add that the principal should do this in liaison with the school governing body and the school management team. For whole-school evaluation to be successful, all staff members should be fully involved from the onset. Therefore, all staff members should be involved in identifying the whole-school evaluation co-coordinator. An evaluation co-coordinator chosen by all staff members is more likely to earn the respect of the staff and give educators ownership of the school’s management.

Arthur (2003) reviewed several general models of performance are reviewed in this article and evidence was presented which supported a two-factor model based on task and citizenship performance (Borman & Motowidlo, 1993; Borman, Penner, Allen, & Motowidlo, 2001). Task performance has traditionally been recognized within
research and employment relations practice, but the value of citizenship performance has been relatively neglected. Citizenship performance appears to contribute as much as task performance to overall ratings of performance, and has substantial causal impacts on organizational outcomes such as customer satisfaction and profitability. The practical and theoretical importance of citizenship performance is reviewed and recommendations for employment relations practice and research are provided.

Barnett (2003)\textsuperscript{47} explored the impact of Transformational Leadership Style of the School Principal on School Learning Environments and Selected Teacher Outcomes. Results from the analysis of the leadership behaviors factors with teacher outcomes suggested that a teacher outcome like overall satisfaction with leadership is more closely and highly correlated with individualized consideration rather than with vision. Further, the leadership behavior factors demonstrated differential correlations with each of the school learning environment factors, indicating that principals may target their leadership behavior to have maximum impact in any effort at modifying school learning environment.

Cheryl (2003)\textsuperscript{48} studied the relationship between the principals’ behaviour and the school culture in schools in Madison County, Mississippi. Findings of the study revealed that the there is no significant difference in the leadership practices of elementary middle and high school principals as perceived by teachers. The principals’ leadership practices were similar regardless of the type of school in which they worked.

Marcelo (2003)\textsuperscript{49} identified the behaviour of the principal that contributed to achieving school effectiveness in a leading public secondary school in Sant Fe Province, Argentina. Findings of the study revealed that the most frequent behavior of the principal contributing to the effectiveness of the school is placed in the category “exhibits administrative leadership / governance. The study also concludes implications for the design of administrative training / development programs for teachers and principals.

Luo (2004)\textsuperscript{50} contended that perceptions about principals as leaders by their teachers indicate an important dimension to evaluate the leaders capacities. According
to him, understanding how teachers perceive their principals’ leadership capacities has a great significance and providing evidence for improvement of school leadership. Research has also demonstrated that teacher’s perceptions of their principals’ capabilities and their working conditions will determine the organizational climate and culture of the school.

DiPaola and Hoy (2005a)\(^{51}\) reviewed the construct of OCB and applied it to schools. Three concerns of inquiry shaped their study: (a) does the OCB behavior facilitates student achievement within a school? (b) If so, how does such behavior work to improve achievement? (c) How can the school improve the OCB of faculty? A hypothesis was formulated and tested in an effort to link OCB to student achievement in high schools, while controlling for SES. The research sample consisted of 97 high schools in Ohio representing an entire range of SES. Research results supported a significant relationship between OCB and student achievement for both mathematics (r = .34, p < .01) and reading (r = .30, p < .01). The study also indicated the significance of SES. High SES and student achievement were significantly and positively related to both reading (r = .27, p < .01) and mathematics (r = .37, p < .01). When SES was controlled for, the correlations for student achievement in both areas were still significant--reading (partial r = .28, p < .01) and mathematics (partial r = .30, p < .01). A regression equation using both SES and OCB was used in this study. Results indicate standardized beta weights of OCB (β = .27, p < .01) slightly higher than SES (β = .23, p < .01) for reading achievement. With mathematics, SES (β = .33, p < .01) was slightly more important in predicting achievement than OCB (β = .28, p < .01). Results indicated that faculty OCB was important to student achievement in schools, even when controlling for SES. Both OCB and SES have a similar impact on student achievement.

DiPaola and Hoy’s (2005b)\(^{52}\) research analyzed the characteristics of school organizations which possibly promote OCB. The sample consisted of 75 middle schools from 11 counties in a Midwestern state. Three independent variables were examined: collegial leadership (CL), teacher trust (TT), and achievement press (AP). CL was defined by characteristics of the principal such as treating faculty members as equals, being friendly and approachable, letting the faculty know what is expected,
and putting suggestions of the faculty into action. TT was constitutively defined as characteristics among teachers where they trust each other, look out for each other, have faith in the integrity of their colleagues, and are open with each other. AP was defined as behaviors in schools such as students respecting other students who get good grades, students seeking extra work in pursuit of good grades, and a school environment where the school recognizes and acknowledges academic achievement. CL (r = .66, p < .01), TT (r = .67, p < .01), and AP (r = .77, p < .01) were each found to be significantly and positively related to OCB in schools. There was no relationship found between the SES of students in the school and OCB, CL, TT, or AP. The researchers used multiple regression analysis to analyze the impact all independent variables simultaneously had on the dependent variable. SES was controlled by entering the SES into a regression equation. All three independent variables had standardized beta weights that were significant in predicting OCB: CL (β = .22, p < .01), TT (β = .18, p < .01), and AP (β = .56; p < .01). All three variables are important factors in the level of OCB in schools. A linear composite was formed by the three independent variables explaining two-thirds of the variance in OCB (Adjusted R² = .73). Each also had a significant effect on OCB when controlling other variables.

Al-Hamdan & Al-Yaqub (2005) study attempted to examine the viewpoints of those involved in evaluating the performance of section heads in Kuwait secondary schools; mainly section heads themselves, supervisors and principals. It sets out to determine the strength and weaknesses in the performance evaluation form designed for section heads. A study was conducted on a sample of section heads, principals, and supervisors at secondary schools, six educational districts in Kuwait via a 15-item questionnaire. The sample believe that the performance evaluation form designed for the section head: enables self-evaluation; contributes by content to the principle of self-evaluation; encourages discipline at work by minimizing absence; enables them to develop their performance in the next semester of the study year; contributes to defining training requirement; and encourages taking training courses.

Mailot, (2005) found that the voluntary principals exhibited behaviours and practices that are congruent with the research and literature on effective leadership.
Dinham (2005)\textsuperscript{55} aimed to explore the role of Principals in producing outstanding education outcomes in Years 7 to 10 in New South Wales (Australia) government schools. Sites where “outstanding” educational outcomes were believed to be occurring were selected using a variety of data including performance in standardized tests, public examinations; various value added measures and nominations from various stakeholders. Sites were of two types: subject departments responsible for teaching certain subjects and teams responsible for cross-school programs in Years 7 to 10. Sites were selected to be broadly representative. Some schools had more than one site, e.g. Mathematics and Student Welfare. A total of 50 sites across NSW from 38 secondary schools were studied. With both subject departments and teams responsible for cross-school programs, leadership was found to be a key factor in the achievement of outstanding educational outcomes. Often, this leadership was exercised by the Principal, but additional key personnel included Head Teachers (heads of faculties/departments), Deputy Principals, and teachers playing leading roles in faculties and programs. Analysis of data revealed certain attributes and practices of the Principals of these schools, which are explored, central to which is a focus on students and their learning. Principals were those of secondary schools from one educational system. This article has implications for principal selection, training, appraisal and professional development.

Svensson & Wood (2005)\textsuperscript{56} explored the components of leadership effectiveness in organizational performance. The study highlighted some common views that exist in the management literature and in prosperous management practice related to the direct impact of the relationship in organizational performance between leadership and effectiveness. In fact, it also highlighted the critical or skeptical views of leadership effectiveness in organizational performance raised in the literature.

Anderson (2006)\textsuperscript{57} found that principals of large schools reported more involvement in institutional leadership management behaviours.

King (2006)\textsuperscript{58} conducted a study to compare the extent to which leadership behaviour of principals differs in schools at risk for reconstitution and in schools judged as meeting state standards; and to determine the extent to which principals in these schools employ frame utilization strategies for school improvement. The results
of the statistical analysis indicated that for principals, supervisors, teachers, parents, and community representatives, there were almost no statistically significant differences in the use of the four frames for the schools making adequate progress or for the schools at risk. All of the means indicated that the principals were judged to often use the different frames. The only exception was the human resource frame, where there was a statistically significant difference favoring principals in the schools making adequate progress. The demographics information indicated that the most qualified professionals were found in the schools making adequate progress.

Barber & Meyerson (2007)\textsuperscript{59} addressed the changing face of the principalship the role of leadership preparation and development programs in preparing women for positions of school leadership and the resulting changes in the conception of the work of school leadership. This increasing focus on preparing women for positions of school leadership highlights two concomitant issues. First, it illustrates how some preparation programs have purposefully leveraged design and delivery features to prepare more women for leadership roles—equipped with the skills and knowledge necessary for systemic school change. Second, this trend suggests that the changing face of school leadership is accompanied—and potentially driven—by a reconceptualization of the principal’s role.

Francis, (2007)\textsuperscript{60} investigated the relationship between teachers’ perceptions of principals’ transformational leadership skills and teachers’ job satisfaction. It also revealed the relationship between principals’ demographic characteristics and their perceptions of their ability to be transformational in their leadership styles. The results revealed that principals who spent more years in the same school perceived their leadership as transformational while principals with less number of years in the same school did not. Principals’ years of professional experience and gender did not account for a significant variance in their perceptions of their ability to be transformative in their leadership styles.

Devos, Bouckenogehe, Engels, Hotton, & Aelterman (2007)\textsuperscript{61} The goal of this inquiry was to indicate which individual, organizational and external environment factors contribute to a better understanding of the well-being of Flemish primary school principals. Data from a representative sample of primary schools in Flanders (n
were gathered through questionnaires (principals and teachers) and semi-structured interviews (principals). The quantitative and qualitative outcomes suggest that well-being is a complex psychological phenomenon affected by a myriad of factors. The analysis indicate that general self-efficacy and achievement orientedness are significantly correlated with several aspects of positive (i.e. job satisfaction and job enthusiasm) and negative well-being (i.e. cynicism and personal accomplishment). With respect to school culture and structural characteristics, very weak almost negligible effects are noted. In addition, the analysis demonstrates the significant role school boards fulfill in explaining both positive and negative well-being. Finally, the role of central government in generally is found to affect well-being in a negative way. The findings of this paper provide important information for policy makers concerned with the improvement of the well-being of primary school principals.

Nancy & Stronge, (2007) determined the degrees of emphasis that are placed upon leadership and management behaviours expected of school principals; explored the congruence of principal evaluation instruments with instructional leadership and management attributes and also explored the congruence of principal evaluation instruments with state and professional standards. Findings of the study revealed that a school district focus on instructional leadership, organizational management and community relations in principal evaluation instruments reflected common expectations of principals among school districts and state and professional standards.

Ibukun, (2007) investigated the Principals’ leadership effectiveness in teachers’ perspective and findings from statistical treatment of information showed that in general, teachers perceived principals who were intelligent, firm and decisive as effective. The result appears to show a gradual theoretical separation of leadership effectiveness from total organizational effectiveness. While the school leader may have control over the former, the latter (overall organizational performance) may lie beyond the personal competence of the school principal. The study recommends reinforcement of these relevant personal attributes in principals as these could eventually contribute to organizational effectiveness.
Somech and Ron’s, (2007)\(^6^4\) study focused on contextual variables that may foster OCB for both individuals and the organization. The study was a mixed methods study using a sample of 104 teachers in eight elementary schools located in the northern Israeli district of Haifa. A mixed models analysis revealed that supervisor support and collectivism were positively related to OCB. A negative relation was found between negative affectivity and OCB, but a positive relation was not found between positive affectivity and OCB. Collectivism was identified as the most effective predictor of OCB when variables were examined simultaneously. The researchers conducted a mixed linear models analysis with all variables to test the relative impact of individual characteristics and organizational characteristics on teachers’ OCB.

Turner, (2007)\(^6^5\) study concluded that principals who have exited Program Improvement display specific leadership behaviours like establishing strong lines of communication, clear goals and having quality contact and interaction with teachers and students at high level. Principals of these schools have strong, consistent ideals in education with clearly articulated goals. They are communication facilitators for and with all stakeholders.

Clark, Paco & Jonah (2009)\(^6^6\) The data from New York City estimated how the characteristics of school principals related to school performance, as measured by students’ standardized exam scores and other outcomes. Therefore found a positive relationship between principal experience and school performance, particularly for math test scores and student absences. This paper provided one of the first sets of estimates of the relationship between school performance and school principal characteristics. It focused on three set of characteristics: principals’ education and pre-principal experiences: principal experience and principal participation in principal training programs.

Durosaro (2009)\(^6^7\) studied the management functions, principles and leadership styles in Kwara State public primary schools and found that the effectiveness of the Public Primary School System in Kwara State hinges mainly on the managerial effectiveness of the school managers. They must be trained and retrained in the modern approaches to personnel management in order to make them
get the best out of the school staff. The essential strategies to adopt by the managers in personnel management will include manpower planning, formulation of sound personnel policies, managerial training for managers, staff development and others routine staff and student welfare promotion.

**Lokman & Rahman (2009)**\(^6^8\) conducted the study to determine, describe and identify the attributes of effective characteristics of school principals through the eyes and responses of the school principals and their teachers. The participants for this study were 35 principals and 1,705 teachers in the state of Johore from five types of schools namely the technical and vocational schools, religious schools, the sport school, boarding schools and normal schools. In addition, five school principals and a senior school principal were interviewed to provide in-depth perspectives about the ideal characteristics of effective schools principals. The finding and implications of this study expressed fruitful evidence that more qualified and experienced teachers should be selected as school principals while personal characteristics and leadership attributes of school principals have significant impacts towards improving teachers’ commitment.

**Maxfield and Flumerfelt (2009)**\(^6^9\) examined the leadership behaviours needed by effective principals. Effective principals promote collaboration and shared decision-making through the development of professional learning communities supported by encouraging staff. It was also found that effective principals were consistent in citing time, peer pressure, and union issues as the strongest barriers encountered by teachers assuming leadership roles.

**de Waal (2010)**\(^7^0\) recent research stated that both the instrumental and the behavioural dimensions of performance management have equal influence on the performance of an organization. To test this statement, these dimensions have been operationalized in an analysis tool called the performance management analysis (PMA). This paper aimed to discuss the results of research into the relation between the instrumental and the behavioural dimensions and organizational performance, using the PMA. The PMA questionnaire was developed to test the instrumental and behavioural dimensions of performance management. The research results showed that paying equal attention to the instrumental and behavioral dimensions of
performance management systems indeed results in higher competitive performance. Therefore, the research results provided a first indication of the importance of combining instrumental and behavioural dimensions to create a successful performance-driven organization that achieves sustained better results. It is also possible that there are other aspects of importance to performance-driven behavior, which have not been included in the research.

**Canivel (2010)** investigated the association between the adversity quotient, leadership style, performance and practices among the principals in private schools in the province of Rizal. The findings of the study were: The principals’ AQP in private schools in Rizal has an average score which is within the AQP of the standard provided; among the four dimensions of AQ which are control, ownership, reach and endurance (CORE), it was ownership that pulls down to below average score and all the rest got average scores; participating leadership style emerged as best and rank number 1, followed by selling leadership style, delegating leadership style, and telling leadership style; both performance and practices have positive response to adversity quotient; that there was no correlation between the principals’ adversity quotient and the principals’ leadership styles; and lastly the adversity quotient and leadership styles of the Principals’ responses has no significant correlation with demographic profiles.

**Lekamge (2010)** in their study revealed that the principals had considered their main role in line with the administrative responsibilities of the school. The best and worst cases were identified in relation to the expected leadership and management roles. It was revealed that the personality characteristics of principals such as commitment, dedication, confidence and motivation had overriding effects on the success of the schools.

**Ekundayo (2010)** found a positive relationship between leadership behaviour and effectiveness of principals of the secondary schools. It was further found that behaviour of the principals in the area covered was satisfactorily encouraging.

**Khan, Hafiz, Sarwar, Naseer, & Hussain (2010)** explored the perception of secondary school heads and their managerial roles. The sample of the study
consisted of 56 school heads including 34 male and 22 females. A five-point scale was designed by the researchers for data collection. One of the researchers personally collected and recorded the information from the respondents. The analysis of data revealed that the school heads in Pakistan had better than average managerial behaviour. Female school heads had better managerial behaviour than their male counterparts.

Grisom & Loeb (2011) emphasized on unique data combining survey responses from principals, assistant principals, teachers, and parents with rich administrative data to determine which principal skills correlate most highly with school outcomes. Factor analysis of a 42-item task inventory distinguishes five skill categories, yet only one of them, the principals’ Organization Management skills, consistently predicts student achievement growth and other success measures. Analysis of evaluations of principals by assistant principals supported this central result. The analysis gave broad view of principal leadership that includes organizational management skills as a key complement to the work of supporting curriculum and instruction.

Chopin & Wiggall (2011) study presented the results of the Arizona Statewide Superintendents’ survey regarding the evaluation of school principals. It was clear that effective principals are essential to effective schools. Their development and effectiveness depends on consistent and constructive evaluation and principal evaluation and principal evaluation bring many benefits. Formative evaluation is relatively informal and intended to help principals modify and strengthen their practice. Summative evaluation is generally more structured, quantitative and used to measure and document the level of the principals’ success. The purpose of the study was to explore the structure, process and criteria used to evaluate Arizona principals.

Ibrahim & Al-Taneiji (2013) conducted a study, “principal leadership style, school performance, and principal effectiveness in Dubai schools. This study investigated whether a correlation exists between the principal’s leadership style and both a) performance level and b) the principal’s effectiveness in schools in Dubai. It also investigated whether the correlations change according to the principal’s gender,
years of experience, and the level of the school (primary, intermediate, and secondary). Data on principals’ leadership styles and effectiveness were collected through Avolio and Bass’ (1995) Multifactor Leadership Questionnaire (MLQ) completed by teachers in 34 government schools. Data on school performance were obtained from the 2010 Dubai Schools Inspection Bureau report. The study found that the transformational leadership style was most frequently employed, followed by the transactional style, and then the passive or avoidant style. The study found a positive correlation between the principal leadership style and his/her effectiveness, but found no correlation with school performance.

Kim, Kolb, & Kim (2013) studied engagement that has been defined in a variety of ways. Engagement in the workplace generally is viewed as a positive, fulfilling, affective-motivational state of work-related well-being. Due to its structural relationship between antecedents (e.g., job resources and personal resources) and consequences (e.g., performance and turnover intention), work engagement has been receiving considerable attention from both scholars and practitioners in the fields of human resource development (HRD), organization development (OD), psychology, and business. In spite of this popularity, there is a scarcity of empirical research on work engagement in the academic literature. The relationship between work engagement and performance, in particular, is deserving of attention given our field’s focus on performance improvement. In this article, we review and analyze relevant research and then propose a research agenda to guide future research on this topic. Conclusions and implications for HRD and OD are discussed.

**STUDIES CONDUCTED IN INDIA**

Patel (1974) compared the results of survey and evaluation of the instructional leadership in the High schools of Surat District, with similar survey and evaluation of instructional leadership of High schools of Bulear and Panchmahals Districts to determine the relationship between the leadership and organizational climate, the leadership and teacher morale and the leadership and supervisory practices. The sample comprised of 162 schools from Surat, Bulear and Panchmahals districts. Research tools used were a questionnaire to find out organizational climate,
rating scale to collect data about leadership behavior, teachers’ sensitivity for new ideas in supervision etc. and checklists to collect data about methods and programmes in supervision. The study revealed that: Leadership, organizational climate, teacher morale, supervisory practices were significantly related to the progressive characteristics of High Schools. Instructional leadership was highly correlated with organizational climate. Leadership and organizational climate of the schools influenced the morale of their teachers. Supervisory practices for the improvement of instruction were found to be effective where the leadership organizational climate and teacher morale were of high quality.

Darji (1975)\textsuperscript{80} tried (i) to identify the behaviour pattern of the principals of sampled schools; (ii) to identify the organizational climate of the sampled schools; (iii) to measure teacher morale in the sampled school; and (iv) to study relationship among leadership behavior of the principals of secondary schools, organizational climate, teacher morale, innovativeness of the schools and motivation of pupils towards the schools and ultimately building up a picture of pupils’ achievement in terms of S.S.C. Examination results. The data were collected from 400 teachers and 1000 pupils of 100 schools selected on stratified basis from the Panchamahals District. Research tools used were Leadership Behavior description Questionnaire, Robert Coughtan’s tools for teacher morale, and self-developed Innovativeness Scale and the Junior Index of motivation. The leadership behaviour dimensions and patterns were critical indicators of organizational climate, teacher morale, academic motivation, school innovativeness and academic status. The highest percentage (49\%) of the Principals manifested H.H. Pattern of leadership behaviour. Principals of open climate schools manifested H.H. Pattern leadership behaviour. The percentage of Principals manifesting HH pattern leadership went on decreasing from high morale schools to low morale schools. The leadership behaviour dimensions and pattern were found to be significant in relation to variables of climate, morale, innovativeness but not in relation to pupil motivation towards school and academic status of schools.

Mahant (1979)\textsuperscript{81} tried to evaluate effectiveness of the Behaviour of school principals. The major findings of the study were as 1. About 35\% of the sampled schools belonged to most effective type of administrative Behaviour where as about
37% belonged to least effective category. 2. Sex, age and experience did not influence administrative Behaviour. 3. School size, mgt. type, location of the place had no effectiveness of administrative Behaviour. 4. The teachers and the principal’s perception did not show relationship with administrative Behavior

**Rajeevalochana (1981)**[^rs1] in his study took 150 schools to measure the behaviour of the principals of the secondary school to measure and find out the relationship among administrative, behaviour, organizational climate and teacher’s morale, measure and establish relationship between the administrative Behaviour and the traditional or progressive character of school measure teacher’s morale and find out its relationship with the traditional or progressive character of the school and measure the perception of teachers about their principals on the ABDS and find out its relationship with the principals perception of themselves on the ABDS. The major findings reported that:

- There was no significant relationship between the administrative behaviour of principals and original climate of the schools.
- There was close relationship between HH pattern of the administrative behaviour of the school principals and their supervision work resulting in high achievement of teaching learning.
- The administrative behaviour of the school principal influenced the traditional or progressive character of the schools.
- There was negative relationship between the dogmatism of the school principals and the teacher’s morale.
- There was no significant difference between the perception of the teachers about the administrative behaviour of their principals and the perceptions of the principals about their own administrative behaviour.

**Naik (1982)**[^rs2] Undertook study to investigate into the leadership behaviour of the headmasters of the secondary schools of South Gujarat, the morale of teachers of the secondary schools of south Gujarat the relationship between different dimensions.

[^rs1]: Rajeevalochana (1981)
[^rs2]: Naik (1982)
of leadership behaviour of the headmaster and different dimensions of leadership behaviour of the headmasters and different dimensions of the teachers morale, the relationship between the leadership behaviour of the headmaster and the area, sex, size of the school and the relationship between the teacher morale and the area, sex, size and management of the school. The major findings of the study were:-

a. There was no significant relationship between the 12 dimensions of <BDQ and experience of the headmaster.

b. Teacher morale had no significant relationship with the type of school, area of the school and size of the school.

c. <BDQ had no significant relationship with the type of school, area of the school, and size of the school.

Sharma (1982)\(^4\) to study the impact of the leadership behaviour of the Headmasters on the school climate and to know the effect of school climate on the achievement of pupils, Sharma (1982) concluded that: (1) A significant difference was found between the different types of school climates and leadership behaviours. (2) Five types of school climates were found in three Higher Secondary Schools of Agra, viz., open, autonomous, familiar, controlled and parental. The closed climate did not find a place in any school. (3) No significant difference was found among the various types of climates prevailing in the Junior High Schools of Agra City. (4) No significant difference was found on the basis of sex (boys and girls), locality (Rural and Urban) and management (Government and Private). (5) A significant difference was found in the open, autonomous and parental type of climates of Junior High Schools whereas controlled and familiar climates had no significant differences. (6) The leadership behaviour of the Headmasters of the Junior High Schools was significant on the area (R and U) and management (G and P). The leadership behaviour of the headmasters of the Junior High Schools was significant on the basis of sex. (7) A significant difference was found among open, controlled, familiar and parental type of school climates on the leadership behaviour. (8) No significant difference was found among the various dimensions of Leadership Behaviour
Descriptive Questionnaire (LBDQ). (9) A better achievement was found in the case of the familiar climate schools though they did not show a positive relationship with leadership behaviour.

Chauha (1983) The objectives of the study were (i) to identify the characteristics of innovative educational administrators, (ii) to study the various characteristics like administrative effectiveness, communication ability, innovative proneness, political orientation, decision-making ability and planning ability of innovative educational administrators, and (iii) to identify the factors affecting their innovative ability. For studying the innovative characteristics of educational administrators, the Q-sort technique was adopted for preparing the tool. The tool was prepared keeping in view that it contains three main and eight sub-factors. The main factors were communication, administration and personality. The sub-factors were ability, responsiveness, decision-making, planning and four aspects of personality, viz., democratic, creative, loyalty. The construct validity of the tool was established by seeking the opinion of the experts in the field. The Factorial validity of the tool was established and reliability of the tool also was established by the test-retest method from 0.65 to 0.86. The data were collected from 4 perceptonal administrators from Gujarat State. The major findings were: 1. The innovative community affairs, possessed risk-taking behaviour self-confidence, ability to recall and was willing pose himself to interpersonal communication, self-reliant, honest, enthusiastic, self-discipline open minded, an initiator, emotional, accurate a dicious in approach. 2. The second array represented characteristic conditions of eight innovative administrators. They were ability to take intelligent decisions, to reason, analyze and to solve problems. Impartiality, knowledge, sincerity in work, ability to make a choice from among suggestions received from others, responsiveness to new suggestions, adjustability, awareness of innovations, willingness to pose himself to mass media, desire for improvement and a positive attitude to experience were other traits. 3. The second factor (negative end) represented characteristic description of six innovative administrators. The characters were open-mindedness, ability to identify and solve problems, ability to convince, earnestness in approach, honesty, pragmatic approach, high morality and flexibility. 4. The factor-array represented character descriptions of
seven innovative educational administrators. The traits were promptness, effective ability, a positive attitude towards profession, responsiveness to knowledge and desire to serve people, patience and belief in decimation. The third factor-array presented characteristic description of six innovative educational administrators. 5. The personality attributes of innovative educational administrators represent ability to supply new ideas, ability for compressive observation, ability to diffuse new ideas, deal with abstracts, open-mindedness, frankness and belief in fostering publications.

Das (1983)\textsuperscript{86} studied Secondary School principal’s administrative behaviour in relation to teachers attitude toward work and work setting of the institution, school climate and student achievement. The Finding of the study was:

a. The Secondary School principals were moderately effective in their performance of administrative Task.

b. There was significant positive relationship between principal administrative behaviour and teacher attitude toward work and work setting of institution.

c. There was no significant relationship between principal’s administrative behaviour and their climate of their school.

d. There was no significant relationship between principal administrative behaviour and student achievement. There was no significant relationship between school climate and student achievement.

Patel (1983)\textsuperscript{87} conducted a study on the behaviour of Principals of Higher Secondary Schools of Gujarat State. The major objective of the study was to identify leadership behaviour patterns of principals of higher secondary schools of Gujarat State as perceived by principals and teachers in reality and according to their ideals. The major findings were: 1. There was a positive relationship between the two dimensions of leadership behavior of the school principal, viz., initiating structure and consideration. 2. The principals of the schools manifested mostly the high consideration (HH) and low consideration (LL) pattern of leadership behaviour leaving middle positions sufficiently vacant. 3. The HH pattern of leadership behavior was associated with open, autonomous and controlled climates; the LL pattern of
leadership behaviour was perceived by teachers. 4. Significant mean differences were found between leader’s self-perception and faculty perception of his actual leadership behaviour. 5. Male and female principals perceived their own leadership behavior as being significantly different on the “consideration” dimension. 6. No significant differences were found between male and female administrators as perceived by teachers and by themselves on “initiating structure” and “consideration”. 7. The principal’s effectiveness was a significant predictor of organizational climate.

Virmani (1984)\textsuperscript{88} The Finding of the study were the basis style of heads of school was not related to pass % first division % of student of their schools passing out of the board examination. Style flexibility of heads of schools was related to pass % of students of the schools passing out board examination. Style flexibility of head of school was not related to first division % of students of their school passing out the board examination. Two style profiles along with style flexibility of heads of schools were related to pass % of students of their school passing out the board examination. Intelligence of heads of schools was related to their flexibility.

Pandey (1985)\textsuperscript{89} studied the Leadership Behaviour of the Principal, Organizational Climate and Teacher Morale of the Secondary Schools. The major findings were: 1. No significant difference was found between the leadership behavior of rural and urban principals. 2. Rural schools were more open than those in urban areas. 3. A positive and significant relationship at 0.05 level was found between the initiating structure dimension of leadership behaviour and esprit, psycho-physical hindrance, controls, production emphasis and humanized thrust dimensions of organizational climate. 4. The consideration dimension of leader behaviour was found positively and significantly related to psycho-physical hindrance, controls and humanized thrust dimensions of organizational climate. 5. Teacher morale was positively and significantly related to the initiating structure and consideration dimensions of leadership and controls, production emphasis and humanized thrust dimensions of organizational climate. 6. Chi-square value was found significant at 0.05 level between high vs. low teacher morale and open vs. closed climate. The study aimed (i) to find out the relationship between the leadership behaviour of principals and the organizational climate of schools, (ii) to investigate the relationship between
the leadership behaviour of principals and teacher morale, and (iii) to investigate the relationship between organizational climate and teacher morale. In order to attain these objectives, several hypotheses were formulated.

Singh (1985)\(^9\) found positive relationship between initiative structure and consideration style of leadership behaviour, teacher self-concept and teacher’s job satisfaction. Significant mean differences were found between leaders self-perception and faculty perception of his actual leadership behaviour.

Pareek (1986)\(^9\) studied the relationship between principal’s work, values and their administrative effectiveness. Findings of the study were -Work value of the principals was found significantly related with their administrative effectiveness. Power based work value and job freedom based work value were found to be relevant aspects of effective and ministerial staff and was found to be contributing factor in their administrative functioning. Self concept was not significantly related to administrative effectiveness. Self concept combined with confidence was found to be a significant prediction of administrative effectiveness. Principal’s work value, attitude and self concept combined together were found to be significantly related with their administrative effectiveness. The combined relationship of work value and attitude with administrative effectiveness was found to be significant at 0.05 levels.

Sequeira (1986)\(^9\) studied the Managerial Styles and Achievement Motivation in relation to Institutional Efficiency. The study generated the following major findings: 1. There was a significant positive relationship between the 9.1 managerial style and high n-Ach: scores. 2. The mean n-Ach, score of the 9.1 style managers was more than double the mean n-Ach. Score of the 1.9 style managers. 3. There was no significant difference between the dominant managerial styles of educational managers and those of industrial managers. 4. There was no significant difference between the mean n-Ach. Scores of educational managers and industrial managers. The hypotheses that the present study attempted to test were: (1) There is no significant relationship between a particular managerial style and levels of n-Ach among educational and industrial managers. (2) There is no significant difference between the dominant managerial styles of educational managers and those of industrial managers. (3) There is no significant difference between the mean n-Ach
Gill (1988) conducted a study, “Factors influencing the management at the directorate level.” The study attempts to identify factors which can influence the management at the directorate level in order to help the states to frame policies and to reorganize for better functioning. The major findings of the study were (i) The directors of the two states, A and B, possessed limited knowledge and skills about the system design, development, implementation and system evaluation but they had a positive attitude towards the functioning of the system. The lack of competencies in terms of knowledge and skills in the management of the technical education system affected the working of the system; (ii) The middle level management people lacked knowledge of skills in planning, management, emerging areas of technology and futuristic trends but they had a positive attitude towards the technical system. The lack of this knowledge and skills on the part of middle level management people affected support to the working of the system as the DTE did not get support within the system; (iii) The directorates of technical education of the two states were getting support from the state and central governments in terms of policy planning and resources but support / interaction from industry and other agencies (NCERT, ISTE, AICTE, Directorate of employment training education) was limited; (iv) The directorates are getting adequate support from the resource system, e.g. TTTI. The views expressed by the middle level management people from within the system in the two states suggest that the Director, Technical Education, must be from within the system. The tenure of the Director Technical Education should range from three to five years (MMM 1301).

Verma (1989) found that as far as the leadership behaviour of principals as perceived by teachers is concerned, the principal have been rated high on all dimensions as well as leadership as a whole. Further, no significant relationship exists between the leadership behaviour of principals with teaching experience and administrative experiences

Bala (1990) attempted to study the leadership behaviour of principals as perceived by their respective teachers in the State of Haryana. The study found that Principals have been rated high on all the dimensions of leadership behaviour when taken separately, that is representation, demand reconciliation, tolerance of
uncertainty persuasiveness, initiation structure, tolerance of uncertainty, role assumption, consideration, production emphasis, predictive accuracy, integration, leadership as a whole. The leadership behaviour of the principal is almost distributed on all the dimensions of leadership and leadership as a whole. Leadership behaviour is not significantly related to personality factors, age, sex, teaching experience and administrative experience.

**Fernandez (1990)** conducted a study of the psychological aspects of human relations in educational administration of heads of schools. The main objective of the study was to explore the influence of psychological factors like the headmasters’ ego status, basic assumptions about the motivation for work on the part of teachers, the organizational climate and on the headmasters’ sharing and shouldering of administrative responsibilities. The findings of the study revealed that the pattern of distribution of grades of human relations in terms of the relative degree of sharing of responsibility was not normal. The study explores the influence of psychological factors like the headmasters’ ego status, basic assumptions about the motivation for work on the part of teachers, the organizational climate and on the headmasters’ sharing and shouldering of administrative responsibilities.

**Kumar (1991)** in her study revealed diverse kinds of behaviour of principals as perceived by their respective staff. It was found that school heads exhibited task oriented behaviour but in a humanly and motivating manner. But at the same time the teachers also showed a negative feeling towards the principal, perceiving his behaviour as sometimes bureaucratic and impersonal in nature. Thus the teachers showed both negative and positive feelings. The study may be conducted using both the perception of teachers regarding their principals and perception of principal about their self in order to link the gap between school principals and their respective teachers, examining the joint impact of performance on institution or the institutional leaders. A study may be conducted on parallel lines using other qualitative measures of performance of heads of schools like original climate, number or degree of conflicts resolved, morale of teachers, teacher satisfaction etc. An in-depth study can
also be undertaken to identify the underlying facts that contribute to factors towards the making of effective educational leaders and traits associated with them.

Sarma (1991) conducted a study of the administrative behaviour of principals as perceived by teacher in relation to job satisfaction of teachers and student achievement in junior colleges to investigate the administrative behaviour of principals, the job satisfaction of teachers and student achievement in junior colleges. The major findings of study were (i) There was a strong association between sex and college type; (ii) More females were employed in private colleges than in government colleges; (iii) The colleges were staffed with relatively young teams of teachers; (iv) Training and research degrees were conspicuously absent among the college teachers; (v) Association was found between family type and college type; (vi) The average level of the principal’s administrative behaviour as perceived by teachers was moderately effective; (vii) There existed a positive relationship between the principal’s administrative behaviour and teachers’ job satisfaction; (viii) There existed a low and non-significant relationship between the principal’s administrative behavior and student achievement; (ix) The age of the teacher did not have any relationship in the perception of the teachers towards the principal’s administrative behaviour; (x) The educational attainment of the teachers had established a relationship with the administrative behaviour of principals; (xi) Teachers irrespective of sex, type of management course of study, professional experience, age and marital status had the same opinion towards the principal’s administrative behavior; (xii) Men and women teachers handling outs subjects did not hold similar opinion towards the principal’s administrative behaviour; (xiii) Job satisfaction among college teachers was moderately high; (xiv) There was no significant relationship between the job satisfaction of college teachers and students achievement; (xv) There existed a relationship between the age of the teachers and the job satisfaction and professional experience of the teachers; (xvi) Teachers, irrespective of sex, type of management, course of study, professional experience, age and marital status had the same opinion about satisfaction.

Upasani (1991) made a collective study of some models of efficient and inefficient administration and management at the Secondary School level at Pune
District, and revealed that a significant difference was found between efficient and inefficient schools on the aspects of (a) planning and implementation of curricular and co-curricular activities, (b) scholastic and other achievement of students, (c) efficiency and enrichment of teaching staff, (d) administration and (e) relationship with the community. The organization climate varied from open to close to autonomous. Yet all the three kinds of schools were identified as efficient. The correlation of efficiency of a Headmaster were found to be good planning, implementation of curricular and co-curricular activities, good relation with staff and the community and provision of extra facilities for students.

Jayajothi’s (1992) identified and classified the Organizational Climate, the leadership behaviour of the Principals and the moral of teachers in Central schools. Jayajothi’s (1992) findings are as follows: (i) the Central schools of Madras region differed in their climate, (ii) the ‘open’ climate related best to the perception of leadership behaviour of Principals by the teachers and the ‘autonomous’ climate had the least relationship. Female teachers had a better perception about the leadership and teacher morale. Experience, age and sex did not discriminate the perception of school climate, teacher morale and leadership behaviour. Leadership behaviour differed with climate. (iii) Female teachers had more job satisfaction than male teachers. Job satisfaction was positively related with ‘spirit’, ‘intimacy’, ‘production’ emphasis and ‘humanised thrust’ but negatively related with the ‘disengagement and ‘psycho-physical hindrance’ dimensions of organisational climate. Also job satisfaction was positively related with ‘initiating structure’ and ‘consideration’ dimensions of the leadership behaviour of Principal.

Pati (1992) conducted a study of the administrative and supervisory problems of secondary school headmasters of Cuttack-I Circle to know the administrative and supervisory problems of the secondary school headmasters of Cuttack-I Circle, Cuttack. The major findings of the study were: (i) Curricular problems included appointment of an inadequate number of teachers and lack of professional qualification among the teachers; (ii) According to 75% of headmasters the guardians came and consulted the headmasters about the progress of their children; (iii) Headmasters stated that their teachers followed teaching methods
properly while teaching in class; (iv) 85% have said that they did not have adequate provision for audio visual aids in their schools; (v) In 90% secondary schools various activities existed. In 32.5% schools there were sports activities and 97.5% organized annual sports; (vi) 70% headmasters stated that they did not have sufficient funds for organizing co-curricular activities in their schools; (vii) All the headmasters stated that their colleagues assisted them in their office work; (viii) In 29 schools, there was the required number of poems; (ix) 70% schools did not have a typing machine; (x) 67.5% headmasters stated that the teachers of their schools got regular payment; (xi) Most of the headmasters, i.e., 35 (87.5%) were of the view that the school-community relationship was helpful; (xii) Around 90% headmasters stated that the local people co-operated with them in their school work; (xiii) In eight schools, a parent-teacher association had been organized, while in seven schools a social service programme had been organized; (xiv) 35 out of 40 responding headmasters did not face any type of student indiscipline in their schools.

**Taj (1992)** studied the administrative behaviours of Secondary School heads are generally affected by their attitude towards profession, job satisfaction, personal, inter personal and social adequacy and educational qualification as well as their administrative experiences. But the type of school management, fields of specialization and teaching experience of the head did not seems to produce any differences in the administrative behaviour of Secondary School heads.

**Diwan (1993)** analyzed and compared the leadership behaviour and value patterns in organizational context of principals from senior secondary schools and the different management including government, government-aided and unaided. The study comprised of 20 senior secondary schools principals of West district of Delhi and five teachers from each of the schools were selected through stratified random sampling method. A tool to measure value patterns in organizational context was prepared by the investigator used to collect data. It was found that 1. Value patterns possessed by the principals depend upon their likings and dislikings of certain things. In the organizational context, they hold beliefs specific to the issues according to importance they accord to them. 2. The Value patterns possessed by the principals and the leadership behaviour differed with the nature of institutions 3. The principals of
government schools for boys and girls showed possession of all the three dimensions of value patterns – personal, functional and relationship. 4. All principals exhibited leadership behaviour in accordance with the value patterns they held. 5. The principals’ satisfaction depended upon how well his values found expression in his daily life style.

**Das (1997)** studied the administrative behaviour of secondary school Principals in relation to selected school variables. The major findings of the study were: 1. The secondary school principals were moderately effective in their performance of administrative tasks. 2. There was significant positive relationship between principals’ administrative behaviour and teachers’ attitude towards work and work setting of the institution. 3. There was no significant relationship between principals’ administrative behavior and the climate of their schools. 4. There was no significant relationship between principals’ administrative behaviour and students’ achievement. 5. The teachers manifested most favorable attitude towards supervisory relations as compared to administrative policies and support, staff relations, work load, and student evaluation practices. 6. There was no significant relationship between teachers’ attitude towards work and work setting of the institution and student achievement. 7. There was no significant relationship between school climate and students’ achievement.

**Sudha (1997)** found effective leaders/ principals of govt/govt aided and private schools were administratively effective and managerially flexible.

**Mukhopadhyay (2001)** in his study pointed out that leadership and behaviour plays an indispensible role in effectiveness of an educational institution, right from the setting of goals to accomplishment of goals. Various researches have linked the school effectiveness with the leadership. In absence of leadership goal accomplishment and school effectiveness is never guaranteed.

**Asthana (2002)** study analyzed that Principals adopt different administrative styles in different schools of general administrative for specific areas of the school principals changed their administrative styles. Teaching environment is more conductive and favorable in those schools where authority is decentralized or
delegated than those schools were authority is centralized. Supervision of home work or assignment checking is better in centralized schools than decentralized school.

Mundanmany (2003) conducted a research on the topic “Manager or Visionary Leadership of Salestians High and higher Secondary School in India as perceive by the Principals and their faculty”, revealed that the Leadership behaviour of the majority of school Principals was that of an aspiring leader. They seem to have sound managerial capabilities and look forward to the challenge of leadership. The study also found that most Principals have qualities like Caring Leadership, Clear Leadership and Original Leadership. The climate in Salestians Schools was found to be friendly and favorable to Educational growth.

Nasreen (2004) studied the Principals’ behaviour in relation to teachers’ self-concept, job-satisfaction and some other institutional characteristics at secondary school level. The major findings were: 1. High desirable leadership behaviour of the principals generated a higher degree of conformity and normalcy in the teachers while low decibel leadership behaviour of principals caused a low degree of conformity and normalcy in them. 2. The initiating structure style of principals’ leadership behaviour appeared to be significantly related to conformity and normalcy factors of teachers’ self-concept. 3. The principals’ leadership behaviour was positively related to teachers’ job-satisfaction. 4. The initiating structure and consideration styles of principal’s leadership behaviour were found to be significantly related to teachers’ job satisfaction. 5. Male and female teachers perceived the leadership behaviour of the principals. 6. The rural urban location of the schools was not related to the teachers’ perception of principals’ leadership behavior.

Singh (2004) studied the relationship between Secondary School principal leadership behaviour and school organizational climate was found out after moderating them on various sociological factors of the leaders. No significant relationship between leadership behaviour of principal and school original climate. The age, sex, teaching and administrative experience of the principal of secondary schools played important role in the relationship between school organizational climates.
Chauhan (2005)\textsuperscript{111} Objectives of the study were: To do a comparative study of authoritative attitude of male and female educational administration of Senior Secondary School in preparing school plan, organisation of School, in appointment of school personnel, in directional work. Findings of the study were - No significant difference in the authoritative attitude of male and female administrative in relation to School plan preparation, organisation of school was almost same, appointment of personnel in school. The main finding was that female educational administrative were having more authoritative attitude than male.

Gulhaue (2005)\textsuperscript{112} carried an evaluation of supervision in Navodaya Vidyalaya. The objectives were to study attitude of principal, students and teachers towards effective supervision of administrative. The findings were - Most of principals were not taking up activities, which involved risk of safety and security of children, there were additional duties of ward ship on senior teachers only, the study teachers of X and XII fall a prey to the wrath of rest of the society as most of the Navodaya Vidyalayas were located in rural areas.

Nanda (2006)\textsuperscript{113} conducted a study of the behaviour of primary school headmasters of Cuttack City. The attempt is to study leadership behavior of heads of primary schools in Cuttack City. The findings of the study revealed that (i) out of 30 heads of primary schools in Cuttack city, only 10 heads were most effective leaders; (ii) The heads of four primary schools were found to show more consideration behaviour and less initiating behaviour, which was not desirable for a leader. Ten heads of schools were not efficient in initiating structure and in consideration. So these heads were the most ineffective leaders; (iii) Six heads of schools were found to manifest a higher type of leadership in initiating structure and in consideration items; (iv) There was no significant difference between the leadership of male and female heads of primary schools in Cuttack City.

Kumar (2008)\textsuperscript{114} conducted a study, “Job Profile and Professional Growth of the Principals of the Government Senior Secondary Schools, Haryana” He pointed out that the head needs to strike a balance, coordination, and understanding among different agencies concerning the institution so that it blossoms into a hub of knowledge and activities that benefit the teachers and students.
Tyagi (2009) conducted a comparative study of selected government, private, and private-aided senior secondary schools in Delhi, Chhattisgarh, and Uttarakhand. This paper considers how academic supervision and support by educational authorities helps improve the teaching-learning process and the professional development of teachers. The paper examines how heads of government and private-aided institutions feel it is necessary to place emphasis on providing instructional supervision. They and their staff obtain little or no feedback or academic support from educational authorities in relation to the supervision of instruction. It also investigates how they improve the teaching-learning process and provide effective professional development of teachers at school level in this situation. The paper argues for effective school-based instructional supervision and support for the professional development of teachers by the heads. It discusses how principals – when supervising instruction – follow reflective practices in different situations. The paper concludes by recommending various measures for strengthening the efforts of the heads of government and private-aided institutions in the light of the lack of academic support from educational authorities.

Sharma (2010) revealed that out of sample of four hundred teachers in Malaysia, over 380 teacher’s preferred humanistic skills of principal than technical skills. These humanistic skills preferred by the teachers are communication skills, comfort, empathy, decision making, influence, time management, self management and commitment. According to him such skills not only strengthen the principal in carrying out his mundane work but attract followers towards his leadership that blends transformational and charismatic leadership. He undertook a study to identify predominant decision-making style of principals as well as to examine its impact on organizational commitment among the teachers working under them. The study revealed that avoidant decision-making was predominantly followed by spontaneous decision-making and reflecting dependence on personal charisma. The dependent decision style also showed some impact on all the commitment types. It was also reported that the committed and satisfied teachers were normally the high performers who contributed towards the productivity of the organization.
Kumar (2013) conducted a study, and analysis of “Principals’ Managerial Styles and Their Effect on Institutional Effectiveness.” The results obtained in relation to the managerial styles of the principals working in intermediate colleges and their institutional effectiveness, clearly depicts, that the principals who have nurturing and regulating Parent Ego-state with O.K. or Not O.K. style, Adult Ego-state with problem solving attitude and child ego-state with innovative, Assertive and Resilient managerial styles, their institutions have better effectiveness than those principals who have adult ego-state with task obsessive style and child ego-state with Bohemian-Aggressive and Sulking managerial styles. In conclusion, the result of the study shows that in intermediate colleges or higher secondary schools, the principals who are democratic in their attitude and give full consideration to teachers needs, their development and care more for the happiness of others, it results into comfortable friendly the development of a climate conducive to student commitment and sense of power, i.e. less amount of student alienation.

Mukherjee, Soma (2013) conducted a study of analyzing the managerial skills of school principals and performance of schools. The researcher pointed out that the need for effective management is all pervasive. Investments in terms of time and monetary resources are of little use if the same is not managed and administered effectively. Those at the senior managerial positions of educational institutions have the prime responsibility of running a successful system so as to ensure proper and smooth functioning of the organization. This study is aimed to explore whether there is any significant relationship between a school principals’ managerial effectiveness and school’s performance. The study is summation of a systematic quantitative analysis of data collected from 527 respondents (comprised of school teachers, Heads of departments and vice-principals) from government and private schools in Ghazibad and Mathura districts of Uttar Pradesh. Regression analysis and test of significance have been used as the corner of the study. The study reveals an insightful understanding of what works for heads of schools in order to successfully manage their institutions.
Conclusion

The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step. Thus this present chapter highlighted the researches of different researchers in different areas of Education. Looking at the various researches the investigator was able to identify the areas where researches have been done and the areas where researches have not been touched upon. Further, from the review of related literature it was found that very few researches have been conducted in Haryana in the area of Secondary Education regarding performance behaviour of school principals (particularly OCB). Hence the investigator is convinced that there is a need for a study to be undertaken regarding performance behaviour of schools principals.
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