CHAPTER III

REVIEW OF RELATED LITERATURE

3.0 Introduction

The studies presented in this chapter largely deal with leadership behaviour, leadership style, management behaviour, organizational health and quality in education in schools. The studies by and large indicate the importance of the above variables and their interdependence.

The importance of leadership is well known. Hundreds of studies are available on this theme in social science literature. A critical area here is how to develop leaders, how to help them to become effective, and how to change their styles and behaviour if they are not conducive to the quality effectiveness, morale and motivation of staff. These areas need future studies. Researchers in this area seem to pick up a few western instruments and try them out on institutional heads.

Related studies to the present study are chosen and presented in this chapter. The exact problems, main objectives, methodology and the major findings of the study of the related studies are enumerated briefly in this chapter.
3.1 Leadership Behaviour

3.1.1 Instructional Leadership Behaviour of the Principal and the School Characteristics

The study of Callahan (1992) at the levels of leadership effectiveness of school principals in schools that had gained recognition as effective schools, and compared these principals with four principals in schools that had yet to achieve such recognition. Each effective school was paired with an ineffective school. The following hypotheses were tested:

1. Principals in effective schools display a common set of leadership behaviors.

2. Principals in effective schools function at relatively high levels of effectiveness.

3. Principals in ineffective schools do not display the same behaviors as principals of effective schools, and the range of their leadership behaviour varies.

4. Principals in ineffective schools function over a wider range of effectiveness levels than principals in effective schools.

5. Principals in effective and ineffective schools which have similar characteristics display a high degree of common leadership behaviors.
The major conclusions were:

(1) Principals in effective schools exhibit many common behaviors and make use of a wide range of behaviors in response to environmental stimuli.

(2) Principals in schools that are ineffective differ in the scope of their behaviors in response to similar situations.

(3) Principals in effective schools function at high levels of effectiveness.

(4) Principals in effective schools vary considerably in levels of effectiveness and it is not possible to predict at what level of effectiveness these principals function. There are many principals in ineffective schools that exhibit effective behaviors.

(5) The profiles of behaviors of principals in demographically similar schools show common trends regardless of whether schools have been recognized as effective or not.

3.1.2 Role of a Principal in Developing a School Climate

Lechner-Knowles (1987) describes the role of the principal in a school improvement project in an urban elementary school. Concurrently, it explains how a principal can use a reflective process to track, monitor and innovate change. Although the literature on effective schools directs the principals to be an instructional leader, there is little research that describes how a principal
gives this relationship and what is demanded as she interacts with other adults. The principal in this study served as the researcher and practitioner. By using the action researcher technique of reflection-in-action, she became reflective upon her leadership role and informed her/his decision making. This process was iterating as data collection and analyses were on-going and interrelated. Data was collected from multiple sources. Over half year periods while the principal served as the primary instrument by maintaining a daily log, data was compiled from school-based evaluations and from the repeated visits to the school by observers who interviewed teachers.

A detailed description of what a principal actually did to develop a school climate to facilitate students, learning is provided in this study. School improvement was not linear, but interactive. Building a climate with a vision of what a school should be was focused on the dynamic relation between the principal and other adults, teachers and parents. The most significant gain for the school in its school improvement effort was building a climate to perpetuate productive adult behaviour the fact that students made significant progress on standardized tests was less important than the internalization of these behaviors, which offered the hope that the students’ progress will be sustained and that the adults will continue to grow.
3.1.3 Principal's Leadership Style

Palmer (1996), in his study, identified the relationship between principal’s leadership styles and school effectiveness. The specific objectives were:

1. To determine if a relationship existed between leadership style and school effectiveness.

2. To determine if there was a relationship between leadership style adaptability level and school effectiveness in the domains of organizational development, organizational environment and educational program, and

3. To determine if there was a relationship between range of leadership styles and school effectiveness in the domains of organizational development, organizational environment and educational programme.

The findings indicated that a significant relationship existed between leadership style and school effectiveness. Principals who used the leadership styles of selling and participating were perceived to be more effective than those using a telling or delegating leadership style. Although no significant relationship was found to exist between school effectiveness and range of leadership styles, and school effectiveness and leadership adaptability level in any of the domains tested, principals who rated high on the adaptability scale and principals who had from leadership styles in their style range were perceived more effective than those who rated moderate or low on the adaptability scale and those who had three or two leadership styles in their style range.
3.1.4 Effect of Leadership Style and Organizational Health on School Effectiveness

Varghese (1999) did a study on the effect of “Leadership Style and Organisational Health on School Effectiveness”. The specific objectives were:

1. To prepare tools for measuring the three variables, that is, leadership style of headmaster or principal of a school, organizational health of the school and effectiveness of the school.

2. To compare the leadership style of the principal, organizational health and school effectiveness of the schools in Tamil Nadu and Kerala.

3. To study the relationship among Leadership Style of the Principal/Headmaster, organizational health of the school and school effectiveness.

4. To predict school effectiveness in terms of the components of Leadership style and organizational health.

5. To study the differences in the selected variables among different types of schools, that is, boys only schools, girls only schools and co-education schools.

6. To compare the perceptions regarding
   i. Leadership style of the Principal/Headmaster
   ii. Organisational health of the school and
   iii. School effectiveness of the principals, teachers, students and parents.

The major findings of the study indicated

a. Significant positive relation between
   i. Leadership style and school effectiveness
   ii. Organisational health and school effectiveness
b. Significant inter-correlations among the components of school effectiveness, organizational health and leadership style.

The differential analysis showed significant difference in the perception of

i. Leadership style, organizational health and school effectiveness between male and female respondents.

ii. Leadership style, organizational health and school effectiveness among boys, girls and coeducation school.

iii. Leadership style and school effectiveness between principal/HM. teachers, students and parents.

iv. Leadership style, organizational health and school effectiveness between Tamil Nadu and Kerala, favouring Tamil Nadu.

3.1.5 Leadership Behaviour of Heads of Schools

a) Nanda (1992) studied leadership behaviour of heads of primary schools in Cuttack City.

The objectives of his investigation were:-

(i) To study the leadership behaviour of heads of the primary schools of Cuttack City as perceived by their respective teachers in terms of two dimensions of leadership, i.e. initiating structure and consideration, and

(ii) To find out the difference in the leadership behaviour of the heads of primary schools in respect of their age, sex, teaching experience and controlling authority.
The sample for Nanda's study consisted of 30 primary schools in Cuttack City, 30 heads of primary schools and 189 teachers. The Leadership Behaviour Description Questionnaire of Halpin and Croft was used to collect the data. The collected data were treated using mean, 't' test and chi-square tests.

The major findings of the study were

(1) Out of 30 heads of primary schools in Cuttack City, only 10 heads were most effective leaders.

(2) 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.

(3) Six heads of schools were found to manifest a higher type of leadership in 'initiating structure' and consideration items.

(4) There was no significant difference between the leadership of male and female heads of primary schools in Cuttack City.

(5) There was no significant difference in leadership between the heads of primary schools in Cuttack City controlled by the Municipality and of those controlled by the D.I. of schools.

(6) Age and length of experience were not contributing factors in leadership behaviour amongst the heads of primary schools in Cuttack City (KCP 0486).

b) Sharma (1982) studied 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.
The objectives of her study were

(i) To identify and classify the organizational climate of the junior high schools of Agra City.

(ii) To study the leadership behaviour dimensions of the headmasters of these junior high schools, and

(iii) To study the relationships between leadership, school climate and student achievement.

Sixty junior high schools of both sexes situated in Agra District (rural and urban) were included in the study. From these 548 teachers were taken and 1346 students studying in Class VIII comprised the sample. The random sampling procedure was used. The Leadership Behaviour Descriptive Questionnaire (LBDQ) (Hindi version of LBDQ by Ralph M. I. Stogdill). School Organisational Climates' Description Questionnaire (SOCDQ) by M. L. Sharma and the Achievement Record form by Sudha Rani were used. The collected data were treated using 't' test, chi-square and analysis of variance.

The major findings were

(1) A significant difference was found between the different types of school climate and leadership behaviour.

(2) Five types of school climate were found in three HSS 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 JHS of Agra City.
(4) No significant difference was found on the basis of sex (B and G), locality (R and U) and management (G and P).

(5) A significant difference was found in the open, autonomous and parental type of climates of JHS whereas controlled and familiar climates had no significant difference.

(6) The leadership behaviour of the headmasters of the JHS was not significant on the basis of area (R and U) and management (G and P). The leadership behaviour of the headmasters of the JHS 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 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 (SS 0792).

3.1.6 Leadership Styles

Sharma, S. (1982) found that the leadership behaviour of the headmaster has direct impact on the school and on its functioning which makes for a good climate.

Chakraborti, (1990) found the importance of an open climate in schools, ways of creating a congenial climate and effects of the leader’s personality and his behaviour in forming a favourable climate.
Mahashabde, (1990) could not find any significant relationship between leadership styles, job satisfaction of teachers, organizational climate and students academic achievement.

Nanda, (1992) studied the leadership behaviour of heads of primary schools and found that ineffective leaders show more consideration behaviour and less initiating-behaviour, were inefficient in consideration behaviour and initiating and some are manifesting higher type of leadership in “initiating structures” and consideration.

Jayajyothi, (1992) found that the principal is responsible for the organizational climate and the teacher morale in Central schools.

Main purposes of the study by Bhushan, (1968) were to explore the relationship between certain personality variables and preference for an authoritarian or democratic type of leadership, and to ascertain the influence of the political set-up and some personal factors upon leadership choice. His findings were:

(1) The personality factors were substantially related to leadership styles.

(2) A democratic type of leadership was negatively correlated to authoritarianism, intolerance of ambiguity and neurotism were positively related to ascendance and extroversion.
3.2 Management Behaviour

3.2.1 Applying Total Quality Management Principles to Secondary Education

As drawn from the Northwest regional educational Laboratory's "Effective schooling practices: A research synthesis. 1990 update". Findings, which are particularly relevant, include the following.

At the classroom level:

(i) Instruction is guided by a preplanned curriculum

(ii) Resources and teaching activities are reviewed for content and appropriateness and are modified according to experience to increase their effectiveness in helping students learn.

Students are carefully oriented to Lessons. Objectives may be posted or handed out to help students keep a sense of direction. Teachers check to see that objectives are understood and the instruction is clear and focused

(i) Teachers are sensitive to the learning style differences among students and when feasible they try to identify and use learning strategies and materials, which are appropriate to differing styles.

(ii) Students are taught strategies for learning and for remembering and applying what they have learned.

Personal Interactions Between Teachers and Students are Positive:

(i) Teachers communicate interest and caring to students both verbally and through such nonverbal means as giving undivided attention, maintaining eye contact, smiling and positive head nodding.
(ii) Students are allowed and encouraged to develop a sense of responsibility and self-reliance. Older students, in particular, are given opportunities to take responsibility for school-related matters and to participate in making decisions about important school issues.

(iii) Teachers foster positive teacher-student and student-student relationships through the use of cooperative learning strategies.

At the School Level

(i) Everyone emphasizes the importance of learning

The principal and the administrators continually express expectations for improvement of the instructional programme.

(ii) Administrators and Teachers Continually Strive to improve Instructional Effectiveness

No one is complacent about student achievement, there is an expectation that educational programmes will be changed so that they better.

(iii) Staff Engage in ongoing Professional Development and Collegial Learning Activities

To improve the quality of education, staff should remain a student throughout. The staff should see that their knowledge and resourcefulness are updated in order to make themselves worthy of their teaching mission.

3.2.2 Modern Management Techniques in School Administration

Vasantha, (1989) focused on modern management techniques in school administration among the schools of Tamil Nadu.
The objectives of her study were

(i) To create an awareness of modern management techniques in schools,

(ii) To identify the factors that hinder the introduction of modern management techniques in schools,

(iii) To suggest changes in the existing school environment so as to make the introduction of modern management techniques feasible, and

(iv) To provide models of application of modern management techniques in every function of school administration.

The sample of the study comprised 120 schools, which were selected randomly. The relevant data were collected using a questionnaire and an on-the-spot observation. The collected data were treated using percentages and averages.

The major findings of her investigation were:-

(1) Most of the management techniques (88%) are applied in most of the schools (53% to 96%).

(2) There was no awareness of and encouragement for the application of modern management techniques in school administration in all the schools studied.

(3) Even in these schools the climate was favourable and there was a scope for creating the awareness. Not all the management techniques are applied even in schools applying those techniques.
(4) There is scope for application of those management techniques not applied at all so far.

(5) Even the techniques applied were not applied totally, they were applied partially. There was scope for this partial application total (KR 0584).

3.2.3 Quality Management and the Problem Organisation

Crosby (1979) believes "the problem organization" will benefit most from his quality - management programme. In his book "Quality without tears". Crosby identifies a problem organization by the presence of five symptoms:

(1) The outgoing products or service normally contains deviations from the published, announced or agreed upon requirements.

(2) The company has an extensive field service or dealer network skilled in rework and resourceful connective action to keep the customers satisfied.

(3) Management does not provide a clear performance standard or definition of quality, so the employees each develop their own.

(4) Management does not know the price of nonconformance. Product companies spend 20 percent or more of their sales dollars doing things wrong and doing them over service companies spend 35 percent or more of their operation costs doing things wrong and doing them over.

(5) Management denies that it is the cause of the problem.
The feasibility of adapting TQM in modern post-colonial Indian educational setting is examined.

### 3.2.4 Review of Reviews on TQM

Deming (1986), in the Preface of his book, ‘Out of the Cross’, mentioned that TQM can be applied equally well in service sections, emphasizing "government service – education and the mail". The applicability of TQM in education drew significant attention of many authors such as Decosimo et. al (1991). Edwell (1993) Sherr and Lozier (1991), Bonser (1992) pointed out that educational institutions have turned to TQM for many of the same reasons the business have instituted quality programmes (Kwan, 1997).

According to Bonser, (1992) the move towards TQM in higher education is due to the escalating number of students, the lack of consistent leadership style, the increasing accountability to the public and changing attitude towards universities. These pressures demand peak quality performance for universities in all areas of endeavour. Approaches that were considered adequate, are no longer so. De Cosmo et al. (1991) also explained that the intensifying adaptation of TQM philosophy in education was due to resource constraints and increasing pressure.

Motwani and Kumar (1997) did an extensive review of literature on applicability of TQM to academia. The review brings both the enthusiastic responses to TQM as well as skepticism about it. There is good number of
books on the subject indicating its growing popularity as a method of institution building. Authors differed on their version of approach to implementing TQM, though the philosophy remains more or less unchanged.

Sherr and Lozier (1991) contended TQM as an alternative to many of the management practices in education. "TQM is a style of management that has worked for several decades overseas and is receiving growing attention in the United States. TQM professes a systematic approach to operation, not random approach. Emphasis is on continuous improvement of quality. In this context, Shewart’s (1931) Plan-do-check-act (PDCA) cycle offers a scientific method for continuous process improvement.

Tuttle (1994) makes an interesting analysis of the reasons for adoption of TQM in institutions of higher education. He broadly classifies the reasons into external and internal forces. In his assessment, the bedrock of these two fold pressures emerge due to reduction of public funds. This leads to difficulties in recruiting outstanding new faculty and retaining existing faculty, competition among institutions for faculty becomes another external force and competition for students both initial enrolment and retention – becomes third force with a long term implication; quality education leads to increased student referred, hence increased enrolment. Also donors demand accountability “corporate fenders may explicitly ask an institution to discuss its quality management process as a condition for the receipts of funds"
Since TQM is an instrument for competing for corporate funding, employers prefer entry-level employees with basics in TQM.

Internal forces are:

- increase in productivity in teaching, administration and support functions.
- shared governance,
- poor teacher morale due to reduced funding and
- effect of low faculty morale on students including higher tuition and hostel fees.

3.2.5 Adaptation of TQM in Education

a) Deming (1986) claimed relevance and applicability of TQM in education. Several experiments, on TQM in higher education have substantiated his claim. Yet there are skeptics who doubt the applicability of TQM in education. Sherr and Lozier (1991) mention, “we need to step back and ask whether our universities, are doing all they might to help the country address its most important problems – leading competitiveness, poverty, inadequate public education, environmental hazards and many more”. The question has perfect resonance in all the countries, including India. Further, it is not just the universities, the question is equally relevant and pertinent to educational institutions at all levels.

By all evidence, however, TQM is applicable in education. There may be need to adapt the concepts of TQM for application in education. For example,
central issue in TQM is customer focus. In education who is the customer - student or parent or employer or provider (government) or all of them? May be all of them. Society being the main provider of education, assessment of quality in education cannot be restricted to need of the students, it must take into account the perceived needs of other constituents, namely, parents, community, government and employers. Power and Panda (1995) argued “that an institution of high quality efficiently and effectively meets the stated purpose (s) or mission (s) developed taking into account the clients’ stated as well as implied needs”. Chaffe and Tierney (1988) identified nine areas of sensitivity that provide a broad content within which to consider application of TQM. These areas include:

1. **Fine internal contradictions**
2. **Develop a comparative awareness**
3. **Clarify the identity of the institution**
4. **Communicate**
5. **Act on multiple, changing forms**
6. **Treat every problem as if it has multiple solutions**
7. **Treat every solution as a fleeting solution**
8. **Look for consequences in unlikely places**
9. **Be aware of any solution that hurts people or undermines strong values**
b) Frazier (1997), in his effort to draw the "Roadmap to Quality Improvement" mentioned eight organizational processes, other than customer focus, that are critical to the success of total quality management in education.

- The first and the foremost is the system thinking. Since a student is a comprehensive product of intellectual, mental, emotional, physical and moral developments, it is necessary to develop a systems thinking. Also, every institution is comprised of several departments and components that are inter-related and interdependent in their functions. For total Quality Management, it is necessary to think of school as a comprehensive system.

- The second proposition is management by fact in contradistinction to management by impressions and perceptions. In fact, day-today experience will indicate that there are wide gaps between perceptions and facts. Since the emphasis is on specific target and take management decisions on facts.

- The third component is the teamwork. Since TQM's emphasis is on totality and work culture, it is necessary to develop teamwork to enrich the experience and the vision, and internalize the quality culture through teamwork.

- Linked to the concept of teamwork is participatory management. Since the focus is on customer or the beneficiary, there are internal supplier customer bonds. In such a scenario, participatory management becomes an important requirement for TQM.

- TQM roots on the shoulders of staff hence human resource development on a continuing basis becomes the necessity.
• Since, TQM essentially looks at continuous improvement. Frazier emphasizes on continuous process improvement for improving the management.

• The need for continuing process improvement is linked with long term planning. Hence TQM approach demands long-term planning for the institutions that can be spelt out in medium and short-term plans.

• The last but the most critical among the eight factors or processes is leadership. The concepts of leadership transcend beyond situational leadership and moves over to transfer national leadership.

Thus, Frazier (1997) delineates road maps for adaptation of TQM for application in educational institutions. The most fundamental question in understanding and applying TQM in education is continuous search for quality at personal, group, institutional and social levels. Kaufman and Zahn (1993) emphasized on the need mega, macro and micro perspectives Kaufman (1992) raised some important questions vis-à-vis each of thee levels. Organizational questions that all educators must ask and answer are the following:

1. Societal/Mega

Do you care about the success of learners after they leave your educational system and are citizens?

2. Organizational/Macro

Do you care about the quality-competence of completers and leavers when they leave your educational system?
3. **Small Groups or Individual/Micro**

   Do you care about the specific skills, knowledge, attitudes and abilities of the learners as they move from course to course, and level to level?

4. **Operational/Process**

   Do you care about the efficiency of your educational programmes, activities, and methods?

5. **Inputs/Resources**

   Do you care about the quality and availability of your educational resources, including human, capital, financial and learning?

6. **Evaluation**

   Do you care about the worth and value of your methods, means and resources?

7. **Do you care about the extent to which you have reached your educational objectives?**

The response to these questions can significantly alter our perception about our own institution and lead to developing alternative path for quality management. The questions raised above are not only on mega, macro and micro dimensions, but also cover elements of in font, resources, processes and evaluation.
There are significant potentialities that TQM can offer to education. Firstly TQM offers a justification and a technique for continuous search for quality and excellence. Secondly, it develops willingness and hence a culture for change related to that, the organization learns to be more flexible and responsive. Thirdly, TQM makes qualitative shift in decision making – first on the location of decision making by active participants irrespective of their levels in the hierarchy of the organization rather than concentrating on top of the hierarchy, and second on decision making based on facts. Another contribution of TQM is the shift from external to internal measures of performance (Yudof and Busch-Vishniac, 1996).

3.3 Quality in Education

3.3.1 Organisational Effectiveness

The following studies deal with the functional efficiency of institutions. There is no consistent trend in these seven studies. They deal with a variety of topics. Some of them do not have a direct bearing on institutional effectiveness.

compared to government schools. Mittal, S.C. (1990) made an in-depth study of the school buildings for higher secondary and secondary schools in four states. Their study reveals the poor infrastructure facilities in these schools. Verma, Yoginder and Rana, Surekha (1992) studied perceptual differences on organizational effectiveness and found that such perceptions are associated with the background of the perceiver. University management with differing backgrounds had differing perceptions.

From these studies it is difficult to conclude with any definiteness the factors influencing organizational or institutional effectiveness.

3.3.2 Attitudes on Quality in Education

Treating attitudes as a dependent variable, the following studies explore some of the factors influencing attitudes.

Sharma, (1982) found a positive relationship between leader, administrative behaviour and teacher job satisfaction, and a low relationship between the principals administrative behaviour and student achievement as perceived by teachers.

Singh, H.C. (1988) found organizational climate is significantly related to teacher's attitude. An open climate leads to more positive attitude and a closed climate to less positive attitude.
Shah, M.L. (1988) found that students of government colleges and private colleges differ significantly on interpersonal trust. Interpersonal trust dimension is globally accepted by students and administrators for enhancing academic climate.

Salehi M. (1990) studied the higher secondary school environment of West Azarbaijan of Iran as perceived by teachers, students and the local community and found the response negative and unfavourable.

Gandhi, K.A. (1992a) studied the relationship between Pupil Control Ideology and School Robustness and found that mean robustness score of humanistic schools was significantly greater than that of custodial schools.

Upadhyay, R.'s. (1992) study on student participation in university administration is noteworthy. His study is essentially a study of attitudes of teachers, students and administrators and suggests areas where students could be involved.

Singh, U. (1992) found that a variety of factors including the leadership style of the head determine the job satisfaction of staff. Their own background factors were found to play a role.

The studies on attitudes are varied. They, by and large, point out the significance of school environment and leadership styles. The more important attitudes of teachers and students to work and institutional excellence have not been studied adequately.
3.3.3 Administrative Styles and Quality in Education

The largest number of studies deal with this aspect. These include studies on administrative style of heads of institutions, teachers' role in administration, hostel administration, management techniques and financial administration. The relevant studies in this field are summarised below.

<table>
<thead>
<tr>
<th>Researcher</th>
<th>Problems</th>
<th>Major Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jehan, A (1988)</td>
<td>The problems experienced by secondary school teachers under different managements and their impact on performance of students'</td>
<td>(i) There were marked differences in the infrastructure facilities in the schools under different managements. (ii) Private schools were in a much better condition than government schools.</td>
</tr>
<tr>
<td>2. Mohanty, B. (1988)</td>
<td>The pattern and problems of administration and supervision</td>
<td>(i) Supervision is to be separated from administration particularly at the grass roots level so that sub-inspectors are free to look to the academic growth of the teachers. (ii) Headmasters should be given sufficient administrative and supervisory powers in order to control and guide the teachers.</td>
</tr>
<tr>
<td>3. Dhulia, U. (1989)</td>
<td>The role of administrative style, teacher's job satisfaction and students' institutional perception in determining the nature of school climate</td>
<td>The highest agreement was seen with the democratic style as well as the laissez-faire style whereas the lowest agreement was seen with the autocratic style.</td>
</tr>
<tr>
<td>4. Purohit (1989)</td>
<td>The role of the teachers' organisations in relation to the qualitative improvement of education</td>
<td>The teachers' organisations were at the initial stages motivated by trade unionism and then gradually drifted towards enhancing academic excellence of its members.</td>
</tr>
<tr>
<td>5. Sharma, S.N. (1989)</td>
<td>Management techniques in educational administration.</td>
<td>Though the principles possessed good academic record and teaching experience, they had no administrative experience.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>6. Thresiamma, N.M (1989)</td>
<td>University administrations.</td>
<td>Healthy conventions with the help of which the University system works, have not built up yet.</td>
</tr>
<tr>
<td>8. Fernandez, M.S. (1990)</td>
<td>The psychological aspects of human relations in educational administration of heads of schools.</td>
<td>The sharing of administrative task responsibilities on the part of heads of schools was related positively to the assumption of an intrinsic work motivation.</td>
</tr>
<tr>
<td>9. Gupta (1990)</td>
<td>The impact of litigation on University autonomy.</td>
<td>The University autonomy is increasingly challenged by courts of law and litigation has crippled the university administration.</td>
</tr>
<tr>
<td>10. Kalpande, V.A (1990)</td>
<td>Problems of the educational administration.</td>
<td>Organisational structure, work motivation and organisational climate should be periodically checked and corrective action should be taken by appropriate authorities.</td>
</tr>
<tr>
<td>11. Kak, V.K. (1992)</td>
<td>Cybernetic approach to school administration.</td>
<td>Extensive experimentation revealed that the conditions that were necessary and sufficient to make the system in-built and self-evolving were: autonomy, opportunity to exert, immediate reward, interaction, manageability and immediate awareness.</td>
</tr>
</tbody>
</table>
3.3.4 Quality in Schools as perceived by the School Administration

Legaard (1991) identified activities that are perceived by selected secondary school principals, superintendents, and past chairpersons of North central Association self-studies as important in contributing to the effectiveness of a school.

The primary findings were:

1. There was a high level of agreement among the respondents regarding those activities that were perceived as important in contributing to a more effective school in regard to higher student achievement, higher student attendance and a lower student dropout rate.

2. The effective school has a eliminate that is purposeful and orderly, has high standards of performance, has a clear sense of mission, has strong, goal and achievement oriented leadership and has a staff that is involved in planning.

3. The principal gives priority to the education of students, conveys high expectations for students’ achievement and teachers’ performance.

4. The superintendent makes decisions after receiving the recommendations of appropriate administrative personnel.

5. Candidates for faculty positions are given personal interviews.

6. The faculty demonstrates an active concern for the solution of education problems. The professional evaluation program’s central purpose is the improvement of student learning.

7. Faculty members are encouraged to continue their education and no deductions are made in pay when faculty are on professional leave.
3.3.5 Principals’ Behaviour and Quality of the Students

Educational policy makers have been inclined to believe that principal leadership is critical to the achievement of students (Murphy, 1990). In this light, research that focused on measures of Student achievement held increasing salience for policy makers (Glasman & Heck, 1992).

Given apparent support from research community, policy makers now tend to view the principal as a key educational input, and one easily accessed through policy channels. Although there is little disagreement concerning the belief that principals have an impact on the lives of teachers and students both the nature and degree of that effect continues to be open to debate (Pitner, 1988, Van de Grift 1990). The appropriate perspective is that the principal’s role is best conceived as part of a web of environmental, personal, and in school relationships that combine to influence organizational outcomes (Heck, et. al.1990).

Erickson (1988) examined the relationship between the principal’s leadership behaviour and student achievement. He measured perception of the principal and teachers on the principal leadership. It was concluded that there was very little single or multiple relationship among the various independent variables and student achievement. He further points out that situational leadership theory posits that effective leaders are able to adjust their leadership behaviour to fit the social system at hand.
3.3.6 Congruence between the Principal and Staff and its Relationship to School Quality

The research on effective schools by Fitch (1988) has identified the importance of the principals as a leader in relationship to the level of effectiveness of a school-building. The role of the principal has evolved from one of a manager of a school building to one of an instructional leader who articulates the goals of school-building and provides the support mechanism needed for the goals to be realized. Several researchers have identified the establishment and maintenance of good communication within a school as an essential element with which the effective principal needs to be concerned. It is important that all members of the building staff know the expectations and the processes required to accomplish the goals.

The study reinforced the importance of principals to home good interpersonal and communication skills to foster the type of school climate that maximizes the potential for effectiveness.

3.3.7 Principals’ Leadership Behaviour and Faculty Trust

Traditional studies of principal leadership and school effectiveness have focused on such variables as personality characteristics of the principal, school organization, curriculum variations, expectation of teachers, school site, goal setting, and other principal behaviors. Although these factors of leadership are important, they are not the only ones that are involved in providing leadership. There are other interpersonal principal behaviors that seem to have a significant
impact on school effectiveness because of their relationship to levels of faculty trust and school climate.

This study of Depasquale (1996) focuses on four of these behavioral variables that seem to have a high correlation with levels of faculty trust and school climate. These variables are specific principal behaviors that have been identified in the research and have been categorized into the following constructs: buffering, caring, involving and Praising behaviors.

The results showed a very high correlation between the four principal behaviors and levels of faculty trust. There was also a high correlation among the four principal behaviors themselves. These findings were fairly consistent, even when comparing sample schools with higher standardized test scores to those with lower standardized test scores and provides a unique perspective in the analysis of principal leadership and its relationship to faculty trust and school climate. The notion that a principal’s leadership behaviors and faculty trust are so highly correlated with such interpersonal human behaviors is an important one. It beckons to view leadership in much broader human terms: and not to accept as fact that the traditional hierarchical models of leadership are always the most effective.
3.3.8 Principals' Leadership Style and the Quality of Principals' Administration

The study of Palmer (1996) was to identify the relationship between Principals leadership styles and school effectiveness. The specific objectives were:

(1) to determine if a relationship existed between leadership style and school effectiveness;

(2) to determine if there was a relationship between leadership style adaptability level and school effectiveness in the domains of organizational development, organizational environment and educational programme; and

(3) to determine if there was a relationship between range of leadership styles and school effectiveness in the domains of organizational development, organizational environment and educational programme.

The findings indicated that a significant relationship existed between leadership style and school effectiveness. Principals who used the leadership styles of selling and participating were perceived to be more effective than those using a telling or delegating leadership style. Although no significant relationship was found to exist between school effectiveness and range of leadership styles, and school effectiveness and leadership adaptability level in any of the domains tested, principals who had four leadership styles in their style range were perceived more effective than those who rated moderate or low
on the adaptability scale and those who had three or two leadership styles in their style range.

3.3.9 Management Behaviour and Quality as Perceived by different Researchers

The Genesis of the Quality Management Movement:

<table>
<thead>
<tr>
<th>RESEARCHERS</th>
<th>NATURE OF CRISIS</th>
<th>CAUSE OF CRISIS</th>
<th>THE SOLUTION</th>
<th>THEIR DEFINITION OF QUALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CROSBY</td>
<td>Communication of failure within the firm</td>
<td>Lack of commitment to quality</td>
<td>Company culture committed to quality</td>
<td>Conformance to company's own quality requirement</td>
</tr>
<tr>
<td>DEMING</td>
<td>Loss of international competitiveness</td>
<td>Society and company acceptance of low quality</td>
<td>Society and company committed to quality</td>
<td>Dependable customer satisfying product or service at a low cost</td>
</tr>
<tr>
<td>JURAN</td>
<td>Loss of international competitiveness</td>
<td>Company acceptance of low quality</td>
<td>Company committed to quality</td>
<td>Product or Service</td>
</tr>
<tr>
<td>COSTELLO</td>
<td>Unresponsive Management process</td>
<td>Rule-based standards</td>
<td>Total Quality Management a synthesis approach</td>
<td>Meeting customers expectations</td>
</tr>
</tbody>
</table>

3.3.10 Teachers' Perceptions of Principal's Behaviour related to Student Achievement

Research on school effectiveness concluded that strong administrative leadership was among those factors within the school that make a difference in student learning. (Brookner & Lezotte, 1977; Edmonds, 1979; Rutter, et al., 1979).

Research of Springer (1997) has shown that principal behaviour is a factor in school effectiveness. A set of ten variables describing principal
behaviour within three constructs, school management, school environment and instructional leadership were presented. The variables of principal behaviour included: resource management, personal management, decision making, communication interpersonal behaviour, professional integrity, supervision and evaluation, educational expertise, staff development and curriculum. The variables were drawn from traditional and contemporary effective schools literature.

The purpose of the study was to determine if there was a difference in principals' behaviour as measured by teachers perceptions in schools characterized as more effective and schools characterized as less effective as determined by student achievement scores.

Results showed there were significant differences between principals in height-achieving and low-achieving schools on nine of the ten variables. Socioeconomic level was found to have an effect, in that schools with the highest achievement were in the high socioeconomic group and schools with the lowest achievement were in the low socioeconomic group.

3.4 The Influence of Earlier Reviews on the Present Study

The present study has focused on the interdependence between the Quality in schools with reference to the "Leadership Behaviour" and "Management Behaviour". Though the topic is a new conceptualization of these parameters, similar studies were done world over to prove the mutual
dependence of management techniques and Quality in schools and that of (leadership) administrative parameters and the quality of education in schools. It is evidently known that every school is committed to quality. in the light of the review of related literature. The earlier investigations helped the investigator to conceptualize to problem and to adopt the right methodologies in the right away. As Crosby (1979) has put it quality is conformance to requirements, quality in schools in conformance to the effective leadership, administration and management. Hence the Leadership behaviour and the Management behaviour on one side and the resultant quality the other was a theme to study. The matter of the literature given in this chapter do matter much in fixing up a new dimension of the problem selected for the present study.