Chapter 2

Review of Related Literature

In this chapter, the researcher has made an effort to focus on the related studies and research works which are relevant to the present research problem. The researcher has carefully and critically reviewed various studies reported in journals, periodicals, encyclopaedias, books, published and unpublished theses and dissertations. These reports are critically analysed. The said review is presented under the following categories on the basis of variables undertaken:

- Studies related to leadership style and other variables
- Studies related to leadership style and teachers’ stress
- Studies related to leadership style and teacher-effectiveness
- Studies related to teachers’ stress and teacher-effectiveness with other variables
**Studies related to Leadership style and other variables**

Das (1983) studied the secondary school principals’ administrative behaviour in relation to teachers’ attitude towards work and work setting of the institution. The sample comprised of 286 principals, 260 teachers and 1020 class IX students of 26 English medium Secondary Schools from Gujarat state and Daman in the Goa, Daman, Diu Union Territory. The instrument used for the study were the Principal Performance Descriptive Survey developed by the University of Georgia (1973-77) and modified by the investigator, the Teacher Attitude Inventory (Ellet and Masters, 1977) and My School Inventory for measurement of school climate (University of Georgia, 1974). The investigator reported that the secondary school principals were moderately effective in their performance of administrative tasks. The researcher found was a significant positive relationship between principal’s administrative behaviour and teachers’ attitude towards work and work setting of the institution. Das found no significant relationship between principals’ administrative behaviour and the climate of the students’ achievement.

Patel (1983) conducted a study on the leadership behaviour of the principals of higher secondary schools of Gujarat state. One of the objectives of the study was to identify the leadership behaviour patterns of the principals perceived by themselves and by their teachers. Another objective was to find out the interrelationship between the leadership behaviour of the principals and the organizational climates of the schools and the relationship between the leadership style of the principal and professional development of teachers were also observed. 100 Higher secondary schools were selected through stratified random sampling. The study was based on the responses of 1000 teachers and 100 principals. The study comprised of 1000 teachers and 100 principals of these higher secondary schools. For collecting data LBDQ of Halpin and Winer, OCDQ developed by Halpin and Croft, a Professional Development Inventory (controlled and opened response type) and a personal data sheet for principals were used. The investigator reported a positive relationship between initiating structure and consideration in which high consideration (HH) was mostly manifested. Significant mean differences were found between the leaders’ self perception and faculty perception of his actual leadership behaviour. The teachers scored highest on professional development
under those Principals manifesting the HL pattern of leadership behaviour but less with principals manifesting the LL pattern. Morale of teachers increased when the actual leadership behaviour of the leader approximated the desired behaviour as perceived by teachers. No significant differences were found between male and female administrators as perceived by teachers and by the principals themselves on initiating structure and consideration. Professional qualifications of principals did not play any significant role in developing the teachers and the climate of the schools. The principals’ effectiveness was a significant predictor of organisational climate.

Pandey (1985) conducted a study on leadership behaviour of the Principal, Organizational Climate and Teacher Morale. The sample comprised of 34 secondary schools of Allahabad district. Thirty four schools were selected through stratified random sampling technique. 404 teachers of these schools constitute the sample of the study. One of the main objectives of the study was to find out the relationship between the principals’ leadership behaviour, teacher morale and the organizational climate of schools. A Hindi adaptation of Halpin and Winer’s Leadership Behaviour Description Questionnaire and the School Organisational Climate Description Questionnaire by Motilal Sharma was used for collecting the data. The researcher found no significant difference between the leadership behaviour of rural and urban principals. Teachers’ 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.

Nasreen (1986) studied the principals’ leadership behaviour in relation to teachers’ self-concept, job satisfaction and some other institutional characteristics. The study was conducted on 780 teachers from intermediate colleges of the Gorakhpur region. The result showed that high desirable leadership behaviour of the principals generated a higher degree of conformity and normalcy in the teachers. While low desirable leadership behaviour of principals caused a low degree of conformity and normalcy in them. It further showed the initiating structure style of principals leadership behaviour was significantly related to conformity and normalcy factor of teachers self concept. The principals’ leadership behaviour was positively related to teachers’ job satisfaction. Both the male and female teachers
perceived alike the leadership behaviour of the principals. The rural urban location of the schools had no relation with the teachers’ perception and principals’ perception on leadership behaviour.

Sarma (1991) studied the relationship between administrative behaviour of principals perceived by their teachers, teachers’ attitude towards job satisfaction and students’ achievement. The study was conducted on 150 teachers, selected from 14 junior colleges of Vizianagaram District of Andhra Pradesh. A Principals’ Administrative Behaviour (teacher perception) Questionnaire and the Teachers’ job satisfaction questionnaire were used for collecting the data. Mean, SD, Critical ratios, Chi-square, correlation were used to analyse the data. The study showed a positive relationship between the principals’ administrative behaviour and teachers’ job satisfaction. A low and non-significant relationship was found between the principals’ administrative behaviour and student achievement.

Nanda (1992) studied the leadership behaviour of headmasters of primary schools of Cuttack in Orissa. The sample consisted of 30 head masters and 189 teachers working in these schools. To collect the data the Leadership Behaviour Descriptive Questionnaire of Halpin and Craft was used. The collected data were treated by using mean, ‘t’ test and chi-square. And the researcher reported a significant difference between the leadership behaviour of male and female heads of primary schools.

Jain (2000) conducted a study on the leadership style and organisational effectiveness of the head teachers under the University of Delhi. The researcher found that the most common leadership style used by Indian Head Teachers was authoritarian and task oriented styles which were deep rooted in Indian Culture.

Bogler (2001) examined the influence of leadership style on Teachers’ Job Satisfaction in Israel Schools. A quantitative questionnaire was administered on 745 teachers of these schools. One of the findings of the study was that the Principals’ transformational leadership affected the teachers’ satisfaction both directly and indirectly through their occupational perceptions.
Amoroso (2002) studied teachers’ perception towards principal’s transformational leadership behaviour and the relationship between the teacher’s perception towards teachers’ commitment and teachers’ job satisfaction. Questionnaires were administered on 74 practising teachers who were enrolled in graduate programme in the field of educational administration. The study showed a significant relationship between principals’ usage of transformational leadership and staff morale and also with teachers’ job satisfaction.

Blatt (2002) studied the relationship between Transformational leadership, Laizzez-faire leadership and school climate as perceived by teachers. The sample was 345 teachers in Ohio secondary joint vocational schools. A Multifactor Leadership Questionnaire and CFK Ltd., School Climate Profile were the tools used for collecting the requisite data. The investigator found significant positive relationship between Transformational leadership and school climate. The investigator found a negative and significant relationship between Laizzez faire leadership and school climate. The study showed no significant relationship between Transactional leadership and school climate.

Cheaupalakit (2002) examined the different leadership styles existing among 558 administrators in Thailand. The Bass and Avoilo’s Multifactor Leadership Questionnaire was used for the collection of data. The study showed that Contingent reward was the most predominant leadership style across the Thai leaders, followed by total transformational mechanism and total management-by-exception. Laissez-faire strategies was found only on rare occasions.

Lee (2002) examined the leadership behaviour of African-American principals as perceived by themselves and teachers. The study was conducted on the principals and teachers of Texas area. A Leadership Behaviour Descriptive Questionnaire was used. One of the findings of the study was that the teachers held more favourable perception than their Principals in regard to the Role Assumption leadership behaviour of principals. Principals perceived more favourably in those aspects of leadership behaviour associated with the human relation elements like, Persuasiveness, Initiation of structure and consideration than their teachers. No differences was found in the perceptions of the leadership behaviour of the principal
by the teachers and self with regards to Representation, Demand Reconciliation, Tolerance of Freedom, Productive Emphasis, Predictive Accuracy, Integration and Superior Orientation.

Dereli (2003) explored the leadership styles of the Principals as perceived by themselves and teachers. The study was conducted on 350 principals and 700 teachers of public elementary schools in Turkey. To gather the information, a Leadership Orientations Questionnaire developed by Lee G. Bolman and Terrence E. Deal (1990) was used. The result revealed that majority of the principals as well as the teachers consider their principals as effective leaders and managers.

Dillon (2003) conducted a study on the differences in the perceptions between principals and teachers regarding the school climate and the principal’s leadership style. The study was conducted on seven schools. The data was collected with the help of Questionnaires. The investigator found that there was a lack of cohesive perceptions between teachers and principals to a significant degree. There was no significant variances existed between male and female teachers as well as White and Non-white teachers in their perception of school climate and the principal’s leadership style.

Garrett (2003) examined the teachers’ and principals’ perception of leadership styles. The sample was 36 principals and 1080 middle school teachers. The researcher tried to find the relationship between leadership styles and school climate. And the researcher reported that there was significant relationship between teachers’ perception and principals’ perception of laizzez faire leadership and aspects of school climate. A significant relationship related to teachers’ and principals’ perceptions of school climate was also found.

Gawereki (2003) conducted a case study on the impact of principal leadership on student academic achievement. The study was conducted on an intermediate school situated at the south side of Columbia. The sample was a principal of middle school. To collect the requisite data, interview, non-participant observations and official documents were the tools used in the study. The investigator reported that the principals with transformational leadership style served as and shared the responsibility for instructional and curricular leaders. The study
found that shared leadership built a collaborative culture and allowed teachers to feel empowered while making decisions regarding student learning.

Kent (2003) conducted a study on the style and type of leadership exhibited by principal and its input on teacher attendance and the student achievement. The study was done on 28 Chicago high school principals. For the study a Leadership Behaviour Descriptive Questionnaire (LBDQ), Teacher attendance index from schools, Achievement test and proficiency meaning were used. The data was analysed by Pearson Product Moment Correlation, Mean, S.D. and t-test. One of the findings was that a relationship exists between the leadership behaviour of the principal, teacher attendance and student achievement. There was a significant relationship between principals’ leadership style and teacher attendance. But the study revealed no significant relationship between principal leadership behaviour and student achievement.

In 2003, Lesniewski made an attempt to find out the relationship between the leadership style of superintendents and the organisational climate. The sample comprised of 183 teachers from small rural school districts in Western Pennsylvania. A Multifactor Leadership Questionnaire (MLQ) for leadership style and Organizational Climate Description Questionnaire (OCDQ) were used as tools for the study. The researcher reported that there was a correlation between school superintendents’ transformational leadership style and school climate. It further showed that a school superintendent can have an impact on the learning environment of the school buildings in his/ her district.

D’Souza, R (2006) studied the leadership behaviour of Principals working in high and low performing secondary schools in Goa in relation to certain relevant variables. 110 schools were selected for the study representing all the 11 talukas of Goa. The sample was represented by 57 principals from high performing schools and 53 from low performing schools. In addition, 768 teaching and 179 non-teaching staff was comprised in the sample. Academic performance refers to pass percentage of students at the public examination (S.S.C.) conducted by Goa Board Secondary and Higher Secondary Education (GBSHSE). Data pertaining to academic performance of five academic sessions (the academic year 1999-2000 to
2003-2004) was taken into consideration. The researcher reported that majority of the principals from high performing schools were more effective than the principals of low performing schools. Schools’ organizational climate, job satisfaction of teachers and non-teaching staff was determined by the quality of leadership behaviour of the Principals. No significant difference was found in leadership behaviour of male and female principals in the high as well as in low performing schools.

Njuguna (2006) conducted a study on the educational leadership effectiveness and job satisfaction in 37 secondary schools from Nairobi and Muranga Districts in Kenya. An ex post facto design was used for the study. The data was collected from 349 teachers. The teachers were asked to list the characteristics of effective principals. Those characteristics were used to construct a questionnaire on leadership effectiveness. To collect the requisite data a School Organisational Climate Questionnaire (SOCDQ) by Sharma (1973) and a Job Satisfaction Index (JSI) by Smith, Kendall and Hulin (1969) were used. The researcher reported that nurturing subordinates was the most important factor. The gender of the Principals did not significantly influence their leadership effectiveness. Female Principals were perceived to be higher in nurturing orientation, ethical leadership and overall leadership effectiveness. Male principals were higher in decision making, conventional personality, empowerment and communication. Njuguna further reported that least experienced Principals were friendly and helpful to the teachers. The educational qualification of the Principals did not have a significant effect on school climate. Both male and female teachers rated their Principals equally in leadership effectiveness. Increase of effectiveness resulted in an increase in school climate and job satisfaction of the teachers.

Rejas, Emilio, Juan (2006) analysed the relationship between leadership styles and effectiveness of the managers of small firms in Tarapaca northernmost region of Chile. The sample consisted of 126 top and medium level managers. A questionnaire was administered. The researcher found presence of supportive leadership style prominently, participative leadership style to a lesser extent and instrumental leadership style infrequently. Supportive and Participative leadership
styles have positive influence on effectiveness in small organisations whereas Instrumental leadership has a negative influence on effectiveness.

Saleem (2008) identified the existing Leadership Style among the Heads of Primary Schools in Kerala. The sample of the study comprised of Heads, Teachers and Parents of Primary Schools situated at the various revenue districts in Kerala. A Leadership Survey Questionnaire (Kelu & Saleem, 2007) and another Leadership Behaviour Descriptive Questionnaire were used. The researcher found that Female Heads were more authoritarian than Male Heads. Majority of the Heads were democratic. The author could not find any difference regarding the qualification of the Heads.

In 2009, Abgoli studied the leadership styles of Head Masters in relation to school effectiveness at the Secondary Stage in India and Iran. The sample of the study were the Head Teachers, teachers, students and their parents from Mysore city, India and Shiraz City, Iran. To measure the leadership styles of Head teachers, a Multi factor Leadership Questionnaire (MLQ – 5X) was used. The study revealed a significant difference amongst leadership styles of secondary school head teachers. Majority of the Head teachers of Shiraz City had transformational leadership style while majority of the Head teachers in Mysore City had transactional leadership style.

Mathews (2010) conducted a comparative study of Autocratic and Democratic styles of management in Industries in Kerala. For the study, 107 managers were interviewed from 74 industries. To study the level of job satisfaction, productivity, performance and the attitude towards the managers, opinions of the employees from the same industry were also collected. One employee out of 100 employees from each industry was randomly selected. The total responses were from 201 employees of 74 industries. The researcher reported that a bulk of the industries followed Democratic Leadership Style. Autocratic Leadership Style was followed at the second least and Free-Rein was the least practised style. In those Industries following Democratic Style, the employees were in the highest form of morale, guarantee a result oriented output, timely completion of the task, increases in the qualitative and quantitative output within.
Michael (2010) conducted a study on emotional intelligence and leadership style in Bharat Heavy Electricals Limited, Tiruchirapalli. A Leadership Profile Indicator of Pareek (2002) was used to measure the leadership style and effectiveness. Another EQ Map Questionnaire of Cooper and Sawaf (1997) was used to measure the Emotional Intelligence. The researcher reported that use of Supportive Leadership Style will enable the organisation to achieve its goal.

A study was undertaken by Sobhana (2010) to examine the relationship between emotional intelligence and leadership styles under Rajagri School of Social Studies. One of the findings was that there was a significant relationship between the emotional intelligence and the leadership styles. She also found that Transformational leaders had ability to stimulate others, support missions and achieve higher levels of performance.

In 2011, Adeyemi investigated on the principals’ leadership style and teachers’ job performance in senior secondary schools in Onho State, Nigeria. The sample was 240 principals and 1800 teachers which were selected through stratified random sampling technique. To collect the data a Questionnaire on Principals’ Leadership Style and another on Teachers’ Job Performance were used. The investigator found that the most common leadership style used by the Principals of the secondary schools of Nigeria was Democratic Leadership Style. Teachers’ job performance was found to be better in the schools having principals using Autocratic Leadership Style than in schools having Principals using Democratic or Laissez-faire Leadership Style. Laissez-faire leadership style could not enhance better job performance among teachers.

Hasan (2011) examined the leadership styles, decision- making styles and teacher job satisfaction in the context of Indonesian school. The sample comprised of 36 principals and 475 teachers from 36 public Junior secondary schools from six districts in Lampung Province of Indonesia. The researcher reported that the Principals of the Junior secondary school exhibited mostly transformational leadership style and rational decision- making style. The principals perceived themselves to be more transformational, more transactional and less laissez- faire than as their teachers perceived.
Florence (2012) conducted a descriptive survey on the influence of principals’ leadership style on students’ academic achievement in secondary schools. A simple random sampling technique was used to select 20 school principals in Osun state. To collect the data, a self-developed questionnaire on Influence of Principals’ Leadership Style on Students Academic Achievement (IPLSAA) was used. The investigator reported that Autocratic Leadership Style had negative influence on students’ academic achievement, Democratic Leadership Style had positive influence and Laissez-faire gave no significant influence.

Suraya and Yunus (2012) investigated the perceptions of teachers toward the leadership styles of the principal in high-academic performance schools. The study was conducted on 100 teachers from five secondary schools acknowledged by the State Dept of Education, Kelantan as ‘A’ or ‘control’ schools. To collect the responses, a questionnaire was administered on the teachers. The investigator reported that strong principals’ leadership was perceived to be one of the most important contributory factors to a school’s success. The teachers also perceived positively toward the leadership styles of the Principals.

Rani, V (2013) examined the leadership styles and their effectiveness in Private and Public Sector Banks in Punjab. The sample of the study was 150 Branch Managers (75 from public sectors and 75 from private sectors) and 300 employees (150 each from public and private sectors). The data was collected through personal interview method. A structured pre-tested questionnaire was also prepared. The dimensions in the questionnaire was related to the perception of employees about the behaviour of the leaders, perception of leaders about leadership styles, leadership skills, characteristics of leader and leadership ethics. The author reported that Autocratic Leadership Style was found in private sectors. And it resulted in poor performance. In public sector banks, the managers had Democratic Leadership Style and that result in better performance. Leadership Skill was significantly higher in private sectors as compared to public sector banks.

Kiboss and Jemiryott (2014) examined the relationship between leadership style of Principals and teachers’ job satisfaction in Kenyan Public Secondary Schools. The Data was collected from 138 selected teachers in Nandi district. A
Teachers’ Questionnaire and a Principals’ Questionnaire were administered. The study revealed that principals’ leadership styles have an impact on the working atmosphere and consequently the teachers’ job satisfaction. The researchers also revealed that Democratic Leadership Style was the dominant leadership style in Nandi South District.

Lai, Luen, Chai and Ling (2014) conducted a study on the effects of principals’ leadership styles on teacher organisational commitment. The sample comprised of 240 teachers from 19 performing schools in the state of Perak, Malaysia. By using a fixed- alternative questionnaire the data were collected from the teachers. The investigators reported that transformational leadership style was the most influential leadership style in performing schools.

Abrahim and Shaikah (n.d) studied the correlation between Principals’ leadership style and performance level. The investigators also tried to find correlation between Principals’ leadership style and Principals’ effectiveness. To collect the requisite data, a Multifactor Leadership Questionnaire (MLQ) was administered on the teachers from 34 govt schools in Dubai. The School Performance data was obtained from 2010 Dubai School Inspection Bureau report. The study found that transformational leadership style was most frequently employed, followed by transactional, passive or avoidant style. There was positive correlation between leadership style and principals’ effectiveness. But there was no correlation between leadership styles and school performance. The study also revealed that the principals’ style and effectiveness differed according to the principals’ gender and level of school, but not according to the principals’ years of experience.

Numkanisorn (n.d) conducted an exploration of the impact of the leadership behaviour of the Principal on school climate of the Brothers of St. Gabriel in Thailand. The sample comprised of 12 schools and 1426 teachers. To measure the leadership behaviour of Principals a Multifactor Leadership Behaviour Questionnaire developed by Bass and Avolio (2002) was used. Another School Culture Survey developed by Gruenert (1998) was used to measure the typology of school culture. The researcher reported that leadership behaviour significantly
affects the school culture. Transformational Leadership Style was the dominant type of leadership behaviour exhibited in the schools of the Brothers of St. Gabriel.

**Studies related to Leadership Style and Teachers’ Stress**

A study was conducted by Naicker (2003) to investigate the Principals of Secondary Schools in Kwa-Zulu Natal, South Africa. The study was conducted under the University of South Africa. The investigator reported that Principals’ leadership style was one of the causes of stress to the Educators.

Quinn (2005) studied on the school leadership and teacher stress at seven Brisbane Metropolitan schools. The sample comprised of 23 management staff, 136 teaching staff, 17 school administrators and 1432 students. A Multifactor Leadership Questionnaire and an Organisational Culture Inventory were administered on teachers and school administrators. The data for the students was collected from the school records. The author revealed that the behaviour management policy was a singular focus for reducing teacher stress.

One of the objectives of the study conducted by Hand (2010) was to address the relation between Leadership Style and Stress among those holding leadership positions within the Catholic primary education system in Brisbane Archdiosese, Queensland. The sample consisted of 136 principals and executive staff members. An established Occupational Stress Inventory Revised (Osipon, 1998) and a Multifactor Leadership Questionnaire (Bass & Avolio, 1997) were some of the tools used. The researcher reported that higher the age of the staff member, lower was the level of the stress.

**Studies related to Leadership Style and Teacher-effectiveness**

Riti (2010) conducted a study of teacher effectiveness in relation to school organisation climate and administrative behaviour of school Heads. The sample comprised of 60 Heads and 350 teachers from the 60 government schools from 3 districts in Himachal Pradesh – Solan, Una and Bilaspur. An Effectiveness Scale by
Umme Kulsum (2000), School Organisation Climate Description Questionnaire scale by M.L. Sharma and an Administrative Behaviour scale by Haseen Taz (1998) were used for collecting the requisite data. The researcher reported that the teacher effectiveness of teacher teaching in urban schools was significantly higher than the teacher teaching in rural schools. There was no significant difference in the teacher effectiveness of the male and female teachers. The administrative behaviour of the school heads had a significant and positive effect on the teacher effectiveness.

Emmanouil, Anastasiou and Loukeri (2014) studied the impact of leadership style on teacher effectiveness. To draw out the result, six studies were analysed. The investigators found that the Leadership policy was a crucial factor for the teacher’s effectiveness. Another finding was that some transformational leadership strongly influence teachers’ effectiveness.

**Studies related to Teachers’ Stress and Teacher-effectiveness with other variables.**

Paulse (2005) conducted a study on sources of occupational stress for teachers with special reference to the inclusive education model from various primary and high schools in Western Cape Town. The investigator tried to find out the sources of stress for teachers involved with inclusive education. The researcher also tried to find the relationship between the dimensions of stress and the total stress experienced by teachers involved in inclusive education. The Stratified Random sampling was employed to obtain a representative sample from 115 teachers. A Teacher Stress Questionnaire (revised) developed by Forlin was used to collect the requisite data. The researcher reported that the behaviour of the learners cause more stress to the teacher. In the schools with special education needs, most teachers cited excessive work (45%), paperwork (41%), challenging behaviour (21%) and inspection (1%) as the causes of stress.

Manjula (2007) studied on the personality factors causing stress among school teachers in Kodaikanal. The sample comprised of 150 teachers selected by purposive sampling method from 20 different schools of rural and urban type. The
data was collected with the help of a self developed questionnaire. The author revealed that exhaustion (aged teacher), less salary, structure of family (joint family), nature of appointment (temporary), social background (rural), inexperience and of more supervision were the different factors that cause stress to the teachers.

Sharma (2007) conducted a comparative study on the stress amongst the teachers in the Higher Education Sector of Bundelkhand University and Jiwaji University. The study was conducted on the availability of the residential teachers of the two Universities. Some of the causes of stress the teachers experienced were lack of proper management, lack of job security, insufficient salary, indifferent attitude of higher authorities towards their views and suggestions and non-conducive environment. The stress of teachers was reflected on the development of students and resulted in lack of interest.

Eres and Atanesoska (2009-2010) compared the occupational stress of teachers between Turkey and Macedonia. From Turkey 416 teachers volunteered to participate in the study and from Macedonia 213 teachers participated in the comparison. The Turkish teachers were found to have mild stress level in relation to behaviour of school principals, parents, student misbehaviour, participating in decisions, professional development and professional status. But the Macedonian participants showed moderate level of stress in relation to behaviour of school principals, colleague relations, participating in decisions and professional development.

Khatal (2010) made an attempt to investigate on the psychological correlates of teacher effectiveness. The sample comprised of 100 teachers belonging to the secondary schools of Nanded city. The Teacher Effectiveness Scale (TES) which was standardised by Kumar and Mutha (1976) was used as tool. The researcher found that some of the basic abilities required to effectively perform the job of a teacher were the cognitive abilities which may include perceptual clarity, organizational ability, environmental sensitivity and good language. The effective teachers were able to live up to the expectations of their pupils, their colleagues, their management and their self. The effective teachers were more satisfied and actualised with their job than the non-effective teachers.
Muwanguzi, Betty Ssenkuge (2010) examined the relationship between working environment and teacher effectiveness at Young Women Christian Association (YWCA) Vocational Training Centre (VTC) in Kampala District during the period of 2002-2008. Questionnaires and interview guides were administered on the teachers and administrators. The researcher reported that good working relationship between administrators and teacher had a direct effect on teacher effectiveness. The teacher research resources greatly influence teacher effectiveness in terms of lesson preparation and presentation. The nature of the working environment affected greatly the effectiveness of the teachers.

Kauts and Saroj (2011) studied the relation of Teacher effectiveness and occupational stress with Emotional Intelligence. For the study, 600 secondary teachers from 30 schools in Jalandhar district were randomly selected. An Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pether, Upinder Dhar was used to measure the emotional intelligence of the teachers. A Teacher Effectiveness Scale (TES) by Pramod Kumar and Dr D.N. Mutha was used to measure the effectiveness among teachers and an Occupational Stress Index (OSI) by A.K. Srivastava and Dr. A. P. Singh was used to measure the stress among teachers. The investigator found that teachers with high emotional intelligence were having less occupational stress and more teacher effectiveness, whereas teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Emotional intelligence was found helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

Rani, A. (2011) studied on the stress and coping behaviour of teachers in relation to emotional intelligence and personality traits. The study was confined to 4 districts of Haryana State. By multi stage stratified random sampling technique, 14 schools (7 govt and 7 private) were selected. The Head of each school gave a list of teachers. From the list, 12 teachers were selected randomly. A Teachers Stress Inventory developed and standardized by Harendra Singh and J. Srivastava was used for measuring the stress among teachers. The investigator reported that female teachers were more stressed than male teachers but no difference was found in coping responses. Teachers belonging to urban areas and working in private schools
were more stressed as compared to the teachers belonging to rural areas and working in government schools.

Satish (2011) conducted a descriptive survey to compare the effectiveness of Teacher educators in Haryana district. The sample was collected randomly from all the Teacher Education Institutions in such a way that each district was given equal representation. The sample comprised 200 Teacher Educators from 19 Government and Government Aided Institution and 439 Self-financed Colleges in Haryana District. The investigator used Teacher Effectiveness Scale (1999 Revised) by Pramod Kumar and DN Mutha, Comprehensive Anxiety Test (CAT, 1992) by Dr. R.I.Bhardwaj, Dr. H. Sharma and Dr H. Bhargava, Personal Stress Source Inventory (PSSI, 2005) by Arun Singh K. Singh and Arpana Singh and a Job Satisfaction Questionnaire for Teachers (TJQ, 1985) by Pramod Kumar and DN Mutha. The researcher reported that Teacher Educators working in Govt. Teacher Education Institution were more effective in teaching than the Teacher Educators working in Self-Financed Teacher Education Institution. Teacher Educators with low stress were more effective in teaching as compared to the teachers with high stress. Increase in stress affect the teaching effectiveness of educators of both Government as well as Self-financed institutions.

Shernoff, Mehta, Atkins, Torf and Spencer (2011) examined the sources and impact of stress among urban teachers from three high poverty schools in Midwestern city. To collect the information, interviews were conducted. The researcher found that excessive workload and managing behaviour were some of the significant sources of stress amongst the teachers.

ETUCE-CSEE, Occupational Health Safety (2011) assessed, compared and evaluated the impact of Psychological Hazards on Teachers at their workplace. The survey found out that higher the job satisfaction was lower the chances of stress. The work load and role overload of teachers were the main stressors or the factors of stress.

Singh (2012) published a paper on occupational stress amongst teachers. The sample comprised of 200 teachers selected randomly from professional colleges located in Punjab and affiliated to Punjab Technical University, Jalandhar. ‘The
Occupational Stress Index’ developed by Dr. A. K. Srivastava and Dr. A. P. Singh (1979) was used for collecting the data. The researcher found no significant difference in the occupational stress of male and female teachers. There was a significant difference in the occupational level of the Ad-hoc and Permanent teachers. A significant difference was also found between the teachers teaching in the urban and rural areas.

Vijayadurai and Venkatesh (2012) tried to identify various causes for stresses that affect the women teachers in the college atmosphere in Tamil Nadu. The data was collected with the help of questionnaires from 50 women teachers. The researcher revealed no significant association between the qualifications of the respondents and heavy work load.

Hunnur, Vyas, Sudershan, Mathad, Pareek (2013) conducted a study on job stress for school teachers of Bagalkot district, Karnataka. Personal interviews and questionnaire were used as the mode of survey. The investigators reported that more than 50% of the respondents feel stress for whole session due to pressure of completion of syllabus, extra responsibility of co-curricular activities. 40% to 50% of the respondents feel stress due to work overload, sudden assignment of arrangement of classes, and handling of other subjects by the existing staff due to shortage of teachers. Another 30% to 39% of the respondents feel stress due to harsh behaviour of the principal.

Kumar, A.S. & Mohan, S. & Velmurugan, R. (2013) examined on the various causes of work stress of teachers in engineering education. The sample comprised of 478 engineering faculty members from 58 self-financing engineering and technology colleges and 04 deemed university in Coimbatore District, Tamil Nadu. The authors found a significant association among gender, type of institution, location of the college, current working status and average number of working with causes of stress.

Aftab & Khatoon of Aligarh Muslim University (n.d.) examined the relationship between the variables like gender, qualification, teaching experience, salary, subjects taught and marital status and occupational stress. The sample comprised of 608 secondary school teachers of eastern, central and western Uttar
Pradesh. For collecting the requisite data, a Teachers’ Occupational Stress Scale (TOSS) was developed. The investigators reported that nearly half of the teachers were in less stressed group. Generally male teachers experienced more stressful situations about their occupation than their counterparts. Gender-wise analysis showed that male teachers were more stressed than female teachers.

The related studies reviewed above show varied results regarding the three areas under study viz. leadership style, teachers’ stress and teacher-effectiveness. No consistency is found among the results of these studies. Some results contradict each other. The review does not lead to any testable hypotheses regarding the relationship of the variables under study. Therefore, this study undertakes to test the set of hypotheses. However the review helps in selecting topic, formation of the objectives and selection of different statistical techniques of the present study.
References


