REVIEW OF RELATED STUDIES

The Review of related studies is very much relevant for the successful completion of research. The investigator must try to become familiar with his problem by going through the related studies. It helps the researcher to make a chance to gain an insight regarding the various aspects of the present study. According Best (1996) “familiarity with the literature in any problem area help in students to discuss what is already known, what others have attempted to find out, what methods of attacks have been promising or disappointing and what problems remained to be solved.” This chapter provides abstracts of the reviewed studies and these abstracts are presented under the following heads:

A. Theoretical Aspect of Leadership.

B. Leader/Leadership and Institutional Management.

C. Leadership and Heads of Institution.

A. Theoretical Aspect of Leadership

Foster (1980) presents theoretical aspects of educational administration and management. The article discusses leadership styles, successful leaders' characteristics, subordinate types, and situational factors having a bearing on effective leadership.

Smith (1981) observes that the survival of the nation's schools and their leaders depends on these leaders having real influence over
the quality of schooling, this volume draws from the work of many authorities to look at leadership from three perspectives: the person, the structure, and the skills. Chapters focusing on the person who holds the leadership position look at characteristics of today's educational leaders, at what makes an effective leader, at the scarcity of female and black school leaders, and at leadership style. The part of the volume focusing on structure looks at the organizational supports that underlie school leadership. It examines school-based management, management support teams, participative decision-making systems, and determinants of school climate. Chapters on leadership skills highlight several abilities administrators must master to be effective leaders in education today. This part of the volume looks at such skills as communicating, leading meetings, managing time and stress, managing conflicts, and solving problems. Practical suggestions for using this information in schools are offered throughout.

Miller (1983) observed that Management processes of planning, organizing, directing, and motivating are vital to schools and industries alike. Accordingly, this module, the first in a series of two, has been developed as a training guide using the Hersey-Blanchard approach to leadership styles. It can help build principal-faculty relationships, superintendent-governing board relationships, and teacher-student relationships. The first section, "What you need to know," provides a literature review of leader behavior theory, explaining basic concepts such as influence, task behavior, and relationship behavior. It then provides an in-depth explanation of the
Hersey-Blanchard Situational Leadership Model, showing the relationships between task-relevant maturity of a group and leadership styles. The second section provides a series of learning activities and handouts based on this model. These include (1) a scoring and interpretation workbook, (2) five case studies for assessment of task-relevant maturity of groups, and (3) a set of leadership style role-playing kits, illustrating various styles of leadership and patterns of accommodation.

Ann (1989) reviews theories of leadership style—the way a leader leads. Although most experts agree that leadership style is important, they disagree concerning style components, leaders' capabilities for changing styles, the effects of personality traits on style, and the desirability of flexible styles. Style theories may be broadly categorized according to decision-making behaviors, views of subordinates, focus on work or people, and approaches to facilitating organizational change. Actually, effective leadership defies categorization; there is no ideal approach to fit all situations. Although leadership style theories differ significantly, all have implications for better leadership. Each can be used as a basis for training and selecting leaders and for enhancing one's own leadership style.

Edward (1989) observed that Visionary leadership has emerged as a significant characteristic of high performing school administrators. Vision provides a sense of direction for the school and facilitates accomplishment. The final component of vision is future vision which often uses metaphorical statements, symbols, or personal models. Administrators should allocate funding, materials, and time to
sustain the vision, and apply various administrative strategies to pursue the vision. The changes in rural education, demands visionary leadership.

Nancy (1991) studied Leadership styles based on Bass’s model of transformational and transactional leadership. Questionnaires were administered to staff and faculty at 45 private secondary schools in the southeast United States to determine the headmasters’ leadership qualities. Factors of transformational leadership include charisma, individualized consideration, and intellectual stimulation; transactional leadership involves contingent reward and management-by-exception. Findings indicate that the transformational and transactional factors identified in other studies of business supervisors were replicated in the population of private secondary school headmasters. Also, perceptions of headmaster effectiveness and satisfaction with the headmaster were more positively correlated with transformational than with transactional leadership. Outcomes that differed from previous studies, however, indicate a broader definition of "charisma" due to its overlapping components and the identification of the two separate factors of leadership as second-order factors. The headmasters were less concerned than business supervisors with emotional support and intellectual stimulation of their staff relationships; however, both business and educational settings practiced individual attention, contingent rewards, and management-by-exception.

Samuel (1991) observes that, the development of sound theory and theory-based instruments is essential for studying the impact of
instructional leadership on student learning outcomes. This article argues that a constructivist perspective provides a more reliable basis than a functionalist perspective for understanding what differentiates effective instructional leaders from others. The differences do not lie in a distinctive set of characteristics nor mastery of a set of discrete leadership skills. Instead, what distinguishes effective instructional leaders from others is a proactive approach to work that is guided by a distinctive set of beliefs about what is possible. Data are presented to show the extent to which self-reports of principals and teacher ratings are in agreement regarding perceptions of instructional leadership within the school building. Additional data reported here demonstrate a chain of empirical relationships from principal instructional leadership beliefs and practices, through teacher satisfaction and commitment, to student commitment and achievement.

Dick (2000) presents socialization theory to re-examine a unique, 10-year longitudinal study of head teachers so as to describe the stages of headship transition. It outlines prior models of leadership succession in both business and schools and produces a stage theory of headship that can be used not only as a research tool, but also as a way to assist the development of heads and prospective heads. The article outlines the stage theories of socialization and examines previous research on headship-preparation programs. The longitudinal study re-examined here consisted initially of questionnaires that were administered to 188 head teachers. Follow up questionnaires were then distributed to a select number of these principals over a 10-year period. The responses enabled the creation of a model depicting the
stages of transition in the headship. The model should help head teachers understand the likely phases they will experience during their tenure. Although each school is unique, patterns of development are still evident and can be used for preparation and support.

Leftwich (2001) conducted a study on the transformational leadership styles of department chair leveling North Carolina community college. This study examines the transformational leadership behaviors of exceptional department chairs in North Carolina community colleges during this period of change, while determining the level of agreement between the department chair and his or her faculty members as to the chair's leadership style. Each of the state's 58 community colleges was invited to nominate one or two department chairs for the study. The population for the study consisted of 32 department chairs, identified by administrators as being exceptional leaders, from 26 colleges. Results indicated that department chairs who lead significant change: (1) are perceived as being highly ethical; (2) possess good people skills and use them to influence and empower faculty; (3) are good implementers of change; (4) have confidence in their leadership abilities; (5) develop individual relationships with their faculty members in order to carry out the work of the department; and (6) pay particular attention to the organizational dynamics that can affect leadership.

Lunenburg (2003) examined the usefulness of transformational leadership in educational organization. Most research on transformational leadership has used the multifactor leadership questionnaire (MLQ) developed by Bass and his associates. This study
examines the extent to which the MLQ measures the dimensions that it purports to measure in school organization, also assessing the relevance of idealized influence (charisma) in stable school organizations. Previous research has suggested that charismatic leadership would be more likely found in a new and struggling organization. The paper discusses empirical results from previous studies that have used the MLQ. It also presents the results from three studies that examined the conceptual adequacy and psychometric qualities of the MLQ. In Study 1 (Wooderson-Perzan, 2000), a content adequacy assessment of the transformational leadership items was conducted. In Study 2 (Wooderson-Perzan and Lunenburg, 2001) and in Study 3 (Blair and Lunenburg, 2002), a series of confirmatory factor analyses, internal consistency estimates, and correlations were conducted on a revised set of transformational leadership items. The paper concludes that, despite the MLQ’s shortcomings, it does identify several leader behaviors that appear to be components of transformational leadership. It finds empirical support for three behaviorally oriented dimensions of transformational leadership that are consistent with theoretical propositions (intellectual stimulation, individualized consideration, and inspirational motivation).

Reflections on the practice of instructional and transformational leadership was collected and analysed by Philip (2003). Over the past two decades, debate over the most suitable leadership role for principals has been dominated by two conceptual models: instructional leadership and transformational leadership. This study reviews the conceptual and empirical development of these two
leadership models. The author concludes that the suitability or effectiveness of a particular leadership model is linked to factors in the external environment and the local context of a school. Moreover, the study argues that the definitions of the two models are also evolving in response to the changing needs of schools in the context of global educational reforms.

Eyal and Kark (2004) conducted a study to discover the relationship between different leadership styles and alternative entrepreneurial strategies in the not-for-profit public school system. They develop a conceptual framework for understanding various strategies of corporate entrepreneurship. Accordingly, they hypothesize that transformational leadership can promote a "vigorous entrepreneurial strategy" that encourages radical change, whereas monitoring leadership can only promote limited change by means of an incremental "calculated entrepreneurial strategy." Passive-avoidant leadership restricts organizational entrepreneurship to the boundaries of existing constraints, mainly using a "conservative strategy." These relationships were tested using a sample of 1,395 teachers working under 140 elementary school principals. The results partially support the expected relationships. It was found that although transformational leadership provides the most accommodating managerial background for radical entrepreneurship, the relationship is complex.

The study of Ribbins and Zhang (2004) draws upon these literatures, especially the work of Aristotle, to develop a framework for the study of ambition in educational leadership. The framework is
applied to a qualitative, in-depth interview-based study of the lives and careers of 25 secondary head teachers from Yunnan, a rural and impoverished province in western China. Much of the discussion focuses on aspects of personal and vocational aspiration among these head teachers and considers the relative influence of nature and nurture in determining ambition. It concludes with some thoughts on the possible implications of this research for the improvement of education in China.

A case study on leadership and gender in higher education was conducted by Young (2004) among the women managers in US higher education. Literature concerning leadership styles in HE provides no distinct view on whether style relates to gender. Transformational styles are regarded by some as particularly suited to times of change, and likely to be adopted by women; but others argue such styles are unsuited to HE. In a study of leadership within an institute of higher education undergoing change, transformational and transactional leadership behaviours were identified in all senior managers, male and female. However, when official communications were plotted over time, transformational attitudes were superseded by transactional. Women managers apparently identified more with male gender paradigms and displayed male-type leadership behaviours, whilst men showed female paradigm identification and female-type leadership. Additionally, managers indicated that past experience of 'poor' management and their subject training had greatly influenced their leadership approaches.
An evaluative study on team leadership in upper secondary by Moller and Eggen (2005). This study presents some of the findings from the Norwegian part of the "Successful School Leadership Project". In order to adequately capture the complicated and dynamic nature of leadership in the participating schools, a distributed and micro-political perspective on leadership is chosen. The Norwegian team has been investigating elementary as well as secondary education, but we will for this presentation emphasize some general aspects of leadership in upper secondary education. Three upper secondary schools will be presented and used as examples in the discussion. The findings underscore how school leadership is an interactive process involving many people and players. Geographical location, school history and size point to a variety of challenges, but in all schools they could identify success as a result of a continuous team effort. Leadership analysed within a distributed perspective can be described as an organizational quality in these schools. The many faces of distributed leadership in upper secondary education can best be comprehended in the light of the schools' historical, cultural, political and social context. The study also demonstrates how trust and power within distributed leadership of an organization were closely interrelated.

Byrd and Williams (2006) developed a value added approach to the assessment of an educational leadership preparation programme. The purpose of the study was to advance a model for evaluating educational administrator preparation programs at the individual course level in a Texas university. Results indicated that, of the two
preprogram and seven program core principal preparation courses examined, only two had a significant impact on the pass rate on the Texas Principal Certification Exam. Findings revealed that courses titled "Programs and Procedures in Supervision" and "Public School Law" were significant predictors of student success on the state-mandated exam. Although findings derived from this specific study cannot be generalized beyond the specific program examined, the model itself is generalisable and can be used to evaluate a variety of university programs. Implications for immediate implementation of the model are recommended and suggestions for future advancement of the model are discussed.

The study of Cook (2006) discusses how a radical approach to teacher education encourages both pre-service teachers and high school students to embrace a paradoxical model of leadership. A project that positions high school students as teachers and learners in an undergraduate secondary teacher certification course challenges pre-service teachers to learn to teach by listening to high school students, and it challenges students to learn to speak and take action within their school lives. As participant reflections illustrate, this project enacts the paradoxical model it advocates: it contradicts received notions of leadership as hierarchical, top-down, and synonymous with a single person - in this case, the teacher - in a position of authority; it challenges both pre-service teachers and students to embrace the seeming internal contradiction of being at once followers and leaders; and it represents, on a larger scale, resistance to the current climate and predominant acceptance in the
USA of federally mandated standards and scripted approaches to teaching and learning.

Mawhinney (2006) describes and experimentally demonstrates the main tenets of an operant theory of leadership. Leadership is characterized in the current study as involving problem solving operant behavior (Cerutti, 1989; Skinner, 1969) in a social context (Skinner, 1953). The theory was assessed under two experimental analogs modeled from generic formal organizational bureaucratic leader-follower role relations. Under a minimal leadership contingency (MLC) leaders and followers in N = 4 dyads interacted via button pressing and trigger pulling responses, respectively, and they received feedback on counters located on response panels in their separate rooms. Under the MLC every leader button press added a point worth money to one of the follower's counters but the leader received no points worth money based on follower responses. A leadership contingency (LC) was identical to the MLC except that for every 19th follower trigger pull the leader received a point worth money. As anticipated, high rates of leader-follower interaction evolved in all dyads under the LC and appreciably lower rates occurred under the MLC as leader button pressing extinguished under the MLC with repeated exposures to the two contingencies presented in ABABAB fashion. Results were discussed in terms of the theory and data as they may be related to assessment and maintenance of leader-follower interactions and performance in OBM lab and field experiments.
MacWilliam (2007) of Queensland University investigated into the making up of an educational leader. The study explores the call to use the emotions more fully in the interests of excellent leadership, through understanding why and how they have become desirable in the performance of educational work. The analysis that is presented seeks neither to endorse nor reject out of hand the new forms of leaderliness that are evoked through the call to be more in touch with the emotions. Rather, it elaborates the 'making up' of this demeanour, and how it links to broader shifts in organizational culture. The study probes this new leaderliness as a historically situated search for distinction, one that is rendered both visible and desirable through multiple forms of knowledge production. The analytic presented raises questions about the 'fine tuning' processes of self-audit as a central aspect of this knowledge production, including the ways in which the desire to be a warm and passionate leader is acquired and promulgated.

A study conducted by Andrew (2007) examines issues arising from the use of self-report questionnaires in cross-cultural contexts. The research draws from the extensive literature on cross-cultural leadership in business organizational culture as well as from educational cross-cultural contexts. It examines claims, drawn from business and educational contexts, that many questionnaires are poorly conceptualized and constructed leading to misleading data and conclusions. Specifically it looks at how questionnaires are constructed, how the roles of researcher and researched are conceptualized and the extent to which research can be seen as
ethnocentric or emic. Throughout, it applies the findings to the Gulf-Arab context. Findings raise questions as to the validity of some cross-cultural research and implications for the field as a whole. It calls for greater transparency in the research papers of how concepts are derived and matched, samples selected and scales derived and tested. The implications apply not only to the Gulf region but also to wider cross-cultural research.

The study conducted by Moller (2007) explores discourses of leadership and learning within a Norwegian context. It is inspired by critical discourse analysis. The analysis draws upon, and compares, some findings from two studies. The first is a textual analysis of policy documents. The second is a case study of school leadership and how principals and teachers talk about leadership and learning. One claim made here is that a language of education has increasingly been replaced by a language of learning, which also has implications for our understanding of educational leadership. As educators, we have contributed to the focus on learning within the discourse of education. Bringing this concept into play has also allowed for a reinterpretation of the educational process in terms of an economic transaction. The Norwegian discourse of learning and leadership at a policy level echoes the international discourse of learning and leadership. However, at the school level a different discourse still seems to dominate. In the discussion, I raise the question about how long the local school will be able to resist complying with an economic way of thinking about education, and highlight some implications for educational leadership.
The investigation of Wang (2007) presents the findings from an interpretative study of an Australian offshore leadership development programme conducted in China from 2002 to 2003. The study explored the conceptions of learning and leadership brought by a group of Chinese educational leaders to the course and investigated the perceived influence of the course upon their conceptions. It was a pre- and post- comparison case study, inspired by the phenomenographic approach, which employed semi-structured and in-depth interviews of twenty participants over a 12-month period. Comparison of their conceptions prior to and after the course indicated an expanded range of, and more complex conceptions. There was a general shift from content/utilitarian-orientated learning conceptions to meaning/developmental-orientated conceptions. There was also a shift from task/directive-orientated conceptions about leadership to motivation/collaborative-orientated conceptions. This study therefore makes a new contribution to understanding Chinese educational leaders' conceptions of learning and leadership in an international education context.

In the study of leithwood et al., (2007), they inquired about patterns of leadership distribution, as well as which leadership functions were performed by whom, the characteristics of non administrative leaders, and the factors promoting and inhibiting the distribution of leadership functions. We consider our account of distributed leadership in this district to be a probable example of "best practice" at the present time - not perfect, but likely more mature than average by a significant degree. The most noteworthy detail to emerge
from our study was the critical part played by formal school and district leaders in helping to foster apparently productive forms of distributed leadership.

A study conducted by Ozkanly and White (2008) explores leadership styles and gender in higher education by examining representation of female professors in Australian and Turkish universities and identifying barriers to achieving seniority. The study explores factors, including leadership styles, which explain the higher representation of female professors in Turkey, despite legislative frameworks and strategies in Australia to improve representation of senior women. It then explores barriers to women's career advancement, including the difficult management culture, low morale, informal processes in appointment and promotion, and lack of training for management roles in Australia, and conflict between career and family roles in Turkey. Finally, the study identifies the impact of strategic choices on leadership styles and women's career advancement. This research questions the impact of equal employment opportunity and affirmative action frameworks on women's representation as professors.

In a study where the leadership style of the teacher was assessed by Osman et.al;(2008) in terms of people orientation and task orientation. The learning styles examined were: group, individual, visual, auditory, tactile, and kinesthetic. Multiple discriminant analysis indicated that teacher leadership style was the main factor affecting academic performance.
B. Leader/Leadership and Institutional Management.

Erickson (1973) gives an overview, through questions and answers, of team management from the standpoint of the superintendent, the principal, and industry. Team management is "ideal" to the extent that it operates democratically, and "practical" in that it normally finds a more sound solution than if one person, alone, came up with a solution. The management team concept as a practical venture is not without its challenges, as it requires a dedicated democratic boss as well as more time and effort than the traditional way of managing.

Aswathy (1981) studied administrative problems of principals of affiliated colleges of Avadh University. The study was designed to find out the characteristic of teachers and principals of colleges affiliated to Avadh University. The study highlighted the problems faced by the principals in dealing with the management.

Linda Rice (1982) observes the characteristics and competencies needed by principals in schools serving special education students. Traits of empathy, integrity, honesty, creativity, and imagination are among those considered. Competencies (in terms of knowledge, values and attitudes, and performance) are listed for seven functions: to promote and represent the developing trends and issues which affect special education programs in schools; to foster and participate in constructive staff development; to observe, evaluate, and support the development of appropriate, instructive learning environments; to communicate about assessment programs and methods; to plan, implement, and evaluate organizational structures which permit
cooperative processes and relationships with school, home, and community; to oversee architectural consideration; and to assure that issues affecting special education students are understood by political representatives and legislators

Slezak (1984) in his resource book, for practicing school administrators and professors of school administration, provides 151 adaptable, flexible processes which have been used effectively in school districts to improve academic achievement and learning climate. The book is organized into three parts. Part 1, "Excellence in Leadership," consists of chapters on leadership styles, time management, and management of stress. Part 2, "Excellence in Administration," begins with six chapters on planning, organization, personnel evaluation, program evaluation, staff development and learning climate. Following these are seven chapters on all levels of decision making: decision techniques, the Delphi technique, the conduct of meetings, board-superintendent relations, superintendent-principal decisions, and decision making at the elementary-middle school and high school-junior high levels respectively. Part 3, "Excellence in Programs," has five chapters on marketing, advisory councils, community schools, finance and instruction.

Leslie (1985) studied the roles of participants in high school change, focuses on activities of principals in guiding and facilitating change, on leadership configurations found in high schools, and on how principals interact with other change facilitators during the change process. Two high schools were visited in nine districts during the 1983-84 school year, each district located in a different state to
provide geographic representation. Research reports documented changes and situational and leadership influences. Reports of management of change and the role played by the principal in facilitating change provided the most in-depth information for analysis. Roles of principals are grouped according to activity function, such as change facilitation, and categorized. Data related to configurations of leadership and the change facilitating roles of principals support the contention that, despite the myriad roles that principals assume, they are capable of maximizing their time and decision making opportunities.

Gene (1987) observes that principals play a role in setting school climate; this paper focuses on how this actually happens. First, the paper explores different criteria and variables as possible frameworks for defining the term "climate." This task is complicated by problems in identifying consensus findings due to weak variable definitions and lack of reliable, valid measures. Next, the databases and conceptual frameworks used to relate the principal's role, school climate, and effects are discussed. These frameworks are then employed to describe three different roles (responder, manager, and initiator) that principals can assume as change facilitators, along with brief descriptions of the types of climate likely to result.

Dianne (1991) studied the effects of a statewide mentoring program for Illinois principals, with a focus on the reasons for principals' behavior changes. Methodology involved interviews with six pairs of mentors and proteges, site observations, and artifact collection. Conclusions are that: (1) principals respond to a
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(2) principal development should be an individualized process that emphasizes issues of identity and adaptivity; (3) mentoring is an interpersonal relationship based on mutual respect and trust; (4) every principal changed to some degree from directive to shared decision-making leadership styles; (5) planned project mentoring can have an important role in principals' professional growth but must be implemented with care; and (6) the principals' mid career crisis problem has been overlooked.

The dominant theoretical frameworks (structural, human resources, political, or cultural) espoused by elementary school principals are studied by Nelson (1991). The platforms are compared with data previously collected on leadership behaviors and time usage. Data for 5 principals and 151 teachers in 5 elementary schools in Philadelphia (Pennsylvania) on the Principal Instructional Management Rating Scale (PIMRS) are presented. The PIMRS issued to determine the teachers' perceptions of their principals' instructional management behaviors and perceptions of the principals. Data for principals on time use surveys are included. The elementary schools have student enrollments of between 382 and 816 students with minority populations from 16 percent to 100 percent. The espoused theoretical framework is determined using the principals' responses to the Leadership Orientations Instrument. The results show that one principal uses a structural frame, three principals use a human resources frame, and one principal uses a combination of structural, human resources, political, and symbolic frames. The principal who espoused the greatest number of theoretical frames has the most
related and recent training. All the principals have internalized the norm of high expectations for students and teachers, and use this concept to drive their own leadership behaviors, as indicated by the teachers. In these urban schools, use of the political frame is surprisingly low.

Willis (1992) presented the findings of a study that examined principals' leadership behaviors in implementing a systemic program for school reform and improvement. The program, Reaching Success through Involvement (RSI), is an implementation strategy that involves comprehensive assessment and student leader participation. A survey was administered to 1,426 teachers from 30 schools participating in RSI to determine views of their principals' leadership. Findings confirmed the importance of the three factors of effective leadership that were identified in the literature: developing and maintaining structure, providing consideration, and developing an organizational culture. A new construct was also identified--personal challenge--which is the ability to empower others by creating opportunities for personal or professional growth. A conclusion is that administrators need to play a more active role in helping school community members find job satisfaction and meaning.

Theodore (1993) presents in his book, a pragmatic approach to school administration as a career choice. It offers a comprehensive analysis of the administrator's work environment and describes how the professional lives of principals and superintendents evolve. The book was designed to present the issues and trends likely to shape tomorrow's schools and to show how these issues/trends affect the
practice of school administration. The first part provides an overview of educational leadership both as a field of study and as a specialization of professional practice. The nature of administrative work, professional preparation, licensure, and job opportunities are discussed. Part 2 focuses on the work environment of administrators; specifically, the origins and control of public education and the relationship of school to society. The third part looks at leadership challenges and responsibilities in educational settings, with a focus on leadership styles. Contemporary issues that affect schooling and the practice of school administration are explored in part 4. These include transitions in society, issues of gender and minorities in school administration, and school reform. The final part examines career decisions and commitments. Each chapter concludes with a section titled "Implications for Practice," which is designed to stimulate individual introspection.

Georgia (1993) examines the implications for change in the role of the principal when a school moves from a traditional model to a specific restructured model, an accelerated school. The paper begins with a review of the characteristics of both traditional and restructured schools in general, and the accelerated school as a particular example of a restructured school. The traditional school is hierarchical and characterized by a static environment. A restructured school features collaborative decision making and flexibility. The principal’s role in a traditional school is managerial, autocratic, and reactive. The principal in a restructured school is transformative, proactive, and collaborative. He or she facilitates change and takes risks by sharing power. A
framework and methodology are presented to identify the behaviors of an accelerated-school principal by using the Critical Incident Technique.

Nona (1993) observes the principal's role in school restructuring using essential school precepts. Based on qualitative data from a 2.5-year longitudinal study, results indicate that principals must assume a more inclusive, prominent role in restructuring efforts. The Coalition of Essential Schools' metaphor "student as worker, teacher as coach" must be extended to include "principal as enabler."

Betty (1996) observes that, a restructured school setting necessitates a major change in the principal's role. This paper compares and contrasts the leadership styles of two principals who participated in the implementation of a restructuring effort, the Accelerated Schools Project. The study was set in a rural Louisiana school that served a high proportion of at-risk students. Data were gathered through informal interviews with and observations of 26 teachers and through in depth interviews with 6 teachers and the current principal. In 1991, the former principal and the teachers chose to implement the project with the support of the central-office administration. The second principal entered at the start of the project's second year. She recognized the importance of teacher inquiry for encouraging and developing innovation and trusted them to teach in creative ways. Teachers reported that the first principal did not apply the project's philosophy to the in-use level; teachers remained isolated and were not included in decision making; and some teachers continued to use traditional remedial work for at-risk
children. According to teachers' accounts, the second principal showed that she was a team player, exhibited flexibility and took risks, treated the teachers as professionals, and trusted them to use creative strategies. In summary, restructuring the principal-teacher relationship is a key element in school restructuring.

Jean (1999) observes that Public school decentralization has increased involvement of multiple constituencies in school governance. This study of a private school and a public school illustrates the complexities of leading teachers in the decision-making process. Both principals were transformational leaders, but teachers were not empowered enough to make changes.

Christine (2002) studied five elementary schools actively engaged in inclusive approaches using survey, observation, and interview methods. Findings revealed commonalities in leadership practices and core principles across this diverse sample of schools, consistent patterns in measured climate indices, and arrange of administrative strategies used by principals to promote inclusive practices.

A study investigated how the Accelerated Schools Project (ASP) school restructuring model fostered the capacity for teachers to become leaders, noting improvements that happened as a result of teachers becoming leaders was conducted by Davidson and Dell (2003). Data came from three rural ASP schools attended by low socioeconomic status PreK-6 students. Interviews with teachers and the principal from each school examined teachers' roles prior to
implementation of the ASP and tools the process provided that enabled them to develop leadership skills. Information on student improvement from standardized test scores, student attendance rates, and school performance score were used to compare overall achievement during 1999-00 and 2001-02. Three themes emerged: four embedded leadership components (the ASP training exposing teachers to ASP principles and values, utilization of the inquiry process, expectations for the role of the coach, and cadre membership); action plans developed and implemented by cadres to improve student learning; and improvement of scores on state and national standardized tests and attainment of the growth target on the state's school accountability report card. These tools were the building blocks for creating teacher leadership within the schools. This leadership formed the foundation for transforming classroom teaching. Teachers were considered a major part in making decisions, researching, inquiring, mentoring, developing curriculum, and facilitating professional development.

Flores (2004) explores the ways in which school culture and leadership impact on new teachers' learning in the workplace. The study was carried out over a two-year period and involved a cohort of 14 new teachers and 18 elementary and secondary schools. Data were collected through semi-structured interviews with the new teachers and head teachers and a questionnaire, which was also administered to all staff in each of the schools. Findings suggest the key role of school culture and leadership in re shaping teachers' response to the institutional and situational constraints of the workplace and their
learning and socialization process at school. Implications for induction and the role of schools in fostering teacher professional growth are discussed.

David (2004) investigated into the effectiveness of a school leadership programme. There is a growing discussion focusing on applicability of school leadership training programs. The study reveals that national standards seem to provide an accurate description of a leader's daily activity, the preparation provided to meet those activities seems to be lacking. Conclusions: A systemic overhaul must occur in leadership preparation programs. Formation of stronger ties between public education and universities, providing authentic and on-going school-based experiences, and less emphasis on management and more emphasis on instructional leadership will provide much of the framework around which leadership programs must be built.

Centre for comprehensive school reform movement (2005) under US department of education analysed the role of principal leadership in improving student achievement. School and district leadership has been the focus of intense scrutiny in recent years as researchers try to define not only the qualities of effective leadership but the impact of leadership on the operation of schools, and even on student achievement. A recently published literature review entitled "How Leadership Influences Student Learning" contributes to this growing body of knowledge by examining the links between student achievement and educational leadership practices. Analysis made two important claims. First, "leadership is second only to classroom instruction among all school-related factors that contribute to what
students learn at school" Second, "leadership effects are usually largest where and when they are needed most". Without a powerful leader, troubled schools are unlikely to be turned around

The study of Foster (2005) reports principals', teachers', parents' and students' perspectives of leadership within secondary schools involved in school improvement initiatives. Findings support growing recognition that competent administrative and teacher leadership contribute to school success; reinforce recent literature that defines leadership as a shared social influence process; underscore that parents and students often feel excluded from leading in school improvement; and suggest that traditional school organization is a leadership-resistant architecture. Implications are noted, including the need to consider ways in which non-traditional perspectives of school leadership address issues related to influence and inclusion in setting and achieving goals for successful schooling

Moller (2006)explores the meaning of an education based on democratic values and the implications for school leadership in practice. Based on findings from a case study in a Norwegian upper secondary school, the study describes democratic school leadership in practice, with particular attention to the distribution of power and leadership in the school, student voice in the decision-making process, their opportunities for open dialogues, and the conditions that must be in place for students to develop as citizens.

The study of Jacobson et al., (2007) examined the believes and practices of three principals during whose tenure their high-poverty urban elementary schools experienced improved student achievement.
A two-stage, multiple case-study methodology was employed. First, New York State Education Department (NYSED) school report card data were analyzed to identify case-study sites. Three high-need elementary schools whose student achievement scores improved after the arrival of the current principal were selected for study. Next, a multi perspective interview protocol was utilized to triangulate the perceptions of the administrators, teachers, members of support staffs, parents, and students at each of the three sites to understand how their respective principal contributed to the school's success. Findings revealed that all three principals responded to the challenges of their high-poverty communities by establishing safe, nurturing environments for children and adults; setting high expectations for student performance, and holding everyone - students, faculty, staff, parents, and themselves - accountable for meeting those expectations. Although different in personal style, all three set clear directions for the school and then influenced members of the school community to begin moving in that direction, in great measure by modeling the behaviors and practices they desired. The article concludes with recommendations about the preparation and practices of school leaders who serve or aspire to serve in high-need communities.

Fierstone and Martinez (2007) in their case studies of four schools in three districts, explores how leadership is distributed in districts and asks about the role of teacher leaders. It proposes that teacher leaders and districts can share three leadership tasks: procuring and distributing materials, monitoring improvement, and developing people. The district and teacher leaders play
complementary roles. How effective teacher leaders are at people development will depend on the time they have, the knowledge they have, and their monitoring responsibility. These conditions depend partly on administrative support, indicating districts may have more opportunity to influence teaching practice than past research had indicated.

Adamowki, Therriault and Cavanna (2007) examined the barriers of effective leaderships in schools. Public school principals encounter a sizable gap between the autonomy they believe they need to be effective and the autonomy that they actually have in practice, especially when it comes to hiring, firing, and transferring teachers. That is a key finding of this report from the Fordham Institute and the American Institutes for Research, which is based on a series of interviews with a small sample of district and charter-school principals. Regrettably if understandably, many district principals have also come to accept this "autonomy gap" as a fact of life

C. Leadership and Heads of Institution

Chung (1970) proposed a concept of teacher-centered management, as a style of leadership behavior for school administrators to reduce the incompatibility between social/psychological needs of teachers and monocratic/bureaucratic management patterns in educational organizations. Data obtained from self-report questionnaires distributed to teachers in 21 public schools in southeastern Michigan demonstrated that a high teacher centered management style of leadership behavior by public school principals as perceived by teachers--and high job satisfaction of
teachers are significantly related. Teacher-centered administrative management style is characterized by teachers as (1) much sharing in decision making, (2) less close teacher supervision, (3) high administrative support of teachers' professional growth, (4) strong personal relationships, and (5) accessible relationships. The concept is supported as a useful approach to improving interpersonal relationships in educational organizations.

Peter (1973) observed that the common demands of the position of headmaster as distinct from the unique individuality of the headmaster personality. The first part of the presentation draws its information from current literature and attempts to set down the theoretical bases of the headmastership. The literature points to certain desirable personal characteristics and leadership qualities, including basic managerial skills and dedication to the educational process and to individual needs. It stresses the need to understand the individuality of each group affected by the school; i.e., students, faculty, staff, parents, trustees, alumni, community members, and an employee and his dependents. The second part of the report presents the results of a questionnaire sent to a select group of practicing headmasters. Some of the conclusions derived from the findings indicate that (1) headmasters wish to spend considerably more time conferring with faculty, students, and parents, but not with trustees; (2) the activities of improving instruction and evaluating were performed less frequently than desired; (3) most independent school headmasters have had relatively little experience in public schools;
and (4) general experiences in graduate schools are the least helpful in preparing headmasters for their leadership roles.

Das (1983) studied the administrative behaviour of secondary school principals in relation to selected school variables. The findings of his study were, principals are moderately effective in their performance of administrative task. Positive relationship found between principal’s administration and school climate.

Patel (1983) studied the leadership behaviour of the principals of the higher secondary schools of Gujarat. Major finding of the study shows positive relationship between leadership and school climate. The rural urban dimensions did not play any significant role on leadership behaviour.

Egbe (1985) studied the performance of Nigerian primary school headmasters. It was evaluated in six critical areas of administration: instruction and curriculum development; staff personnel; pupil personnel; community/school leadership; organization and structure; and school finance. The results revealed that neither age, length of service, nor qualifications had significant impact on performance in these areas.

Kumar (1986) conducted a study on the effectiveness of administrative behaviour in relation to the work value and self concept of college principals and he found out that, the work value significantly related with the administrative effectiveness.

Burns (1987) assessed Leadership styles and management skills needed by directors and coordinators of learning assistance and
developmental education. Based on a literature review, a questionnaire was constructed and then validated by a panel of experts in the field. The questionnaire was sent to 45 selected learning assistance/developmental education directors and coordinators and 16 responses were received. Findings include: program directors and coordinators saw a difference between leadership and management; the majority of respondents possessed management skills that affected their leadership styles; more than half of the respondents' leadership styles affected their management skills; the majority of respondents felt they needed additional skills, information, or training to improve their leadership styles and management skills; and although the majority of respondents knew where to go for training, they could not afford training unless the institution paid for it.

Christy (1990) observes that principals' leadership behavior have been limited to purely descriptive content with no insight into the meanings they ascribe to their actions. The methodology used in this study assesses principals' own interpretation of their behavior at the time of an action. An "Instructional Leadership Inventory" consisting of 48 items designed to measure the "Five Dimensions of Instructional Leadership" (defines mission, manages curriculum, supervises teaching, monitors student progress, and promotes instructional climate) was given to each of the 81 principals representing schools from the Chicago metropolitan area. Results of the survey relate the dimensions of instructional leadership to behavioral reports made by the principals. The most dramatic finding is the absence of consistent differences in the types of activities that effective vs. less effective
principals engage in. Distinctions lie in specific meanings leaders
ascribe to what they did. A comprehensive listing of explanations and
results is included.

Michael (1995) presents findings of a study that explored the
changing roles of principals and other school leaders in Israel as the
system moves toward autonomous school organization. Specifically,
the study examined the extent to which principals employed
supervisory behaviors, teacher-activating behaviors, and school-
restructuring initiatives. Data were gathered from a survey of about
550 graduates of 12 educational administration classes (1981-92) at a
large urban university in Israel. Overall, two configurations emerged
from the data. The first was that personal encouragement of teachers
to enhance their participation in school management was common in
more strictly organized and authoritarian school organizations. The
second was that a combination of supervisory climate and consensual
leadership more often characterized principals of restructuring
schools. Findings indicate that school restructuring required more
time, energy, and thought than did teacher empowerment.
Furthermore, school-improvement activities were not related to
teacher-activating behaviors. It seems that school restructuring is an
administrative accomplishment whose success depends on the
principals' administrative authority, vision, and leadership.

Paul (1996) observes that, successful schools are invariably led
by a principal who is recognized as an instructional leader. He
synthesizes and attempts to clarify the most recent perspectives on
instructional leadership. Data sources included professional
educational journals, trade books on leadership, and anthologies of articles written by professional educators. It defines instructional leadership and identifies the personal and professional characteristics of instructional leaders and the tasks in which they engage themselves and others. It also discusses strategies for implementing instructional leadership at the school site, the role of the central office in enhancing instructional leadership, the effects of effective instructional leadership on student achievement, and transformational leadership. It recommends restructuring the principal’s role so that the principal focuses on performing administrative functions and delegates instructional/curricular responsibilities to a curriculum director who works with lead teachers.

Les (1996) discusses a study that surveyed heads of locally maintained, grant-maintained, and private sector (British) primary schools concerning their management styles. Questionnaire and interview data suggest that autonomous primary schools are characterized by collective decision making and high job satisfaction levels. Private sector school heads’ management styles allow less staff involvement.

Eleanor (1997) presents findings from a 4-year ethnographic research study into school leadership relating to how a particular principal with a well-informed adult development perspective actually employed it through her practices in support of teacher development in a school. This work focuses on leadership, adult development, and teacher development while studying the philosophies and practices of a principal’s leadership for supporting adult growth and
development. Findings illustrate how adult development theory might be bridged to leadership practices aimed at supporting the development of the mind (transformational learning). Learning include: (1) what leadership for adult development is; (2) how three specific leadership initiatives ("teaming"—sharing in work," providing leadership roles"—sharing authority, and "collegial inquiry"—reflective practice) related to the principal's leadership philosophy; (3) how her initiatives worked within a school context as tools to support teacher development and transformational learning; and (4) the importance of reflective practice for school principals so that they may become better able to support the development of other adult community members. This case study illustrates qualitatively different way of thinking about staff development and transformational learning in adults.

Michael (1997) studied the impact of the National Curriculum for science in a British primary school experiencing a change in head teacher was compared to15 other primary schools. Managerial style and ideology of the head teacher had a direct influence on school culture and educational practice.

Bradley (1997) presents findings of a study that explored three head teachers' perceptions of leadership in English and Welsh primary schools. Data were obtained through interviews, a staff questionnaire, observation, and document review. Findings indicate that through shared leadership, head teachers saw their role as creating an empowered community of educational leaders, each committed to practice and professional development. Leadership was practiced as a
strategic alliance. Their new concepts of leadership included a new negotiation of their instructional leadership role in a time of increasing managerial imperative, leadership constructs based on a clear sense of "other" rather than a focus on oneself and professional characteristics that contributed to the development of a team. The data suggest that the head teachers felt closely aligned with their enactment of leadership while also feeling separate from the role. They spoke of new alliances formed within and outside the school, and about how leadership was enacted and shaped in the context of other colleagues.

Arlene (1999) explores four women elementary principals' experiences with power in their working lives. Themes emerging through in-depth interviews included empowerment and positive, negative, and traditional power. These are discussed through three lenses: dominance, facilitation ("power through"), and "power with." All interviewees actively employed facilitative and "power with" leadership practices.

Joseph and Jo Blase (2000) provided a partial answer by asking teachers to describe the behaviors of principals who had a positive influence on student learning. Two broad themes emerged: talking with teachers and promoting professional development. These were expressed in specific behaviors such as making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching. All these actions were carried out in a way that respected teacher knowledge and autonomy.
Blase (2000) conducted a study Over 800 American teachers, they responded to an open-ended questionnaire by identifying and describing characteristics of principals that enhanced their classroom instruction and what influences these characteristics had on them. The data revealed 11 strategies and 2 effective-leadership themes: talking with teachers to promote reflection and promoting professional growth.

A study on the relationship between self esteem and effective leadership was conducted by korir and Kidwell (2000). This study describes the relationship between effective principalship and student achievement, school climate, and discipline. It also examines the connection between self-esteem and a principal's effectiveness, student achievement, and student behavior. The conclusion is that "the performance of the principal is a strong determinant of the success of the school as a learning community." The belief system of the principal plays a focal role in creating a negative or positive school climate and culture. Principals need to have a realistic vision for their schools and a plan to achieve it. They must also collaborate with teachers, parents, and the school community. The school community should be encouraged to participate in decision making. Self-worth has a definite impact on the effectiveness of the principal and on student achievement and behavior.

Margaret (2001) conducted semi structured interviews with nine women head teachers in UK independent secondary schools on preparation and training of women administrators. Leadership roles were learned at school, not in training. Those working in girls' schools
related studies

experienced less discrimination than those working in Headmasters' Conference school.

Sharples (2002) conducted a study on leadership competencies of North Carolina community college presidents. This study investigated the relationship between certain institutional characteristics and perceptions of North Carolina community college presidents about the importance of leadership roles, values and emotions, and skills. Those characteristics were the size of the institution, the growth rate of the institution, and the geographic setting of the institution. The perceptions of three groups of presidents were studied. One group consisted of presidents of large community colleges and presidents of small community colleges. The second group consisted of the presidents of high enrollment growth colleges and the presidents of low enrollment growth colleges. The final group comprised presidents of urban community colleges and rural community colleges. Fifty-one of the 58 presidents selected participated, a rate of 87.93%. The participants completed the Leadership Competence Assessment Instrument, responding to 30 specific leadership competencies by estimating the energy they expended for each and their effectiveness in addressing that competency. Overall, there were no differences in the perceptions of presidents of large and small community colleges, presidents of high enrollment growth and low enrollment growth community colleges, and presidents of urban and rural community colleges about the leadership roles, values and emotions, and skills that are most important. Significant differences were detected in some individual
competencies, suggesting that size, enrollment growth, and geographic location may have an influence on the perceptions of presidents.

The perception of teacher leader candidates on defining and applying leadership was explored by Whitsett and Riley (2003) among the graduate teachers of US. This study examined shifts in perceptions of the meaning of leadership and necessary leadership skills held by 18 teachers in a graduate program on teacher leadership. Participants were queried twice regarding their definitions of leadership; once at the outset of their degree program and again 1 year later. In between, they took classes in leadership and mentor training, professional standards, school climate, legal and fiscal management, public relations and community resources, and parent and family involvement. Two Likert-scale surveys examined their perceptions of the importance of 11 leadership skills and of the extent to which they attained growth in each skills. Results found little variation in the relative importance participants assigned to the skills. Confidence emerged as the most important skill, followed by two skills that involved the participation of others in tasks undertaken by the teacher leader. Participants varied more widely in their assessment of personal growth in leadership skills. They perceived the greatest growth in knowledge of educational issues and understanding leadership styles. Initially, most participants defined leadership under the figurehead category. Midway through the program, half of them changed to define leadership in terms of the cheerleader/team player category.
Leadership Styles and Characteristics of Effective Principals in High-Poverty Public Schools was explored by Gregory (2003) in Detroit. This study describes a study in progress of principals' perceptions of leadership styles and characteristic in creating success in three high-poverty Detroit public schools. The data sources of the study were based on three effective, seasoned principals. All the principals are African American women and had at least 10 years of tenure at their current respective public schools. Each principal had been individually identified as an exemplary administrator through district wide, regional, or national awards. Through the use of surveys, semi structured interviews, observations, and shadowing, the study viewed effective-schools research as the conceptual model under girding the measurement of principal leadership. The principals and three teachers from each of the three schools completed an initial background survey. Each principal and teacher was also given an individual semiformal recorded face-to-face interview before and after the researcher's observations. Every attempt was made to observe each principal at varying times and days through the school week. Also, sufficient time was provided for principals to reflect on their leadership styles and behaviors and how they empower their teachers to become more effective. A qualitative thematic process was utilized to both organize and categorize the interview responses to identify and isolate common themes.

Bradley (2003) examined what school leaders actually do to effectively lead schools. It then presents what this implies for policy and leadership development. Data for the study were collected from interviews with principals, vice principals, and teachers from 21
public, private, charter, contract, and magnet schools in 4 cities in 4 states. From the interviews came five major conclusions: (1) The core of the principal’s job is diagnosing the school’s particular needs and deciding how to meet them; (2) regardless of school type, leadership is needed in seven areas: instructional, cultural, managerial, human resources, strategic, external development, and micro political; (3) principals are responsible for ensuring that leadership happens, but they do not have to provide it; (4) a school’s governance structure affects the ways key leadership functions are performed; and (5) principals learn by doing and acquire skills on the job. The results suggest that a variety of leaders and leadership models can work within schools. The report concludes with some suggestions about how district and state policymakers and colleges of education can change to better support the variety of leaders and leadership.

Leadership Styles and Characteristics of Effective Principals was explored by Donahue (2003) in High-Poverty Public Schools of Illinois. Three Illinois community college chairs were selected to participate in this study, which examined the challenges faced by community college board chairs. In Illinois, the chair is an elected official, who has been selected by her or his fellow trustees to fulfill a statutory obligation and to serve the college in a leadership position. The author employed a qualitative study and multiple-case study design, using interviews, observations, document analysis, field notes, and a reflective journal. The leadership qualities of the chair have not been studied as extensively as those of the president. This document suggests that this study is needed for the following reasons: (1) community colleges are responsible for the education of over 50% of
students enrolled in higher education courses; (2) there will be a significant number of first-time presidents in the near future due to current presidents' reaching retirement age; and (3) the development of effective leadership from the chair is an area of concern. This study asks two questions: What elements constitute the perspective of community college board chairs on their leadership roles? What variables influence this perspective? The themes that emerged from the data as elements that constituted the chairs' perspective on their leadership role were facilitation, communication, information, participation, expectation, and collaboration.

The study of Cranston et al. (2004) examines the roles of deputy principals (assistant principals, deputy heads) in secondary schools and thus contributes to an under-researched area often overlooked in discussions about school leadership. Typically, these discussions have focused on the principalship alone. Data were collected from deputy principals in one large government education system in Australia using a specially designed questionnaire, comprising closed and open items. Respondents reported high pressure in the role, and an increase in recent times in the number of hours worked and in the variety and diversity of the role. Noteworthy is the fact that the majority was satisfied with their role as a deputy principal, with about 40% intending to seek promotion to the principalship. 'Lifestyle decisions' were the overwhelming deterrent to seeking promotion. The level of satisfaction with their role related to how well the notion of team among school administration team members was developed and the alignment in their roles between what deputy principals saw as their real role with their ideal role. The closer the real and ideal roles were
aligned, the higher the level of satisfaction. Deputy principals identified strong interpersonal/people skills, inspiring and visioning change, delegation and empowerment and being a good manager as key skills for their role. Professional development areas of need for them included financial management and leadership skills.

An evaluative study was conducted by Jones and DeWalt (2006) on the role of women leadership in 21st century. The major purpose of this study was to examine the role of top-level women leaders in the 21st century. The study was conducted in Spring, 2005 as a part of the WS History Month Program. Five prominent women leaders were invited to a university campus as a community outreach initiative. The panelists included: one 4-year college president of a HBCU [Historically Black Colleges and Universities]; one 2-year college president of a small, suburban technical college; one college provost and chief operating officer of a large predominately White northeast university (PWU); one superintendent of a medium size rural school district; and one director of a non-profit organization. The panel group was very diverse: two African American leaders; one Asian leader; and two White top-level leaders. The researcher also invited an associate provost (White) of a large suburban PWU to introduce the event. The pilot study, panel discussion group format was similar to a focus group study. According to Krueger & Casey (2000), "Focus groups are typically composed of five to ten people, but the size can range from as few as four to as many as twelve". Two themes emerged as a result of this pilot. One theme related to mentoring. The second theme related to the need for leadership programs to help develop women leaders.
A study conducted by Pegg (2007) explores concepts of learning used by leaders, focusing on learning for leadership through day-to-day workplace experiences. The participants were drawn from the senior management team within a school, the chair of governors of the school and the local authority school improvement advisor. Concept mapping was used as a participatory research method. Maps were created by the participants and linkages discussed. The maps indicated that learning for leadership from experience was multifaceted. The language used to describe concepts of learning reflected generic and everyday concepts, rather than the language of pedagogy or concepts used in professional training/the literature. The study alerts us to the difficulties in embedding concepts used in formal training in the everyday life of educational professionals. It also highlights the use of concept mapping as a technique for exploring workplace learning.

Conclusion

The investigator does not claim that the survey of studies attempted in this chapter is complete. Most of the studies have been conducted in foreign countries. In India, there are some studies in the leadership behavior of the heads of the educational institution. But in Kerala context the number of studies in this area is very rare. Thus the investigator felt the need to fill this gap to a certain extent. The investigator believes that the present study on the primary schools of Kerala will be a guideline for future studies in this area and it will lead to open deep and fruitful discussions in this field.