## REVIEW OF RELATED LITERATURE

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2.1. INTRODUCTION

A researcher must be well conversant with relevant reports and records and all other relevant literature. Such review enlightens the investigator about the gaps, if any, whether the findings of the different studies do not follow a pattern consistent with the particular anxiety and so on. Studies on related problems suggest useful and suitable lines of approach to the present problem. Review is one of the pre-requisites of the investigator to identify the research problems. It gives the depth in the subject in which the investigator has involved himself in finding solutions for the problem has selected for the research study.

2.2. IMPORTANCE OF REVIEW OF RELATED LITERATURE

A literature review is systematic, explicit and reproducible method for identifying, evaluating and interpreting the existing body of recorded work produced by scholars. A literature review is a critical summary and assessment of the range of existing materials dealing with knowledge and understanding in a field. The objective of literature review is to identify the gap in area and avoid duplication of research. Spending considerable time in reading literature relevant to research topic prevent researcher from repeating previous errors or redoing the work that has already been done. Thus, review of the literature is a task that continues throughout the donation of research.

Related studies and literature would be of immense help to the investigator to define properly and discover new problem for further investigation. The review of related literature implies locating, studying and evaluating reports of previous researches related to her investigation. Survey of related literature, besides forming one of the early chapters in a research report for orienting the readers serves some other purpose. Exploring examining and reviewing already established relationships between variables in chosen area will add depth and meaning to the study. The review of literature can also give the student a great deal of insignificant into the methods, measures, subjects and approaches used by other research
workers and can thus lead to significant improvement of his/ her design. The review of literature involves locating, reading and evaluating reports of research as well as reports of casual observation and opinion that are related to the individual’s planned research project. Identification of a problem, development of a research design and determination of the size and scope of the problem, all depend to a great extent on the care and intensity with which a researcher has examined the literature related to intended research. Explaining the importance of related literature Best (1983 p. 31) says, “Practically all human knowledge can be found in books and libraries. Unlike other animals they must start a new with each generation, man builds up on the accumulated and recorded knowledge of the past”. In short, “the keys to the vast store house of published literature may open doors to sources of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem, background of selection of procedure and comparative data for interpretation of results.

Related literature gives an idea of how much research has been done in the area of the present study. It helps delimit the problem and provides the necessary insight into the problem. It helps to avoid unnecessary duplication of previous research. Related literature suggests valuable basis of hypothesis. If any pitfalls or loopholes have occurred in the previous study, the investigator will overcome those pitfalls and loopholes. It provides fine background for methodology of research under study.

2.3. STUDIES RELATED TO LEADERSHIP STYLES OF HEAD MASTERS

Grunes, Paul; Gudmundsson, Amanda; Irmer, Bernd (2014) discussed on “What Extent is the Mayer and Salovey (1997) Model of Emotional Intelligence a Useful Predictor of Leadership Style and Perceived Leadership Outcomes in Australian Educational Institutions?” Here the researchers have found that transformational leadership is related to positive outcomes in educational institutions. Hence, it is important to explore constructs that may predict leadership style in order to identify potential transformational leaders in assessment and selection procedures. Several studies in non-educational settings have found that
emotional intelligence is a useful predictor of transformational leadership, but these studies have generally lacked methodological rigor and contextual relevance. This project, set in Australian educational institutions, employed a more rigorous methodology to answer the question: to what extent is the Mayer and Salovey (1997) model of emotional intelligence a useful predictor of leadership style and perceived leadership outcomes? The project was designed to move research in the field forward by using valid and reliable instruments, controlling for other predictors, obtaining an adequately sized sample of current leaders and collecting multiple ratings of their leadership behaviours. The study ("N" = 144 leaders and 432 raters) results indicated that emotional intelligence was not a useful predictor of leadership style and perceived leadership outcomes.

Urick, Angela; Bowers, Alex J. (2014) explained “what are the different types of Principals across the United States? A Latent Class Analysis of Principal Perception of Leadership”. They found Effective styles of principal leadership can help address multiple issues in struggling schools, such as low student achievement and high rates of teacher attrition. Although the literature has nominated certain "idealized" leadership styles as being more or less effective, such as transformational, instructional, and shared instructional leadership, we have little evidence about how principals may or may not choose to practice these styles across U.S. schools. Latent class analysis was used to identify different types of principals across the United States. We analyzed the 1999-2000 Schools and Staffing Survey as it presents a unique opportunity to study the different types of U.S. principals since it contains leadership measures not found in other national surveys. A final sample of 7,650 public schools and principals was included in the analysis. Findings: Instead of idealized leadership styles signifying variations in practice, the differences between types of principals were defined by the degree of principal and teacher leadership. Further, the school and principal context, such as school size, urban city, accountability performance, and principal background, predicted the three significantly different principal types: controlling, frequent principal leadership; balkanizing, high degree of leadership shared with teachers; or integrating, frequent principal leadership as well as a high degree of leadership shared with teachers. This study concludes that practice leadership behaviors
associated with multiple leadership styles in accordance with their background and school context. These findings provide support for the use of more complex models to assess school leader effectiveness.

Harris, Alma (2013) Conducted a study on Distributed Leadership: Friend or Foe? They found distributed leadership is now widely known and variously enacted in schools and school systems. Distributed leadership implies a fundamental re-conceptualization of leadership as practice and challenges conventional wisdom about the relationship between formal leadership and organizational performance. There has been much debate, speculation and discussion about its positive and negative aspects. This study considers the evidence. It examines the facts concerning distributed leadership. It does not claim to be a systematic review of the literature but rather draws upon the available empirical evidence to highlight what we know. This study considers the implications, arising from the evidence for those in formal leadership positions. It concludes by reflecting upon the role of the formal leader within distributed leadership and outlines some of the challenges and tensions associated with distributed leadership practice.

Lavery, Shane D.; Hine, Gregory S.C (2013) Presented a study on “Catholic School Principals: Promoting Student Leadership” Their study found that adolescents possess enormous leadership potential. They are tomorrow's leaders in the workplace, the family, the community, and in government. Increasingly, schools have taken on the significant responsibility of nurturing leadership in young people. Schools are, as van Linden and Ferryman (1998) have noted, "hotbeds of leadership development" (p. 224). This study explores the role and function of the secondary school principal in developing student leadership. Specifically, eight principals of secondary schools in Perth, Western Australia were interviewed about their vision of student leadership and what they saw their role as in promoting student leadership at their schools. As a prelude, the literature review centers on four themes: school-based student leadership, student leadership in Catholic schools, the development of student leadership in schools, and the role of the principal. The methodology for the research is then outlined. The findings of the study are subsequently presented under the following headings: Student
leadership, Student leadership in Catholic schools, and the Role of the principal. The findings are then examined in the light of the literature on student leadership. Finally, various recommendations are made for principals, teachers, and Catholic education authorities.

Robbins, Steven (2013) conducted a study on “Educational leadership programmers in the UK: Who cares about the School Leader?” This study presents the evidence of stress-related training for the school leader in the UK. It is intended to stimulate thought and interest in the subject of stress preparation for extant and aspiring school leaders through a review of the current literature and the presentation of data from all UK training institutions and universities. Importantly, the approach from the main training providers, including the National College, the National Association of Head Teachers and the Department of Education, will be explored. Evidence will be given from dialogues with managers and directors who are responsible for managing and directing these programmes. The literature review will show that the range of materials specifically on stress and the school leader is limited and that there is a need for further empirical evidence and research on the subject. It will also place stress and "stressors" in a broader psychological perspective to approach an understanding of how stress relates to the person and well-being.

Antonaros, Mary E. (2012) examined “Gender Differences in Leadership Style: A Study of Leader Effectiveness in Higher Education” This study examines gender differences in leadership style and the influence of these differences on perceived leader effectiveness in higher education. Leadership style is defined in gendered terms, which include traditionally argental styles for men and communal styles for women, and therefore transformational and transactional leadership styles are closely examined. Data were gathered from a two-stage national survey of college presidents and their senior-level leaders, faculty, and administrators from over 200 postsecondary institutions in the United States to analyze these differences in leadership style and leader effectiveness. Multiple block regression analyses demonstrate that gender has a mild correlation with perceived effectiveness, with female presidents being slightly more likely to be perceived as effective leaders. In addition, transformational leadership, which is often connected
with communal leadership behaviors, is highly correlated with leader effectiveness. These findings are consistent with the literature in that transformational leaders that exert communal and relational leadership behaviors are usually viewed as more effective leaders than their transactional counterparts that enact argentic behaviors.

Ibrahim, Mohammed Sani; Mujir, Siti JunaidahMohd (2012) studied the “Impact of Malaysian Polytechnics’ Head of Department Multi-Dimensional Leadership Orientation towards Lecturers Work Commitment” The purpose of this study is to determine if the multi-dimensional leadership orientation of the heads of departments in Malaysian polytechnics affects their leadership effectiveness and the lecturers' commitment to work as perceived by the lecturers. The departmental heads' leadership orientation was determined by five leadership dimensions adapted from Bolman and Deal's leadership frame and Sergiovanni's leadership model. A total of 917 respondents comprise polytechnic's lecturers and department heads, participated in this study. Hierarchical linear modeling was used to determine the department head's multi-dimensional leadership effect on their perceived leadership effectiveness and lecturers work commitment. Significant positive relations were found between human resource and cultural frames and lecturers' commitment to polytechnics and profession. However, department heads' leadership frames shows no significant positive relationship towards lecturers' commitment to students. In addition, the relationship between department heads leadership orientation and lecturers work commitment was influenced by the department heads' leadership effectiveness as perceived by the lecturers.

Nell, Karen R., (2012) studied “Balancing Accountability with Caring Relationships: The Influence of Leadership Styles on the Behaviors of Secondary School Administrators” This case study examines secondary school leaders’ perceptions of their ability to build positive relationships with the adolescents in their care as a means for improving students' academic performance. A sample of administrator participants was chosen from four suburban high schools with similar demographics located in the South Central Pennsylvania region. Participants were surveyed, interviewed, and observed in an effort to identify whether or not their self-perceptions of how they build positive relationships with
students and their actual behaviors align. A comparison between leadership styles and the gender of the participants was also made to determine whether or not gender influences the behaviors of school leaders as it explores the use of justice-oriented and care-oriented approaches to school leadership. The findings of this case study illustrate that transformational and care-oriented styles of school leadership are the most effective in building positive relationships with secondary students. Additionally there were no significant differences between the survey or interview responses of male and female participants, demonstrating that in this particular study, the gender of the participant did not increase the likelihood of transformational or care-oriented behaviors being used. This study asserts that all school leaders can be more effective in meeting the demands of accountability while still caring for the well-being of students’ social, emotional, and cognitive growth by prioritizing the building of relationships over accountability itself, and by developing their own overall capacity to balance both transactional and transformational responsibilities.

Oleszewski, Ashley; Shohe, Alan; Barnett, Bruce (2012) studied, “The Development of Assistant Principals: A Literature Review” The purpose of this review is to add to the discussion of assistant principals (APs), a position that has been under-represented in the professional literature. Design/methodology/approach: An extensive search was undertaken on assistant principals, vice principals, and deputy head teachers from various sources, including journals, conference papers, doctoral dissertations, ERIC documents, articles from professional publications and organizations, and relevant books and chapters. Each document was thoroughly analyzed and common themes were identified. This study concludes that the assistant principal ship is a unique entity because the position lacks a precise job description yet entails numerous tasks to ensure the success of a school. Although the assistant principal is a critical leader in schools, the position is underutilized and under-researched. This review analyzes the roles, responsibilities, training, socialization, and typologies of the assistant principal.

Trevino, Dale (2012) studied ‘Acculturation and Leadership Styles of Elected Latino Leaders”. The purpose of this exploratory study was to examine how a group of elected Latino leaders scored on an acculturation and leadership
scale. It also provides a better understanding of how elected Latino leaders define and experience leadership based on their acculturation level and leadership styles. This study also adds to the current body of literature on Latino leadership. Two surveys were administered to a sample of elected Latino leaders to find out how they scored on the Multifactor Leadership Questionnaire and the Acculturation Rating Scale of Mexican Americans II, to examine how acculturation is associated with leadership styles, and to identify how acculturation gets expressed between leadership styles of elected Latino leaders. A chi-square analysis for independence was used to measure the association of acculturation level and leadership style among this sample. The findings confirm an association between acculturation level and leadership style.

Williams, Lee L.; Lindsey, Maria Juliette (2012) examined a study on “Rural Leaders and Leadership Development in Pennsylvania” Throughout Pennsylvania, rural residents have taken on leadership roles to support and promote their communities and their residents. The challenges these leaders face continue to become more complex, as economic, political, social, cultural and even global forces influence local events. This research was conducted to understand how a sample of rural residents assumed their leadership roles and how they developed their skills to address the ever increasing challenges that impact their communities. According to the research results, rural leaders see a clear need for improved training and educational opportunities to learn the skills and tasks specific to their position, which included budgeting, decision-making, conflict resolution, meeting facilitation, and community building.

Lin (2011) studied on “Factors affecting the effects of service recovery from an integrated point of view” This study discusses three aspects of service recovery: the corporate leadership style, employee self-efficacy, and manager-subordinate interaction. Employees of service-oriented industries were selected as the population, and stratified random sampling was adopted to collect samples in four major metropolitan areas in Taiwan: Taipei, Kaohsiung, Taichung and Tainan. Empirical results showed that transformational leadership, compared with paternalistic leadership, has positive and significant effect on the service recovery performance; high self-efficacy employees, compared with low self-efficacy ones,
have a positive and significant effect on the service recovery performance; and relationship commitment value has a positive and significant effect on the service recovery performance. The main feature of the study is the combination of linear multivariate analysis with a non-linear fuzzy neural network model in the analysis, an approach rarely found in previous studies. Management implications are also proposed.

Muhr, S.L. (2011), conducted a study on “Caught in the Gendered Machine: On the Masculine and Feminine in Cyborg Leadership”. Many studies have shown that female managers have to work harder than men to gain recognition, and that this often leads top female managers away from the leadership style characterized by soft skills and emotional understanding. Instead, another characterization can be seen; that of tough gendered machines fighting their way to the top - cyborgs. This article uses Haraway's metaphor of the cyborg to explore the way in which a top female manger tries to fight for gender equality by employing masculine strategies with a female body. However, contrary to the usual argument that women become masculinized leaders, the article argues for a reading in which female leadership becomes both excessively masculine and excessively feminine, challenging simplified readings of gendered leadership. In the case-study, this leads to a situation where high-performance behavior from a top female leader in effect ends up reinforcing gender inequality.

Mullen, J, Kelloway, EK, Teed, M, (2011) conducted a study on “The Inconsistent style of leadership as a predictor of safety behavior.” Research on the effects of passive rather than transformational styles of leadership is limited, especially regarding safety-related outcomes in the workplace. Both styles of leadership can be exhibited at different times in the same individual; here we refer to this as inconsistent leadership. In this study, we examine the effect of inconsistent safety-specific leadership style on the safety participation and safety compliance of employees. Operational zed as the interaction of safety-specific transformational leadership and passive leadership, inconsistent safety leadership emerged as a significant predictor of both outcomes in two samples in Canada: a sample of 241 young workers and again in a sample of 491 older workers, who were long-term health care employees. We found that a transformational safety-
specific leadership style was associated with greater safety compliance and safety participation in employees. Furthermore, in all cases, the predictive effect of transformational style of leadership on safety participation and safety compliance was attenuated when leaders also displayed passive leadership with respect to safety outcomes. Theoretical and practical implications for safety management are discussed.

Peachey, Burton, (2011) study on Male or Female Athletic Director? Exploring Perceptions of Leader Effectiveness and a (Potential) Female Leadership. Advantage with Intercollegiate Athletic Directors, We investigated whether transformational leadership was associated with more positive perceptions of outcomes among intercollegiate athletic directors in the U.S. Also, we examined whether leader gender influenced perceptions of participants, and if there was an interaction between leadership style and leader gender in predicting organizational outcomes. Division I and II male participants (n = 99) evaluated either a male or female transactional or transformational leader on extra effort, satisfaction, and effectiveness. MANOVA and post hoc analyses were used in our evaluation. Findings indicated transformational leadership was related to more positive organizational outcomes, that there was no difference between male and female leaders on attaining these outcomes, and that there was no interaction between leadership style and leader gender.

Thomaston (2011) discussed on “Gordon Brown as prime minister: Political skills and leadership style” Individual prime ministers' personalities, leadership styles and political skills matter and make a difference. It is important to develop ways of understanding and analyzing the components of prime-ministerial leadership and personal style and skills within a framework permitting comparison, Generalization and evaluation. The article argues that some of the most influential accounts of the US presidency should be explored to assess their potential for enhancing our understanding of British prime ministers and the premiership. Drawing upon Fred Greenstein's influential analysis of the Presidential Difference, the article evaluates Gordon Brown's leadership style and skills under six headings: (1) proficiency as a public communicator, (2) organizational capacity, (3) political skills, (4) policy vision, (5) cognitive style and (6) emotional intelligence. Overall,
Brown can be seen as someone not well-equipped for the highest office, in terms of the key leadership abilities, characteristics and skills that Greenstein identifies. This does not mean that he was bound to fail and to go down to electoral defeat. But in the situation he and the Labour government were in after 2007, it made it very much harder to be successful British Politics.

Yang, LR, Huang, CF, Wu (2011) observed that the “Association among project manager's leadership style, teamwork and project success”. This study aims to examine whether the impact of teamwork on project performance was moderated by the following data class variables: industry sector, total installed cost, owner regulation, initial site, team size, complexity, project type, and international involvement. Additionally, this study also investigated the relationships among the project manager's leadership style, teamwork, and project success. To address the primary aims, a questionnaire-based survey was used to measure the project manager's leadership style, teamwork, and project success in terms of schedule performance, cost performance, quality performance, and stakeholder satisfaction. The analyses suggest that increases in levels of leadership may enhance relationships among team members. The results also indicate that teamwork exhibits statistically significant influence on project performance. Finally, the findings suggest that project type has a moderating effect on the relationship between teamwork dimensions and overall project success. (C) 2010 Elsevier Ltd. and IPMA.

Alma Harris (2010) found that “Teacher Leadership as Distributed Leadership: Heresy, fantasy or possibility? This study focuses on the issue of teacher leadership and explores various interpretations and definitions within the literature. It examines the relationship between teacher leadership and distributed leadership, focusing particularly upon the idea of activity theory. The article suggests that there are some important connections and overlaps between distributed leadership and teacher leadership. This study also discusses the possible sources of resistance to the idea of teachers as leaders in schools and explores how distributing leadership to teachers may contribute to building professional learning communities within and between schools.
David Frosta; Judy Durant (2010), studied that “Teacher Leadership: Rationale, strategy and impact.” This study challenges the current orthodoxy of school organization and seeks to extend the current debate about distributed leadership. It offers a view of teacher’s leadership which is inclusive rather than limited to those with management responsibility or specific change agent roles. It focuses on learning centered development work in which teachers act strategically to improve the quality of teaching and learning. It also offers a framework for planning and evaluating the impact of teacher-led development work.

Kenneth Leadwood; Doris Jantzi (2010) reported that “Principal and Teacher Leadership Effects” A replication. Survey data from an achieved sample of 1818 teachers and 6490 students in one large Canadian school district were used to explore the relative effects of principal and teacher leadership on student engagement with school. Results demonstrated greater effects on student engagement of principal as compared with teacher sources of leadership. The effects of principal leadership were weak but significant, whereas the effects of teacher leadership were not significant. Both forms of leadership were mediated by many of the same elements of the school organization.

Linda Lambert (2010) conducted a study on ‘Leadership redefined: an evocative context for teacher leadership’. Teacher leadership has been shackled by archaic definitions of leadership and timeworn assumptions about who can lead. Such ideas have situated leadership in the hands of a few formal leaders. Teachers have not seen themselves reflected in these prevailing notions, nor invited into the process. This study argues that a new definition of constructivist leadership and accompanying assumptions opens the way for teachers to consider themselves as leaders. Further, it proposes that building leadership capacity through broad-based, skillful participation in the work of leadership invites teachers into the processes and actions of leadership. Several strategies that characterize such work are advanced and described.

Mogadime, Mentz, Armstrong, Holtam, (2010) found that there was Constructing Self as Leader: Case Studies of Women Who Are Change Agents in South Africa. This study draws from the biographical narratives of three South
African high school female principals which are part of a larger research study in which 26 aspiring and practicing women school leaders were interviewed. Narratives were constructed from in-depth interviews with each participant and analyzed for themes that provided insights into the skills, knowledge, and understanding that contribute to an effective African-centered leadership style that values of three key principles, they are: spirituality, interdependence, and unity. Findings indicate these women's narratives are a testimony to their moral and ethical commitments in which social emancipation, compassion, and care for the community's children are firmly rooted at the center of their leadership style. This study answers the call for research that explores context-specific leadership.

Sabariah Sharif (2010) studied on Headmaster’s Leadership Style and Teachers’ Commitment in Malaysian Rural Primary Schools. The study aimed to explore the level of headmaster’s transformational leadership, the level of teachers’ organisational commitment and the relationship between headmaster’s leadership style and the organisational commitment of teachers in Kota Marudu primary schools. The transformational leadership was classified into inspirational motivation, intellectual stimulation and individual consideration. The organisational commitment on the other hand, divided into affective commitment, and normative commitment. Data was obtained from 130 Kota Marudu’s primary schools teachers. The research only dealt with Grade A schools. Two questionnaires were used as the main instrument; Alamo-Metcalfe’s (2001) Transformational Leadership Questionnaire (TLQ) which consisted of 21 items and Meyer and Allen’s (1997) Organisational Commitment Questionnaire (OCQ), which consisted of 18 items. Data were analysed with SPSS for windows version 15.0. An average positive relationship between headmaster’s inspirational motivation and teacher’s organizational commitment was found. As perceived by the teachers, the level of headmaster’s transformational leadership in Kota Marudu was high in most schools.

Wang, Chichi-Jen, Mei-Ling (2010) studied on “Effect of leadership style on classroom performance as viewed from human resource management strategy.” This study was to examine the relationships among the leadership style, the organizational performance and the human resource management strategy. In
addition, this study also explored the effects of the interaction of both the leadership style and the human resource management strategy on the organizational performance. This study reviewed 246 valid questionnaires sent to the corporate owners, executors and operators of Kaohsiung's Nazi Export Processing Zone in south Taiwan. It was found that (1) The charismatic, transformational and visionary of the leadership style are positively related to the organizational performance, (2) The development, motivational and transfer strategy of the human resources are positively related to the leadership style, (3) Both development and motivational strategies are positively related to the organizational performance, and (4) The interaction of the leadership style and the human resource management strategy significantly contributes to the organizational performance. The findings of this study were expected to provide references to a corporate body in operating the human resource management strategy and developing the leadership style.

Yukongdi (2010) conducted a study on Thai employees' preferred leadership style.” This study examined the perceived and preferred style of leadership among employees in Thai organizations. Data were collected from a sample of employees in manufacturing firms. Correlation analysis and analysis of variance techniques were employed to examine the relationships between preferred leadership style, perceived leadership style, influence in decision-making, satisfaction with participation and job satisfaction. The results showed that the most preferred style of leader for employees was the consultative manager, followed by participative, paternalistic, whilst the least preferred leader was an autocratic manager. On the other hand, the largest proportion of employees perceived their managers to be consultative, followed by paternalistic, autocratic and participative. In addition, employees who perceived their managers to be more democratic also reported a higher level of influence in decision-making, greater satisfaction with participation and job satisfaction. Implications for theory and practice are discussed.

HeruBasuki (2009) found out the Merits of the educational process in a school largely determined by the leadership of school, because the principal is the person who played an important role in regulating the activity of teaching and
learning process and school principals are also directly responsible for the implementation of all types and forms of regulation or code of ethics which must be carried out either by teachers or by students. This research was conducted in SMA Muhammadiyah 3 Tang rang which aims to reveal the headmaster leadership style SMA Muhammadiyah 3 FC, the factors that led to the leadership of the subject, how to develop your leadership style of the subject. The method used in this research is a case study and the characteristic of the subject is a head teacher. The factors that cause the subject of leadership style as it is the desire of the subject as a leader to give an example to subordinates so that subordinates can replicate what has been the subject to do, when subordinates have the loyalty of a good performance, then the subject will be maintained according to the nature of the person and their abilities. Besides other factors are the subject of extensive knowledge, because currently the subject of class S2 is still continuing. Having a fair and friendly nature, the subject does not distinguish between subordinates from any angle, has a future orientation and has character as a teacher. Therefore, the results of this research, the authors offer suggestions, subject to maintaining and improving leadership style is to get maximum results in increased numbers of students, provide opportunities for teachers and administrative staff to attend workshops or training that is appropriate tasks or positions. To teachers and administrative staff recommended the good cooperation so far maintained and improved so that achievements have been obtained will be maintained, improve discipline and quality education, so that student achievement is maintain.

Sims, Faraj, Yun, (2009) found out “when should a leader be directive or empowering? How to develop your own situational theory of leadership”. A situational theory of leadership attempts to match a particular leadership style or type to specific external circumstances. The general idea is that one type of leadership will be effective in one situation, but a different type of leadership will be effective in another situation. Historically, situational theories of leadership have been too abstract to apply to specific situations. Nevertheless, the concept of situational leadership retains considerable intuitive appeal. In this study we draw on our previous research about situational leadership during resuscitation in a trauma center, in order to derive a general strategy of how a leader can best
develop his or her own personal theory of leadership which best works for their unique circumstances. The core of the strategic approach involves: (1) defining goals for a specific situation, (2) defining potential leadership types, (3) identifying situational conditions, (4) matching a leadership style to the particular situation, and (5) determining how the match between leadership style and situation will be made. The medical trauma center is profile provided an interesting example of how leaders considered elements of the situation to guide their own leadership.

David Frost (2008) stated ‘Teacher leadership: values and voice” This study focuses on teacher leadership, an important dimension of the work of the leadership for learning network which is the focus of this special issue. More specifically, the study focuses on the launch of a journal Teacher Leadership as a strategy for promoting key values: shared leadership, teachers’ leadership of development work, teachers’ knowledge building and teachers’ voice. Material published in the first two issues of this new journal is used to illustrate how these values are realized in action enabling teachers to lead innovation and contribute to the development of professional knowledge. The study begins with an exploration of the place of teacher leadership within the wider context of shared or distributed leadership.

Gholamerg Shams (2007) pointed his study on leadership effectiveness of schools principals in Iran and Indian was investigated. Six hundred teachers were selected from hundred and twenty high schools from Isfahan city (Iran) and Mysore city (India) through two stage stratified random sampling technique. Selection of schools and teachers were done by giving equal representation to both Government and Private Schools. They were assessed using the leadership effectiveness scale (LES) developed by Haseen Taj (2001). Findings indicate that there was a significant difference between the two countries on all the six dimensions of leadership effectiveness. Professional experience did not have significant influence on teachers. Perception about leadership effectiveness of the Principals in both the countries. However, educational qualification influenced significantly teacher’s perception about leadership effectiveness of the Principals in Iran and India.
Shahad (2007) identified three categories of indicators: input indicators, process indicators and output indicators. In put indicators consists on following steps: Financial, Physical and Manpower resources. Financial resources generally mean expenditure per student. Physical resources are the provision of such facilities as laboratories, libraries, classrooms and the access to required materials and equipment’s. Manpower or human resources include the personnel of different kinds as provision of staff and admission of students.

Lorrae Warda; Judy Parr (2006) pointed in his study on” Authority, Volunteerism, and Sustainability: Creating and Sustaining an Online Community through Teacher Leadership”. This study considers the issues of teacher leadership in subject based online communities across ten geographically dispersed schools with respect to authority, volunteerism, and sustainability. The conclusions drawn are that such leadership must be shared if the community is to be sustained and that, while the use of ICT facilitates the development of a community, the initial exercise of leadership is more difficult on online. Without an already present culture of collaboration, critical discourse and collective responsibility, teacher leaders will struggle to have any influence on teacher practice across such communities.

Nir,AdamE; Kranot, Nati (2006) studied on “School Principal's Leadership Style And Teachers' Self-Efficacy.” Leadership at different levels in school hierarchy defined a leader as anyone who is recognized by individuals or by the group as an available source of help. They pointed out the characteristics of an effective leader. Also they focused on two major types of leadership in the school context. These are administrative leadership and instructional leadership. The role of a teacher as a leader in school was touched upon. The leadership functions of a school teacher are mainly classified into pre-active, interactive and post-active. The most important leadership role is performed by the Headmaster of a school. He is a leader for both administrative and instructional process in the school. Finally leadership roles of school students in classroom interaction and in co-curricular activities were discussed”.

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Parvathi. K. (2006) found out “A study of leadership styles of Head of Educational Institutions” reported the following findings,

Heads of Rural and Urban schools differ in their leadership style.

Heads of Government and Private schools differ in their leadership style.

Heads of Government and Private Schools differ in their perfectionist style of leadership.

Robert .T. House and Terence Mitchell. (2003) assumed that a leader can change the expectation of their followers and helped them in finding the boot path for achieving the goals without any obstructions; path goal theory explains that the effective leadership mainly depended on the situational factors. The effective school movement concentrated heaving on leadership skills.

Sharma et al. (2003) stated that “The Attitude of Primary Teachers toward TQM in Relation to their Attitude towards Educational Technology.” This study reveals that quality circles are feasible in education along with stressing the need of appropriate implementation, management support and sustained, deliberate efforts for extensive influences of quality circles in education.

Joan S. Stark (2002) studied “Testing a Model of Program Curriculum Leadership”. This study tests the curriculum leadership framework that Stark and Lattuca adapted from Quinn's model of management styles. Chairpersons of departments nominated as effective in curriculum planning answered a survey about their leadership activities and styles. Factor analysis partially supported the model. Activities that chairs re-reported did not correspond well, however, with leadership styles they chose as most effective.

Abgoli Alireza Rezaei (2000) explained that “Assessment of transformational and transactional leadership styles of Secondary School Headmasters in India”, aims to study transformational and or transactional leadership styles of secondary school headmasters in India. Headmasters refer to individuals who manage secondary schools. The study was carried out using Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (2000). Leadership scale scores were analyzed and formed part of the study. These MLQ scores were idealized influence (behaviour),
idealized influence (attributed), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception (active), management-by-exception (passive), and laissez-faire. In particular it was intended to find out if they have been following transformational and transactional leadership styles. It was found out that headmasters more adhered to more transformational leadership style with mean of 36.81 and standard deviation 12.74, vis-à-vis transactional leadership followed with the mean of 25.11 and standard deviation 6.55. It was also found that headmasters’ leadership style did not have a significant relationship with their demographic variables such as gender, age, educational qualification, subject and experience. The study was limited to secondary school headmasters only.

Leithwood & Jantzi (2000) found that a significant challenge for leadership research in to investigate the school conditions that one likely to influence student learning outcomes and examine the relationship and school conditions that favorite’s positive student learning outcomes.

Patel (1974) carried out his study on leadership for improving instruction in High Schools of Selected Districts in Gujarat. The major findings of the study were: Leadership, organizational climate, teacher morale, supervisor practices, and innovation and change were significantly related to the progressive characteristics of high school. Instructional leadership in high schools was highly correlated with organizational climate. Leadership and organizational climate of the schools influenced the morale of their teachers. Where the leadership, organizational climate and teacher morale were of high quality, the supervisor practices for the improvement of instruction were found to be effective, and the teachers were more innovative.

2.4. STUDIES RELATED TO CLASSROOM CLAIMATE

Case, K. F (2013) conducted a study on “Teaching Strengths, Attitudes, and Behaviors of Professors that Contribute to the Learning of African-American and Latino/a College Students.” For students of color, succeeding at predominantly white campuses may be more challenging than at minority-serving institutions. Educational leaders must strive to enhance the learning of this growing group of college learners as campuses increase in ethnic diversity. Culturally responsive
teaching (Gay, 2000) and exemplary teaching (Bain, 2004) frameworks were used to examine characteristics of professors whom students of color identified as helping them to learn the most. Professors exhibited relational strengths, cultural awareness, and passion for connecting subjects to students' lives. They valued students' voices in classroom learning and exercised discernment when inviting students to contribute cultural perspectives. These strengths and attitudes were catalysts for creating a respectful classroom climate that was supportive of African-American and Latino students.

Peters, Michelle L., ( 2013) studied “Examining the Relationships among Classroom Climate, Self-Efficacy, and Achievement in Undergraduate Mathematics” A Multi-Level Analysis” For nearly 50 years, leaders in American industry, military, education, and politics have focused considerable attention on STEM (science, technology, engineering, and mathematics) education. Given the increased societal demand for STEM careers, the relationships among classroom climate, self-efficacy, and achievement in undergraduate mathematics needed to be examined. A purposeful sample of college algebra instructors (n = 15), employed at public 4-year universities in various states (n = 10) across the nation, was administered the "Principles of Adult Learning Scale" at the beginning of the semester to assess classroom climate. At the end of the course semester, their college algebra students (n = 326) were administered the "Mathematics Self-Efficacy Scale-Revised" and final college algebra examinations. The results of the multi-level analysis indicated: (a) students having higher mathematics self-efficacy also had higher mathematics achievement, (b) teacher-centered classroom climates had greater mathematics self-efficacy levels, (c) classroom climate was not a significant predictor of mathematics achievement, (c) classroom climate did not moderate the relationship between mathematics self-efficacy and achievement, and (d) although boys reported higher mathematics self-efficacy than girls, gender differences were not found to exist in regard to mathematics achievement

Cappella, Elise; Neal, Jennifer Watling; Sahu, Noah (2012) conducted a study on “Children Agreement on Classroom Social Networks: Cross-Level Predictors in Urban Elementary Schools” Informed by research on interpersonal perception, peer relationships, and classroom climate, this study examines
predictors of children's agreement with classmates on their classroom social networks. Social network data, peer nominations of positive behavior, and classroom observations were collected from 418 second-grade to fourth-grade children (99% African American) and 33 teachers and classrooms in low-income, urban schools. Children's perceptions of their classroom social networks varied from minimal overlap to complete congruence with the consensus of their peers. Multilevel modeling with hypothesized predictors indicated that agreement on social relationships was predicted by factors at the level of the individual child (network centrality) and classroom context (grade level, class size, network density, teacher network perception, emotional climate). Findings are discussed in terms of advances in understanding of children's interpersonal perception, as well as implications of network agreement for children's ability to navigate the classroom social and academic learning context.

Lo, Yuen Yi; Macaro, Ernesto (2012) studied “The Medium of Instruction and Classroom Interaction: Evidence from Hong Kong Secondary Schools” Teacher-student interaction in classrooms is perceived to be crucial for learning. Previous research has compared the interaction in classrooms where a second language is used as the medium of instruction (MOI) with those where the mother tongue is used. This has been done mainly via qualitative impressions. The current study adopted a mixed method design to examine objectively and comprehensively the classroom interaction in a sample of Hong Kong secondary schools that used Chinese as the MOI from Grade 7 to 9, but then switched to English from Grade 10 onwards (i.e. MOI-switching schools). By doing so, this study aimed to identify the possible effect of a change in the MOI on classroom interaction and its potential for learning. Sixty lessons were observed in Grade 9 and 10 in three MOI-switching schools and compared to two schools where English was used throughout all the grades. The results show that, when the MOI changed from students' first to second language, lessons tended to become more teacher-centered and there were fewer opportunities for negotiation of meaning and scaffolding. These findings have significant implications for the relationship between the MOI and classroom interaction and provide important insights into pedagogy and teacher development.
Brackett, Marc A.; Reyes, Maria Regina; Rivers, Susan E.; Albertson, Nicole A.; Salvoes, Peter (2011) focused their study on “Classroom Emotional Climate, Teacher Affiliation, and Student Conduct”. Using a multi-method, multi-level approach, this study examined the link between classroom emotional climate and student conduct, including as a mediator the role of teacher affiliation, i.e., students' perceptions of their relationships with their teachers. Data were collected from 90 fifth- and sixth-grade classrooms (n = 2,000 students) and included classroom observations, student ratings of teacher affiliation, and conduct grades on report cards. As predicted, when controlling for teacher characteristics and the organizational and instructional aspects of the classroom, there was a direct, positive relationship between classroom emotional climate and conduct that also was mediated by teacher affiliation. Effects were robust across grade level and student gender. We highlight the role of emotionally supportive classroom environments in promoting teacher affiliation and better conduct among students.

Collie, Rebecca J.; Shapka, Jennifer D.; Perry, Nancy E. (2011) studied “Predicting Teacher Commitment: The Impact of School Climate and Social-Emotional Learning” The aim of this study was to investigate whether school climate and social-emotional learning impact teacher commitment. The sample included 664 public schoolteachers from British Columbia and Ontario in Canada. Participants completed an online questionnaire about teacher commitment, school climate, and social-emotional learning. Binary logistic regression analyses showed that positive school climates significantly predicted three forms of teacher commitment: greater general professional commitment, future professional commitment, and organizational commitment. Of the school climate variables, student relations and collaboration among staff predicted commitment. In addition, stronger beliefs and integration of social-emotional learning predicted two types of teacher commitment: greater general professional commitment and organizational commitment. Of the social-emotional learning variables, the support and promotion of a social-emotional learning culture across the school and comfort with and regular implementation of social-emotional learning in the classroom.

Heffron, Susan Gallagher; Valmont, Kharra (2011) focused their study on “Teaching about Global Climate Change” This study explained that the
Students are exposed to many different media reports about global climate change. Movies such as "The Day After Tomorrow" and "Ice Age" are examples of instances when movie producers have sought to capture the attention of audiences by augmenting the challenges that climate change poses. Students may receive information from a wide range of media sources since climate change is currently a popular topic. Some of these are sensationalized without documentation or evidence. The media messages are varied and can be confusing to students. The facts and evidence do not have to paint a grim future for students, however, and teachers will play an important role in helping students understand the basic climate and Earth science that informs the study of climate change. A new online professional development resource, "Teaching about Global Climate Change," is now available to help teachers prepare for teaching this material in their classrooms.

Lennon, Patricia A. (2011) conducted a study on “The Relationship of Bureaucratic Structure to School Climate,” An Exploratory Factor Analysis of Construct Validity” Here researcher examined the relationship of bureaucratic structure to school climate by means of an exploratory factor analysis of a measure of bureaucracy developed by Hoy and Sweet land (2000) and the four dimensional measure of climate developed by Hoy, Smith, and Sweet land (2002). Since there had been no other empirical studies whose authors tied the constructs of bureaucratic structure and climate together, this researcher addresses the gap in this literature. Permission was given to use the data collected by Casella (2006) from teachers in the NEA of New York State. They were administered the Enabling Structure Scale (ESS) and the Organizational Climate Index (OCI). An exploratory principle components analysis revealed that the four dimensional orthogonal structure of climate reported by Hoy's OCI was not supported and the unit-dimensional bi-polar view of structural bureaucracy was in fact two separate constructs of enabling and coercive forms of bureaucracy. Finally, the construct of enabling structure was identical to the climate dimension labeled collegial leadership by Hoy, Smith, and Sweet land. These findings support a call for a revision of the theoretical relationship between climate and bureaucracy.
Mohan. N., & Ashok. J., (2011) conducted a study on “Organizational climate and attitude of teachers a co-relational study” The present study is an attempt to find out the prevailing organizational climate in the secondary school of TamilNadu and the impact of this climate on the attitude of the teacher towards the teaching profession, the results, it is hoped can be used to interpret the nature of the human relationship in the educational institutions and the utilization of physical and human resources in the existing system of secondary education in the state.

Ou, ShuHui., (2010) explained “A study on the relationship between organizational climate and job involvement of administrative staff in college.” The hindrance feeling of male collegial administrative staff is higher than female. 2. The administrative staff in administration division has higher consciousness in the thrust and consideration as well as product emphasis of classroom climates than staffs in academic division. 3. The hindrance feeling of administrative staff in academic division is higher than the staff in administration division. 4. The job enjoyment of administrative staff whose seniority are longer than 21 years is higher than the seniority between 13 and 20 years and less than 5 years. 5. Job identification of administrative staff in administration division is higher than those in academic division. 6. The administrative staff in open or autonomous classroom climate has higher job involvement than those in closed climate.

Ponitz and et.al. (2010) examined in their study “Early adjustment, gender differences, and classroom climate in first grade”, that gender differences in the first grade transition, exploring child and classroom contributions to self-control and achievement in a rural sample. Teachers (n =36) reported on children’s (n = 172) initial adjustment difficulty and end-of-year self-control. Observed classroom organization and teacher-reported classroom chaos measured complementary aspects of classrooms climate. Children’s literacy and mathematics skills were assessed in the fall and spring. Boys had more difficulty than girls adjusting to first grade, and initial adjustment fully explained gender differences in self-control. Neither observed organization nor teacher-reported chaos predicted self-control, and there were no gender differences in achievement. However, children in well-organized and low-chaos classrooms achieved greater literacy gains than those in poorly organized and chaotic classrooms. Boys made greater gains in mathematics.
in low-chaos classrooms, whereas no association existed between mathematics and chaos for girls. Discussion highlights gender differences in early school adjustment and features of well-organized classrooms and their implications for learning.

Thomas C. Simon (2010) found out the “Relationship between Campus Climate and the Teaching of Critical Thinking Skills in Community College Classrooms”. By critical thinking skills are important for all citizens participating in a democratic society; many community college students appear to lack these skills. This study addressed the apparent lack of research relating critical thinking instruction to campus climate. Critical thinking theory and Moose’s organizational climate theory served as the theoretical foundation. The relationship between faculty’s perceptions of three campus climate factors and their use of five critical thinking instructional techniques in the classroom was analyzed in this quantitative study. Results indicated participatory decision-making was directly related, staff freedom was inversely related, and work pressure was not related to faculty’s critical thinking instruction in their classrooms. This study contributes to positive social change by providing information that community college leaders can use to improve their students’ critical thinking skills. As a result, students and graduates will be better prepared to contribute to the community and society at large by making better social and moral decisions.

Gunbavi (2007) examined the difference in the levels of variables related to the school climate factors among the teachers. As a result of the analyses, all the teachers reported open climate in relation to the factors of team commitment organizational clarity and standards, intimacy and support, autonomy, member conflict medium climate in relation to the factors of risk and reward.

Jill Reese (2007) discussed the “Four Cs of Successful Classroom Management. communication, consistency, and content-represent one of the quickest and most successful ways to establish a safe, healthful, and fun environment at any level, especially in elementary schools. Using the four Cs helps establish an efficient, supportive, and safe environment to nurture positive experiences in music learning. Students can learn to evaluate musical ideas, think creatively, and solve problems. David W Snyder and Harry and Rosemary Wong
agree that consistent routines and procedures, student-teacher connection, and clear, open lines of communication at all levels are important parts of successful management for early-career teachers. The same is true for experienced teachers. The management philosophy promoted in this article focuses on creating a successful environment and preventing problems from occurring, and it includes several techniques for intervention in ordinary classroom disruption.

Vazralakshmi. P.I. (2005) in her studyon “A study on Administrative behaviour of Higher Secondary Schools as perceived by Post Graduate Teachers and students academic performance” found that there is significant difference between the heads of Private Aided Higher Secondary Schools in Leadership behaviour and also there is significant difference between the Heads of Rural Higher Secondary Schools and the Heads of Urban Higher Secondary Schools in leadership behavior.

Abrami, Poulsen and Chambers (2004) found that expectation of success was the suggesting a need for implementation support those impacts upon both teacher organization skills and self-efficacy. It is important that several colleagues are engaged in a peer learning program, and that embedding the program across the learning organization and succession planning is carefully considered well in advance.

Jennifer York-Barr and Karen Duke (2004) studied on “What Do We Know about Teacher Leadership?” The concept and practice of teacher leadership have gained momentum in the past two decades. Teachers are assuming more leadership functions at both instructional and organizational levels of practice. Empirical literature reveals numerous small-scale, qualitative studies that describe dimensions of teacher leadership practice, teacher leader characteristics, and conditions that promote and challenge teacher leadership. In addition, the concept of teacher leadership is not well defined, conceptually or operationally. Future research focused on the differentiated paths by which teachers influence organizational capacity, professionalism, instructional improvement, and student learning has the potential to advance the practice of teacher leadership. A conceptual framework is offered to guide such inquiry.
Salvin (2002) his research was aimed at comparing and analyzing the effectiveness of some twenty teaching approaches used with pupils from disadvantaged socio-economic backgrounds. This smelly conclude that learning objectives were achieved as a function of pupils choices, on the basis of centers of activity involving all forms of stimulation.

Cunning ham and her associates (2001) viewed all learning’s as problem solving and held that a skilled teacher like a skilled practitioner can best fulfill his function by creating a democratic climate in the classroom. The teacher should help students in recognizing and identifying the common goals, values and roles of group members. They further argued in favor of developing institutionalized methods of problem solving, which is learning.

Paul Regina (2001) conducted a study on “Ten years (1990-1999) of teacher workshops in investigating and evaluating Environmental Issues and Actions (IEEIA) curriculum – Teachers implementation practices and perceptions”. This study examined the success rate of IEEIA in-service training and attempted to identify key variables that influenced successful implementation of the IEEIA curriculum. The study used both quantitative and qualitative methods to obtain in depth data. The findings of her study were that teachers perceived their workshops to be between modernly to very effective in helping them develop skills, related to IEEIA and for reading them how to implement it with students. Analyses revealed that teachers who received extended training or attended multiple in-service tended to use IEEIA more than teachers who did not. However the number of years the teachers had been using the approach had a stronger influence for addressing the action components.

La Duke (2000) and Brookmoor (2001) observed the light on the relationship between teacher pupil relations on the one hand and pupil change on the other in relation to teacher effectiveness. Both of these studies concluded that teacher who were friendly and congenial were considered better teacher by both students and administrations, than those who were rated as distant and uncongenial.

Anju Mehrotra (2000) studied a Comparative Study of Leadership Styles of Principals in Relation to Job Satisfaction of Teachers and Classroom Climate in
Government & Private Schools of Delhi. The major findings of the study the Principals of Government and Private Schools manifest different Leadership Styles. The majority of the Government school principals have Low Initiation – High Consideration (LH) style. While majority of Private school principals have a unique High Initiation – High Consideration pattern. On comparing the mean scores of Government and Private school principals, there is no significant difference was found between the Leadership styles of the principals in these two types of schools. (t-value - .18) Since the study is a comparative one, it was imperative to compare the job satisfaction of teachers in Government and Private schools. Hence the t-value was computed which was found to be significant at 0.01 level of significance, which indicates a significant difference between the job satisfaction of teachers in.

Glide well (2000) tried to investigate how affective a classroom climate can be when the teacher denier his own feelings. Glide well concluded that the classroom climate characterized by the denial of feelings by the teacher was accompanied by reduction of effectiveness of teaching – learning (P.126). He, also concluded that “The most effective teacher can be seen as one who seeks, through his feeling as one medium, the reality of her students ( The psyche aspect ) with an eye toward need meeting group learning activity .

Wayne K. Hoy, C. John Tarter and James R. Bliss (2000) studied on Classroom Climate, School Health, and Effectiveness: A Comparative Analysis.” The theory-driven Organizational Health Inventory (OHI) was compared to the empirically derived classroom Climate Description Questionnaire (CCDQ-RS) in predicting student achievement and teachers’ commitment to the school. After controlling for the socio economic status of the 58 secondary schools in the sample, only academic emphasis, a subtest of the OHI, made a significant contribution to student achievement. While both instruments predicted commitment, the OHI explained more of the variance. The findings suggest that, at best, the influence of the principal is indirect on school achievement but direct on commitment.

Panda, S. (1991) has studied the classroom climate in schools under different managements. This comparative study was conducted at Bombay inviting
405 boys and 305 girls of standard IX with English on the medium of instruction this study leveled the following. The differences in the classroom climate score of students coming from aided, unaided and central schools are not significant. The largest difference in classroom climate score is among the students of unaided and municipal schools. Students of municipal school are the lowest on the classroom climate score. Also this study found that the level of socio-economic status could also influence their perceptions of the climate of their classroom.

Sharma (1974) did his investigation into classroom climate of secondary schools of Rajasthan. The study aimed at Identifying and classifying the classroom climate of sampled school, Investigating relationship between classroom climate and teacher satisfaction. To collect the necessary data for the present investigation a sample of 1,066 secondary schools of Rajasthan spread over twenty-seven districts was used. The results of the study were in consonance with the findings of Hal pin and Croft. With respect to the principal’s behavior significant positive correlations were found between (i) faculty age and disengagement; (ii) faculty size and disengagement; (iii) teacher satisfaction and social climate; (iv) Headmaster effectiveness and school climate.

2.5. STUDIES RELATED TO STUDENT’S EVALUATION ON TEACHING EFFECTIVENESS

Quinlan, Kathleen M. (2014) studied “Leadership "of" Teaching "for" Student Learning in Higher Education: What Is Needed?” Mainstream higher education research on leadership largely overlooks the leadership of teaching and learning. This paper presents a model of leadership that integrates various elements needed to create universities that intentionally promote holistic student learning and development. The model links organizational development, the development of leaders as people who are in relationship with other members of the community (transformative leadership), and knowledge of teaching and learning. Through a creative synthesis of these various literatures, it proposes what is needed for sound "educational" leadership in higher education. The paper highlights the content and context of leadership, emphasizing not leadership or even leadership in higher
education generally, but leadership "of" teaching (by explicitly including knowledge and evidence related to teaching and learning) "for" student learning.

Bolf-Beliveau, Laura (2013) explained “The Scholarship of Teaching and Learning: Transformation and Transgression and the Scholarship of Teaching and Learning” Reconsidered (2011) suggests that traditional research scholarship methodology can inform and reform the ways in which we value and evaluate teaching. The authors discuss applying research methodology as way to complete this process. This study suggests that using theoretical frames, often used in qualitative methodology, creates another way to transform perceptions of the scholarship of teaching and learning. Two theoretical frames, transformative learning and critical consciousness, are explored and applied to the author's own teaching experiences and discipline mandates.

Choy, Doris; Wong, Angela F. L.; Lim, Kim Ming; Chong, Sylvia (2013) conducted a study on “Beginning Teachers' Perceptions of Their Pedagogical Knowledge and Skills in Teaching. - A Three Year Study”. The purpose of this paper is to investigate the beginning teachers' perceptions of pedagogical knowledge and skills in teaching in Singapore. Data was collected from the beginning teachers at three time points: the exit point of the teacher education programme, the end of their first year and third year of teaching. In this three year study, the focus is to examine the beginning teachers' perceptions of their development in the following teaching related factors: lesson planning, classroom management and instructional strategies. The results showed that beginning teachers’ pedagogical knowledge and skills increased significantly, but at different rates, in all three factors at the end of their third year of teaching. It suggested that learning to teach is an on-going process that begins from the pre-service teacher education programme and continues into the initial three years of teaching.

Goldacre, Lisa; Bolt, Susan; Lambiris, Michael (2013) studied on “Designed for Learning: A Case Study in Rethinking Teaching and Learning for a Large First Year Class.” This study presents a case study in which the principles of scholarship were applied to designing an approach to learning suitable for large
classes. While this case study describes an Australian first year Business Law unit, the findings presented in this paper would be relevant to a wide range of teachers faced with large enrollments in first year higher education courses. In the present case, the teacher had the challenge of teaching very large first year classes comprising students from diverse linguistic and cultural backgrounds, many of whom were enrolled in the course not from choice but because it was compulsory for their degree. In this study the authors describe how the teaching of the course was designed to enhance and encourage student learning. The authors' focus is on implementation of first year curriculum design principles; use of computer based tutorials and audience response systems; and a team approach to teaching. The teaching practices discussed in this paper are underpinned by references to relevant literature and contextualized within an ethics approved research project. The findings presented in this paper are likely to be of interest to teachers of law, teachers of large classes, and to curriculum and academic developers.

Hung, I-Chun; Chao, Kuo-Jen; Lee, Ling; Chen, Nian-Shing (2013) conducted a study on “Designing a Robot Teaching Assistant for Enhancing and Sustaining Learning Motivation.” Although many researchers have pointed out that educational robots can stimulate learners' learning motivation, the learning motivation will be hardly sustained and rapidly decreased over time if the amusement and interaction merely come from the new technology itself without incorporating instructional strategies. Many researchers have identified that the sustainability of the learning motivation is closely related to the instructional strategies. Accordingly, learners must be well guided by suitable instructional strategies to enhance and sustain their learning motivation. In other words, suitable instructional strategies are required even if introducing educational robots to learners can stimulate learning motivation at the beginning of learning activities. Literature also suggests that systematic instructional strategies can be designed with the use of the Attention, Relevance, Confidence, and Satisfaction (ARCS) model. As the rapid development of robotics, it has become feasible to apply the educational robot for enhancing learning. A robot teaching assistant (RTA) was designed to enhance and sustain learning motivation for the learning of English reading skills. A quasi-experimental design and the Instructional Material
Motivational Survey questionnaire were used for data collection and evaluation. The findings showed that the design of the RTA-based learning activities guided by the ARCS model for learning English reading skills can significantly improve learners’ learning motivation, learning performance, and continuance intention.

Decker, Jesse; Ronay, Ashley; Telfer, Megan; Becker, Craig M.; Cremeens, Jennifer; Swinker, Marian (2012) discussed “An Evaluation of a Medical School Smoking Policy: A Student Research Project. A medical school at a Southeastern university implemented a tobacco free policy to promote a healthy environment for its employees, patients, and visitors. Eighteen months post policy implementation, undergraduate students in the Department of Health Education and Promotion evaluated the satisfaction, awareness, and perceived compliance/enforcement of this policy. To evaluate the policy, students collected 292 responses from a cross-sectional survey, conducted interviews with those implementing the policy, and conducted observations on campus. Results suggest improved awareness, satisfaction, and enforcement of a policy are related to effectiveness and that the student project helped students understand the importance and value of program evaluation.

Kalayci, Nurdan; Cimen, Orhan (2012) studied “An analysis of Questionnaires Applied in the Evaluation Process of Academicians in Higher Education Institute.” The aim of this study is to examine the questionnaires used to evaluate teaching performance in higher education institutes and called "Instructor and Course Evaluation Questionnaires (ICEQ)" in terms of questionnaire preparation techniques and components of curriculum. Obtaining at least one ICEQ belonging to any state and private universities in Turkey is the universe of the study. The sample of the study is 35 ICEQs from 32 universities. In this study, qualitative research methods are used and one of the data collection methods, document analysis method is applied and the documents/data are decoded by Content Analysis Method. The findings of the study indicate that the items included in the questionnaire are related mostly to the teaching-learning processes component of a curriculum. 52% of all the questionnaires items are determined as related to benefits obtained from the courses by students and it is found out that 21% of the items are not appropriate for the criteria of preparing questionnaires. A
qualified evaluation can be reached via findings obtained from reliable and valid data collection tools. It is a necessity to collect data through reliable and valid tools for summative and formative evaluations conducted for instructors and courses in higher education institutions.

Randall, Lynn; Sander, Pierre (2012) studied “Students' Perceptions of the Effectiveness of Assessment Feedback as a Learning Tool in an Introductory Problem-Solving Course” There have been calls in the literature for reforms to assessment to enhance student learning (Sheppard, 2000). In many instances, this refers to the need to move from traditional assessment procedures that are characterized as content-heavy, summative, and norm-referenced approaches to more constructivist and student-centered approaches, often characterized as more "...flexible, integrative, contextualized, process oriented, criteria referenced and formative" (Ellery, 2008, p. 421). Whereas summative assessment techniques rarely allow students to act on the feedback provided, formative feedback provided throughout the learning process can be used to improve future work and promote learning (Ellery, 2008; Higgins, Hartley & Skelton, 2002) by providing students an opportunity to learn from mistakes. Allowing students to learn from their mistakes makes good pedagogical sense. To date there has been little research examining students' use of feedback (Higgins, Hartley, and Skelton, 2002). In an effort to begin to add to the literature in this area, this paper describes a study that explored the effectiveness of oral and written formative feedback when students were provided the opportunity to use it

Anne Walker, Jill Shafer, and Michelle Imams (2011) focused ‘University of North Dakota “not in my classroom”: teacher attitudes towards English language learners in the mainstream classroom. The research explored three topics: (1) the extent and nature of mainstream teacher attitudes towards ELLs, (2) the factors that contribute to teacher attitude development, and (3) how teacher attitudes towards ELLs vary by community demographics, in particular low-incidence schools, rapid-influx schools, and schools serving migrant students. The paper concludes with a theory of teacher attitude development towards ELLs with implications for improving teacher attitudes through professional development programs
Munoz, Marco A.; Prather, Joseph R., and James H., (2011) studied “Exploring Teacher Effectiveness Using Hierarchical Linear Models: Student- and Classroom-Level Predictors and Cross-Year Stability in Elementary School Reading.” Teacher effectiveness and evaluation using student growth measures is a popular reform strategy in education. Teachers can make a difference in student academic growth, but a question that begs an answer is how to go about measuring this impact. This study examines models of teacher effectiveness and the development of hierarchical linear models (HLM) using fourth grade end-of-year state accountability reading test scores as the outcome variable. An extensive review of literature was conducted to assess the use of HLM in educational settings, particularly as related to teacher effectiveness analyses. Although multiple student variables were explored, previous reading test scores was the most significant student-level variable while teachers’ years of experience was used as a classroom-level variable. This model produced a classroom effectiveness index that was notably consistent across three years of data for the same teachers. Implications for policy, practice, and research are discussed.

Reba Barkley and Jo Ann Higginbotham and Lee University, Cleveland (2011) carried out their studied on “pre-service teacher’s attitudes towards teaching diverse learners”. Pre-service teachers’ attitudes towards diverse learners can greatly affect student success and achievement in the classroom setting. It is imperative that undergraduate programs provide courses and relevant experiences that prepare their pre-service teachers to interact with and have a positive effect on diverse learners. This preparation will change the attitudes of pre-service teachers as they experience first-hand the learning needs of diverse learners along with educational strategies to help these students succeed. This researcher surveyed a group of fifty-seven pre-service teachers from a small private comprehensive university in Southeast Tennessee. The pre-service teachers were enrolled in a teaching diverse learner’s course that incorporated multiple field experiences involving direct interaction with diverse learners. Results showed that participation in the course increased these pre-service teachers’ overall awareness and willingness to work with diverse learners. This information could be a catalyst
to help other institutions realize the value of courses aimed at increasing pre-

service teachers’ knowledge, attitudes and skills as they relate to diverse learners.

Anita (2010) studied the “Using Technology to support Real Learning First in

Alberta Schools.” Teachers often adapt technology in imaginative ways to

support the teaching – learning process for e.g. They may use educational software

such as serious gaming, simulations and applications, acquire tools to support

students with special needs, and encourage students to use the Internet to access

inquiry based learning tools as well as books, journals, magazines and audio-video

resources. Yet, as long as these teachers work in an accountability regime in which

standardized tests and other simple reductionist measures are relied upon to access

student learning, the kind of transformational changes in teaching and learning

envisaged by Andy Hargreaves and Dennis Shirley in their recent Book. The


Linda Tyler (2010) observed the ‘Measuring Teaching Effectiveness, across the nation”, policymakers and education leaders share growing agreement found that we must do a better job in measuring effective teaching and identifying effective teachers. And increasingly, there is a belief that measures of effective teaching should contribute to high-stakes decisions like pay for performance and tenure. But people disagree about what it would take to identify effective teaching consistently and accurately. And many teachers worry that important contributions they make to schools and to the growth and well-being of students will be ignored. Identifying good teaching doesn’t and shouldn’t have to be a matter of conjecture or opinion. We can build on solid research and create tools that accurately distinguish teaching that leads to student success from teaching. And we can use multiple measures, including student-performance data, classroom observation, feedback from students, and other evidence, to provide well-rounded, fair, and valid input into important decisions. For most of the high-stakes testing we do in education, we hold the instruments and supporting processes to high technical standards. We must do the same for measures of teacher effectiveness. This study reveals that assessments of teacher effectiveness used for high-stakes purposes should meet four key technical requirements.
Otting, Hans; Zwaal, Wichard; Tempelaar, Dirk; Gijselaers, Wim (2010) studied “The Structural Relationship between Students' Epistemological Beliefs and Conceptions of Teaching and Learning” The aim of the present study was to explore the relationship between students' epistemological beliefs and conceptions of teaching and learning. The results showed that the epistemological beliefs dimension "learning effort/process" was positively related to the constructivist conception of teaching and learning, and negatively related to the traditional conception of teaching and learning, indicating that students recognize the importance of self-directed learning. The relationships that were established between the "expert knowledge" dimension of epistemological beliefs and the conceptions of teaching and learning show that students who do not believe in teachers as a main source of expertise tend to have constructivist conceptions of teaching and learning.

Sheda and Abuja (2010) studied “An assessment of the teaching effectiveness of pre-vocational subjects teachers in Ogun State Nigeria.” investigated the teaching effectiveness of prevocational subject teachers using descriptive survey research design. A total of 205 teachers selected through purposive and simple random sampling technique participated in the study. Three research questions were raised to guide the study validated instrument titled ‘Teaching effectiveness scale’ was used for data collection. The t-test of significance and simple percentage were the major statistical tools employed in the data analysis. Findings from the study revealed; a relatively low teaching effectiveness among prevocational subject teachers. It was recommended among others, that government and agency responsible for teacher envelopment should put in place an action plan to enhance the capacity of teachers in the use of ICT driven pedagogy, modern classroom practices and assessment techniques; while the technical teacher training scheme should be revived. This will position the country towards the realization of vision.

Clayson, Dennis E., (2009) focused their idea on “Student Evaluations of Teaching: Are They Related to What Students Learn?--A Meta-Analysis and Review of the Literature”. Although the student evaluation of teaching has been extensively researched, no general compromise has been reached about the validity
of the process. One contentious issue has been the relationship between the evaluations and learning. If good instruction increases the amount of learning that takes place, then learning and the evaluations should be validly related to each other. A review of the literature shows that attempts to find such a homological relationship has been complicated by practice, methodology, and interpretation. A meta-analysis of the literature shows that a small average relationship exists between learning and the evaluations but that the association is situational and not applicable to all teachers, academic disciplines, or levels of instruction. It is concluded that the more objectively learning is measured, the less likely it is to be related to the evaluations.

Lee, Kathryn S. (2009) studied “The Intersection of the Scholarship of Teaching and Learning with Online Course Design in Teacher Education.” This study employed a web-based survey investigating graduate students’ perceptions of effectiveness of various learning activities in an online teacher education course designed to teach instructional strategies. Learner-centered evaluation allows for insights into the teaching and learning process, and learner satisfaction is particularly critical in determining quality in distance education. The findings would inform a redesign of the course with the goal to enhance learning, using students as evaluators. The students' ratings and comments of course activities are discussed, and implications related to course redesign are examined.

Barrett (2007) in Tanzania suggest that teachers employ practices that may be perceived as being ‘teacher-centered’ such as whole class question – and answer or singing because they find them to be relatively effective with large classes and minimal teaching and learning resources. This study has reviewed recent literature relating to prominent the men in recent literature on the quality of teaching and learning in formal basic education in low income countries.

Cunningham Melinda. (2007) studied on “Educator attitudes to works the appropriateness of TQM.”- A survey of elementary and middle school administrations and faculty. The objective of this study was to determine the perspectives of elementary and middle school educator on the appropriateness of TQM in education and to what degree do elementary and middle school educators
support the core constructs of TQM. The study found out there is variance in the attitudes of educators at elementary and middle school grade levels.

Robert R. McGregor (2007) conducted a study on “The Center for Educational Effectiveness.” The primary purpose of this study was to synthesize the literature and existing rubrics or frameworks pertaining to the essential practices of high quality teaching and learning. This study identifies the study process, the underlying assumptions or beliefs, the findings and a list of essential practices of high quality teaching and learning and specific attributes of those practices. Teachers are committed to students and learning, teachers know the subjects they teach and how to teach those subjects to students, teachers are responsible for managing and monitoring student learning, teachers think systematically about their practice and learn from experience, and teachers are members of learning communities.

Graanadevan (2006), studied the” Attitude of teachers towards educational innovations.” His research study revealed that the attitude of teachers towards educational innovations is highly favorable.

John A. Rossa; Peter Gray (2006) focused the Transformational leadership researchers have given little attention to teacher expectations that mediate between goals and actions. The most important of these expectations, teacher efficacy, refers to teacher beliefs that they will be able to bring about student learning. This study examined the mediating effects of teacher efficacy by comparing two models derived from Bandera’s social cognitive theory. Model A hypothesized that transformational leadership would contribute to teacher commitment to organizational values exclusively through collective teacher efficacy. Model B hypothesized that leadership would have direct effects on teacher commitment and indirect effects through teacher efficacy. Data from 3,074 teachers in 218 elementary schools in a cross validation sample design provided greater support for Model B than Model A. Transformational leadership had an impact on the collective teacher efficacy of the school; teacher efficacy alone predicted teacher commitment to community partnerships; and transformational
leadership had direct and indirect effects on teacher commitment to school mission
and commitment to professional learning community.

Katrien Truyyen, Filip Dochy and Steven Janssen (2005) found that the
student’s perception of the learning environment determines how s/he learns and
not necessarily the educational context in itself. Reality as experienced by the often
forgotten student is an intervening variable, which cannot be neglected if full
understanding of student learning is the purpose of our educational research and
practices. However, student learning is related to evaluation practices. This
provides the rationale for the primary focus of the present inquiry into student’s
perceptions about evaluation practices and assessment methods in our current
learning environments. This paper aims, therefore, to present a comprehensive
review of students’ perceptions about assessment, which will make a significant
contribution to our current understanding in the field.

Kelley, Robert (2005), observed the study on “Relationships between
Measures of Leadership and School Climate.” concluded that Research has
established relationships among leadership, school climate, and effective schools.
In this study, we compared relationships between selected dimensions of
leadership and measures of school climate in 31 elementary schools. In addition,
principals’ perceptions of their leadership styles were compared with teachers’
perceptions of their principals’ leadership styles. Results indicate that teachers’
perceptions of their principals’ effectiveness are related to school climate”

Richard Hatcher (2005) studied the “Distribution of Leadership and Power
in Schools. “Distributed leadership has come to prominence in school management
discourse as a means to achieve the participation and empowerment of teachers
and to create democratic schools. In this paper a) explore the contradictions
between these claims and both the hierarchical power structure of schools and the
use of distributed leadership to secure the commitment of teachers to government
education agendas. b) Examine how the relationship between distributed leadership
and managerial power is addressed in the discourse of education management
theorists and the practice of head-teachers. Examples of authentically democratic
schools based on collective self-management provide the basis for questioning the
hegemonic hierarchical model.

learning and guide teaching,” this study pointed out the Teachers improve their
practice in the company of their peers, working closely with their peers on an
ongoing basis helps teachers to become more effective and innovative in their
teaching practice. Students and teachers work together to create assessment
criteria. They also undertake continuous assessment activities designed not only to
improve learning but also to foster student engagement and collaboration. Students
also help to assess their peers; a skill that they will need in the 21st-century
workplace In addition to constituting a professional development opportunity,
participating in a community of practice is an integral part of transforming the
teaching –learning process in a way that improves student learning.

Molnar et. al., (2001) of university of Wisconsin observed and assessed
some teachers from 1\textsuperscript{st} to 3\textsuperscript{rd} grade. After the collected data were analyzed, the
teachers were divided into two groups according to their level of effectiveness, a
group of teachers recognized as effective, having enabled their pupils to obtain
higher than standard achievement out comes, and a group of teachers recognized as
ineffective, whose pupils showed lower than average achievement (Zahorik et. al,
2000). The relevance of this study lies in the fact it highlighted substantial
differences between effective and less effective teachers, both in terms of class,
management and management of teaching. The majority of effective teachers in
reduced – size classes use teaching practices focusing on teaching learning
contents while ineffective teachers tend to adopt pupil – centered practices.

Joyce, Weil, & Calhoun, (2000) based on the main findings of teacher
effectiveness research (e.g., Brophy& Good, 1986; Muijs and Reynolds, 2001; Rosen
shine& Stevens, 1986), the dynamic model refers to factors which describe teachers’
instructional role and are associated with student outcomes. These factors refer to
observable instructional behavior of teachers in the classroom rather than on factors
that may explain such behavior (e.g., teacher beliefs and knowledge and interpersonal
competences). The eight factors included in the model are as follows: orientation,
structuring, questioning, teaching-modeling, applications, management of time, teacher role in making classroom a learning environment, and classroom assessment. These eight factors do not refer only to one approach of teaching such as structured or direct teaching or to approaches associated with constructivism (Schoenfeld, 1998). An integrated approach in defining quality of teaching is adopted.

Teddie and Reynolds (2000) found in their study that effectiveness studies conducted in several countries reveal that the influences on student achievement are multilevel. Therefore, the model is multilevel in nature and refers to factors operating at the four levels. Teaching and learning situation is emphasized and the roles of the two main actors (i.e., teacher and student) are analyzed. Above these two levels, the dynamic model also refers to school-level factors. It is expected that school level factors influence the teaching-learning situation by developing and evaluating the school policy on teaching and the policy on creating a learning environment at the school.

Van Resusen, Shoho, and Barker (2000) discussed “A study of Secondary School Teacher’s attitude towards some selected aspects of teaching learning process: The effect of sex and management of school” main objectives of this study was to investigate the effect of management (Govt. & Private) on secondary school Teacher’s attitude towards selected aspects of teaching learning process. The sample for the study consisted of 150 secondary school teachers working in the district of Korana, Orissa. The result reveals no significant difference between secondary school teachers’ working in Government, and Private School in their attitude towards Teaching Learning Process.

2.6 STUDIES ON QUALITY EDUCATION

Eerola, Päivi-Sisko; Eerola, Tuomas (2014) investigated “Extended Music Education Enhances the Quality of School Life” This study found that whether music education can create social benefits in the school environment was tested in 10 Finnish schools with an extended music curricular class and control classes. The quality of school life (QSL) was assessed by a representative sample ("N" = 735) of pupils at years 3 and 6 (9- and 12-years-olds). The results showed that extended music education enhances the QSL, particularly in areas related to
general satisfaction about the school and a sense of achievement and opportunity for students. Differences related to the schools and gender did not account for the results. A follow-up study examined whether the increase in critical QSL variables was related to music.

Leow, Fui-Theng; Neo, Mai (2014) conducted a study on “Interactive Multimedia Learning: Innovating Classroom Education in a Malaysian University” This research study was conducted at INTI International University, and aimed at enhancing the quality of classroom learning for University students with three important emphases: Gagne's instructional model, multimedia, and student-centered learning. An Interactive Learning Module (ILM) was developed as the core component in forming the multimedia-mediated student-centered learning environment (MMSLE) to improve the quality of student learning. The impacts on student learning were investigated through pre-test and post-test, questionnaires, open-ended questions and interview. A significant improvement was found in the test results, and shows that this learning environment has enhanced the students' learning achievement. Students also show positive attitude change as they became more active and motivated in the learning process. A framework named MMSLE was proposed to provide a guideline for educators in Malaysian Universities to foster education innovations as alternatives to the conventional classroom teaching and learning methodology.

Keshavarz, Mohsen; Vaziri, Seyed Ali; Jafari, Ahmad; Alizadeh, Hadi (2013) conducted a study on “Students' Learning Environment and Education Quality in Faculty of Education of University of Tehran” The main aim of this study is to review between students’ learning environment and education quality. A non-experimental, quantitative, SPSS 17.0 research design was used to explore the relationship between background demographic characteristics, transformational, and transactional leadership styles, learning environment, and education quality. Analysis of the research results found a significant relationship among learning environment, quality education, and teachers' transformational and transactional leadership styles. A background demographic characteristic of type of schools was also statistically significant in transformational and transactional leadership, learning environment, and
education quality. Teachers' transformational leadership style has significance for the learning environment, and transformational leadership styles.

Harvey, Marina (2013) studied “Setting the Standards for Sectional Staff: Quality Learning and Teaching” Across the Australian Higher Education sector a focus on quality is driving a new paradigm for learning and teaching: quality standards. One challenge is to engage all academics with this progress towards systematic quality enhancement and assurance. Sectional staffs, which provide most of the face-to-face teaching in Australian universities, remain at the periphery of learning and teaching. Any development of standards must therefore proactively address the role of seasonal staff in attaining and achieving quality learning and teaching. Building on seminal research on sectional staff, this paper argues the need for standards as a potential strategy for quality learning and teaching with sectional staff. The rationale for, and process of, developing national standards is outlined and the learning and teaching standards are introduced.

Abik, Mounia; Ajboun, Rachida; Ensias, Lerma (2012) studied the “Impact of Technological Advancement on Pedagogy” To improve the quality of learning, pedagogues have prescribed different pedagogical approaches (constructivist, cognitive...). However, the effective implementation of the majority of these approaches has not been possible only after the advent of new forms of learning (E-Learning-learning) these forms are closely related to technological development. Later with the emergence of technology (pervasive computing, Artificial Intelligent) a new form of learning is established. It is called Pervasive Learning "P-Learning". P-Learning is a social process that connects learners to communities of devices, people, and situations in a transparent and independent manner. This learning form goes far beyond the predictions suggested by pedagogue. Learning can then take part outside the learner via technology, which will be an extension of his brain by unloading the cognitive practices he performs. The aim of this paper is to answer the following questions: What alliance is there between pedagogy and technology? Are we in need of a new pedagogical approach in the new learning environment "P-Learning"? What are the new pedagogical challenges to resolve?
Galini, Rekalidou; Efthymia, Penderi (2009) studied “The quality of the classroom.” Environment, as conceptualized and measured through the construct of classroom climate, focuses on the social and psychological interactions among its members which have been found to be related to students' academic achievement and reduced emotional problems. Aims: With regard to the limited data concerning the relevant Greek literature, the present study examined the possible relations between primary students' perceptions of the quality of their classroom psychosocial environment as measured using My Class Inventory and the evaluation of their "overall" performance by their teachers. Factors such as school district, urban and rural and grade level, fifth and sixth, were also taken into account. Questionnaires were completed by students in their classrooms during the lesson hour and teachers recorded their evaluation of each student performance on their questionnaire. Analyses of variance (ANOVA), t-test and Pearson r correlations were conducted. Results: Research findings showed that competitiveness is prevalent in Greek classrooms. Especially in metropolitan urban schools, "excellent" students experience high levels of friction as they strive to succeed academically. Students' satisfaction was positively related to cohesion and negatively to friction and difficulty, in most of the cases. Conclusion: It seems that traditional perspectives in evaluation methods used by teachers and the focus on academic achievement as well as modern life conditions in metropolitan urban settings influence students' sense of competitiveness and friction in the classroom.

Van de Grift, Wimp (2007) conducted a study on “Quality of Teaching in Four European Countries: A Review of the Literature and Application of an Assessment Instrument.” From 2002 onwards, initiatives and first steps for the project International Comparative Analysis of Learning and Teaching (ICALT) have been taken by the inspectorates of education in England, Flanders (Belgium), Lower Saxony (Germany) and The Netherlands. The inspectorates of education in these European countries reviewed the results of research on the basic characteristics of good and effective teaching and selected standards and indicators for an observation instrument that could be used to evaluate the quality of teaching. The inspectorates from these countries jointly developed an instrument to observe and analyses the quality of learning and teaching in primary schools. Purpose: The
observation instrument was piloted for reliability and inter-rater reliability, and for validity, in the four countries. Sample: Mathematics lessons in England, Flanders (Belgium), Lower Saxony (Germany) and The Netherlands were observed in 854 classrooms, with children who were about 9 years old when they started the school year. Design and methods: Inspectors in the four countries were trained in the proper use of the observation instrument, and used the instrument during their own inspections or evaluations. This study shows that the quality of teaching in the four countries can be compared in a reliable and valid way as regards five aspects: "efficient classroom management", "safe and stimulating learning climate", "clear instruction", "adaptation of teaching" and "teaching-learning strategies". Conclusions: It is found that only a few percentage points of difference between teachers are due to differences existing in the four countries. Furthermore, it may be concluded that the five aspects of quality of teaching are positively and significantly correlated with pupil involvement, attitude, behavior and attainment.

KanishkaBedi and Sharma (2006) studied the “Benchmarking the Quality of Secondary Education at the Micro Level and Policy Imperatives.” Different schools (& board of examinations) have students with different expectations from the school and different perceptions about the quality of education they receive from the school. It is therefore necessary for the schools to create objective benchmarks in order to know where they stand currently in satisfying the student’s expectations. These benchmarks may be used in the future to gauge the impact of policies implemented in order to improvise the situation. Also, these benchmarks can be used to compare the performance of various schools. In the first part of this paper, we create the Quality Function Deployment (QFD) house of quality (a matrix) for the secondary level students of a prominent school (with ICSE board of examination) at Lucknow, India. In this process, we come across various expectations (with respect to curriculum, teachers & examinations) of the students and evolve policies in consultation with the Principal of the School in order to satisfy these expectations in a better way. The QFD house of quality generates objective rankings of the priority to be attached to various policies for implementation. In the second part, QFD house of quality was created for secondary level students of another prominent school (with CBSE board of
examination) at Lucknow, India. It was found that some expectations of the students in this school were different from that of the other school. In the last part of the paper, we compare the performance of the two schools on various student expectations, which are common to both the schools. In this process, the better performing school (& the board of examination) becomes a benchmark for the other on various expectations. On the remaining unique expectations of students, the school’s own performance becomes an objective benchmark. It was found that both the schools were benefited in terms of improvising the quality of secondary education by implementing policy imperatives arising out of this exercise.

Moses Waithanji Ngware and et.al (2006) discussed the, “Total quality management in secondary schools in Kenya: extent of practice.” Board of Governors and chairpersons in secondary schools are not providing the necessary leadership that would promote TQM practices necessary for schools’ continuous improvement. However, some head teachers are providing the required leadership with a considerable number of school managements empowering their employees. The majority of schools are not committed to strategic quality planning, though they do promote human resource development initiatives.

Selvam et al., (2006), studied performance of TQM in primary education programme. The objective of their study was to puzzle out the perpetuity of Total Quality Management in Primary education programme in Erode District in Tamil Nadu. The performance of TQM in primary education programme has been highly impressive scoring the overall mean value of 3.80 at five point scale. The study revealed that TQM has been practiced by the primary schools. This study finds self-assessment as component of a continuous performance improvement strategy and quality assurance. The study also investigated the usefulness of a TQM approach to quality assurance in the ETD environment and the impact of the frameworks used available assessment instruments and selected methods on the significance of organizational self-assessment.

Global Monitoring Report, titled The Quality Imperative (2005) focused attention on the meaning of quality and laid out a framework for conceptualizing quality had at its Centre teaching and learning (UNESCO 2005:36) In this respect, it
closely resembled earlier frameworks developed by school effectiveness researchers (Heneveld and Craig 1996; Shearness 2000) such framework illustrated diagrammatically that initiatives to improve the quality of education need to be firmly focused on improving teaching and learning at the same time as paying attention to all. The factors, such as Material inputs Teacher competencies Educational management and School community relations that enable and support changes to teaching and learning. By the late 1990s and early 2000s several integrated models of educational effectiveness (Creepers, 1994; Schering, 1992; Spring field &Slavin, 1992) had been developed. These models sought to explain why factors which operate at different levels are associated with student outcomes and these guided not only the theoretical development of EER but also the design of empirical studies within this field (Kyriakides, Campbell, &Gagatsis, 2000; de Jung et al., 2004).

Swatantradevi et al. (2005) studied “Quality planning for total quality in primary education system” The objective of their study was to know whether the teachers practice quality planning for achieving the total quality in primary education system. The sample of the study comprised of 85 Block Resource Teachers (BRTs) of Tanjore districts of Tamil Nadu randomly selected. The study clearly reveals the fact that the preparation of quality planning in the primary education system is low. It is a fact that no change in quality can come in without proper planning experiments, taking efforts, undergoing hardships, having a positive attitude dedication and professionalism on true term.

Selvam et al., (2005) studied the infrastructural background for facilitating quality primary schools. The objective of their study was to find out the infrastructural background for facilitating a quality environment to promote teaching learning process. It is clear from the findings and discussions of the study that infrastructure has been taken into serious consideration for quality in education.

Theisen, Teresa J. Texas (2005) in his study on “A relationship between teacher quality and student achievement in fifth grade reading and mathematics” examined the relationship between teacher quality and student achievement growth as measured by the Texas Assessment of knowledge and skills in reading and
Math. The impact of this study is “its ability to provide quantitative strength and convincing evidence of the relationship between teacher quality and student achievement. The result indicate that Teachers quality does have impact on student achievement in fifth grade reading and math as measured the Texas, Assessment of knowledge and skills.

Withers MC Kellsn. (2005) found out “the quality of state mandated mentoring and the impact on provisional teacher” attempted to suggest an approach to the state Utah requires mentoring for all provisional years of teaching the state. The provisional years of teaching (first 3 years) are essentially the first and best opportunity for the school district to reinforce and help to develop good and successful teaching behaviors’ and strategies. The finding of the study was if mentoring is to be used as any part of a long range reform strategy for better teaching and more attention need to be paid to identifying effective teachers to become mentors.

Clement Gautier Martial Dembele (2004) conducted a study on “Quality of teaching quality of education review of research findings”. Identifying effective teaching practices necessarily implies that teachers have the power to influence student learning. Is this influence more or less important than other factors such as family background, student motivation, intellectual potential etc.? The works by Wang, Heartily and Walberg (1993) provide an answer to this question. Indeed, these American researchers performed important meta-analyses which enabled them to identify the factors most likely to help pupils to learn. The findings revealed that two most prominent factors are directly related to teacher. Teachers are thus the most influential factor in student learning.

Harrell, Ty (2004) conducted a study on “How teachers think about their work.” This study examines and compares the language and discourse utilized by quality teachers to the language and discourse of teachers who need improvement. This study assumes that quality teachers think about teaching differently than teachers in need of improvement. Language and discourse provides a framework for teachers to conceptualize the characteristics of a quality teacher. The purpose of this study is to investigate how quality teachers and needs improvement teachers
perceive teaching differently. The results of this study indicate a significant disparity between the two groups. The result also provides a structure which seeks to capture the lived reality of the participants. This study reveals a universal system describing the dynamic and differences of quality teachers and needs improvement teachers, thus lending a tool for the diagnosis of problems or predictions pertaining to teacher quality.

2.7 SYNTHESIS OF RESEARCH STUDIES ON LEADERSHIP STYLE OF HEADMASTER

Grunes, Paul; Gudmundsson, Amanda; Irmer, Bernd (2014) study states that emotional intelligence is not a useful predictor of leadership style. Urick, Angela; Bowers, Alex J. (2014) study indicates that a multiple leadership style is associated with behavior styles...In the year (2013) Harris, Alma, Lavery, Shane D.; Hine, Gregory S.C (2013) and Robbins, Steven (2013) their studies examined that adolescents possess enormous leadership potential. Antonaros, Mary E. (2012) and Ibrahim, Mohammed Sani; Mujir, SitiJunaidahMohd (2012) implies that work commitment influences the transformation leadership style. Most of the research studies in the year (2012) state that training is more important for rural leaders. Lin (2011), Mullen, J, Kelloway, EK, Teed, M, (2011) and Thomaston (2011) studies indicate that there is a positive relationship with organizational climate and transformational leadership.Muhr, SL (2011) and Mogadime, Mentz, Armstrong, Holtam, (2010) and Patel (1974) study states that women leaders have high performance and develop moral values. In the year (2009) Sims, Faraj, Yun, (2009) Herubasuki (2009) studies cleared that leadership style develops the situation of quality.Nir,Adam E; Kranot, Nati (2006) and Gholamerg Shams (2007) studies examined that co-curricular activities and educational qualifications influence the leadership styles.Parvathi. K. (2006) study shows that there is a significant difference in leadership style according to their place and type of the school. From the above syntheses of research studies on leadership style the researcher finds that the organization climate influences the leadership style and develops the positive morale value of the school.
2.8. SYNTHESSES OF RESEARCH STUDIES ON CLASSROOM CLIMATE

As whole in above reviewed literature a large number of studies revealed that school environmental factors influence and strengthen the classroom climate. Most of the studies indicate that there is correlation between job satisfaction and classroom climate. Case, K. F (2013) Peters, Michelle L (2013) and Mohan & J. Ashok (2011) study states that teachers’ attitude strengthen the classroom climate. Cappella, Elise; Neal, Jennifer Watling; Sahu, Noah (2012) study examined that students’ perceived the classroom climate. In the year 2011 Brackett, Marc A.; Reyes, Maria Regina; Rivers, Susan E.; Albertson, Nicole A.s Salvoes, Peter, Collie, Rebecca J. Shapka, Jennifer D. Perry, Nancy E. (2011) and Ou, ShuHui. (2010) studies state that teacher affiliation, the social culture, autonomous climate influence the classroom climate. Jill Reese (2007), Jennifer York-Barr and Karen Duke (2004), Salvin (2002) study states that successful environment classroom climate prevents the problems in the schools. Sharma (1974) AnjuMehrotra (2000) studies cleared that there is a positive correlation between classroom climate and job satisfaction. From the syntheses the investigator has understood that classroom climate improves the positive environment situation in the schools.

2.9. SYNTHESSES OF RESEARCH STUDIES ON TEACHING EFFECTIVENESS

that the teacher accountability and ICT influence the teaching effectiveness. From 2001-2006 not much research was conducted on teaching effectiveness. Kelley, Robert (2005) Molnar et al., (2001) studies indicate that infrastructure facilities of classroom, enriches the teaching effectiveness. From the above findings the present investigator concludes that school factors influence the teaching effectiveness.

2.10. SYNTHESSES OF RESEARCH STUDIES ON QUALITY


2.11. SUMMARY

The survey of related literature helped the investigator to have a clear perspective of the problem chosen for the present investigation. Also, it enabled the investigator to formulate relevant hypotheses, a suitable methodology and a well-planned procedure for the present investigation. The investigator collected various studies from abroad and India to identify the existing preferred quality indicators are leadership style of headmaster, classroom climate of teachers and teaching effectiveness. These studies analyzed the leadership styles of male and female Headmasters, Teachers, Political leaders and students in different angles. Like that related literature of classroom climate and teaching effectiveness analyzed the
attitude of teachers, job involvement, socio-economic status, teaching and learning process and quality learning. From the above analyses the investigator concluded that leadership styles of headmasters, classroom climate of teachers and teaching effectiveness are responsible for improving the quality of school education.
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