CHAPTER - 2

REVIEW OF RELATED LITERATURE

A survey of the related literature is important pre-requisite to planning and execution of a research work as it helps the researcher in acquiring information about the studies already done in the field, promotes greater understanding of the problem alongwith its crucial aspects and ensures the avoidance of unnecessary duplication. It also helps the investigator in broadening his/her vision with regard to the research problem at hand after having a thorough understanding and insight into previous work. According to Tuckman (1972) the purpose of review of literature is to expand upon the content and background of the study to help further define the problem, and to provide an empirical basis for the subsequent development of hypotheses.

Present study focusses on Total Quality Management (TQM) as related to Leadership Behaviour (LB) and Human Resource Development (HRD) in Secondary and Sr. Secondary Schools of UT Chandigarh. An attempt has been made in this chapter to survey the available researches related to TQM & leadership behaviour, TQM & HRD, and TQM, leadership behaviour & HRD across types of schools. Studies which have indirect bearing on the problem such as those related to one or other parameter of TQM (e.g., job satisfaction, interpersonal perceptions, teacher’s perception of satisfaction, student’s performance/achievement, curricular activities, instruction/teaching etc), the sub-variables of HRD (e.g., risk taking attitude, trust, team work etc.), and types of leadership behaviour have also been included. Since application of TQM in educational institutions is relatively recent phenomenon, most of the reviewed studies pertain to the last about two & half decades.

The review of literature has been presented under the following three subheads:
• TQM & Leadership Behaviour;
• TQM & Human Resource Development;
• TQM, Leadership Behavior & HRD across types of schools.

2.1 TQM & LEADERSHIP BEHAVIOR

Finger (1985) explored the relationship between perceived leadership behavior of the quasi administrators and teacher job satisfaction from New York City School system. The test instruments included Leadership Behavior Description Questionnaire (LBDQ), Job Satisfaction Instrument (JSI) and a personal data form. The results seemed to suggest that teachers who perceive quasi-administrators as being high in both initiating structure and consideration would have a greater degree of job satisfaction than those teachers who perceived their quasi-administrators as having any one leadership style. The findings support the relationship of leadership behavior and job satisfaction a sub-variable of TQM.

Evertt (1990) analyzed the relationship between Principal’s leadership style and the motivation of the teaching staff and found significant relationships between the two. Teacher motivation dimensions namely, intrinsic, extrinsic, and general satisfaction were significantly related to each of the two leadership dimensions, initiating structure and consideration behavior. Leader Behavior Description Questionnaire and Minnesota Satisfaction Questionnaire were used to gather the data. Positive relationship was found between extrinsic and intrinsic motivation and Principals’ leadership behavior. The motivation dimensions of teachers of those schools whose Principals demonstrated low levels of initiating structure and consideration behavior were negatively correlated with teachers whose Principals’ demonstrated high levels of initiating structure and consideration behavior. These results have implications for the association of leadership behavior with the sub-variable of teachers’ perception of their satisfaction.
Keller’s (1990) study pertained to “toward a contingency theory of leader behaviour and creative versus incremental innovative outcomes in research and development project groups”. The objectives of the research were threefold: (1) To develop and test a contingency theory of leader behavior in research and development (R&D) project groups. (2) To identify leader behaviors that can lead to creative and/or incremental technological innovations, and (3) to better understand the basic role of leader behavior in the process of technological innovation within a project group context. Study was longitudinal in nature and dealt with transformational leadership, initiating structure, consideration, and the performance of 66 project groups comprising of 462 professional employees from three industrial organizations. Data were collected at two points, one year apart. Ratings were obtained on project quality and on budget/schedule performance. As hypothesized, transformational leadership predicted higher project quality and budget/schedule performance ratings at the first time and then one-year later at second time. Consideration predicted project quality ratings at both the times. Data collection procedures were the same in all three organizations Participants completed the questionnaires during normal business hours at each organization in groups ranging from 30 to 50 participants each. Only a researcher was present, and confidentiality of all information was guaranteed by the researchers and the organizations. These results are encouraging for the inclusion of transformational leadership as a useful variable into the literature on leadership in R&D organizations. These also suggest that effective leaders in R&D project groups tend to inspire a sense of mission and purpose about the importance of the work being done, stimulate new ways of thinking and problem solving, and encourage group members to do more than what might normally be expected. Moreover in a project-group context, transformational leadership may help the group members to transcend personal self-interest to cooperate and achieve the work of the project.
In the same year, Madhok (1990) studied leadership styles of managers and subordinates’ interpersonal perceptions a sub-variable of TQM. She concluded that (i) high task-low relationship style was related to activation of the autonomy need, (2) low task high relationship style was related to importance of the security need, (3) low task low relationship style was related to satisfaction of esteem and activation of actualization needs and (4) bureaucratic style was related to the deprivation of the autonomy need.

Bray (1994) conducted a study to examine leadership in a quality school. The researcher examined a school, which is part of William Glasser’s consortium of Quality schools wherein significant changes took place. The findings of the study revealed a positive relationship between leadership and quality and indicated that for significant change to occur, adults in the schools must change their beliefs about the nature of the school, about their relationships with one another and about their relationships with the students.

In a survey conducted by Cook Associates (in Oakley and Doug, 1994), the consulting firm interviewed 25 quality leaders from the companies that had pursued TQM. The survey indicated that leaders who effectively apply TQM principles combine effective leadership characteristics with an open approach to learning. Effective leaders looked for ways to help with problem solving and took personal responsibility for the implementation of TQM. It was recommended that managers of every organization must establish support systems that make their core values visible, and teach people the skills that quality leaders seem to master intuitively.

Irvin (1995) studied the leadership strategies for the implementation of Total Quality Management at five research universities. Qualitative interview and document analysis research techniques were used to conduct the research. Leadership behavior was found significantly and positively related to total quality management. Research findings suggested that TQM is an
administratively driven initiative to improve campus service quality and certain costs.

Bryant (1995) conducted a case study of the leadership role of principals in the commitment to quality project in Virginia. The purpose of this research was to describe and analyze the leadership role of principal in the implementation of the seven components of the commitment to quality project as defined by the Virginia Department of Education, based on the Xerox leadership through quality model, in Virginia with specific school building sites. The seven components used were Customer Focus, Total Participation, Mission, Measuring and Monitoring Processes, Leadership, Communication, and Commitment to Continuous Process Improvement. Results suggested that the implementation of quality strategies had a beneficial effect on participants. All principals experienced a shift in their leadership roles toward increasing their levels of personal leadership power.

Lockwood (1995) examined the relationship between lateral organizational capability and the leadership styles of mid-manager deans in community capability colleges that were moving towards total quality. The purpose of this study was to determine whether community colleges that have a stated commitment to total quality are developing lateral organizational structures requiring mid manager deans to perform in dual roles as hierarchical functional decision makers and as facilitators, coaches, and mentors to individuals and teams. The findings of the study revealed that total quality and lateral organizational structure are positively related. It was further found that significant difference existed between total quality and leadership styles of mid-manager deans in community capability colleges.

A case study by McDonald (1996) was designed to investigate the New Jersey Cherry Hill Public School District’s implementation of a Total Quality Management (TQM) approach throughout its school organization. Data for the study were collected through a variety of techniques using a triangulation approach combining three basic
processes: (a) quality self-assessment survey, (b) interviewing, and (c) document review. Research questions pertained to as to why were continuous improvement opportunities addressed in the Cherry Hill Public Schools?, what driving and constraining forces were identified that impeded or facilitated the development of schools of quality?, what lessons have been learned?, and what does it mean to do 'quality' in the Cherry Hill Public Schools? The data were examined using qualitative content and thematic analysis. Five factors which guided the implementation of TQM in the public sector and service organizations were identified as (1) focus on improving processes, (2) defining quality by the customer, (3) empowerment of people to make decisions, (4) data & results as basis for decisions, and (5) a long-term TQM commitment by top leadership. Based on the search of the literature and the information gathered from the survey, the author of the study concluded that the leader is key to the transformation of the organization and that TQM will be successful in educational settings only if the educational leadership commits to and consistently models the values and beliefs that are the foundation of TQM. A major conclusion of the study was that the core values and components of TQM, reflected in the Cherry Hill, are Strategic Planning process. Staff perceptions, however, differed regarding the deployment of quality practices.

Robinson (1996) studied the role of leadership training and development in the implementation of total quality management philosophy and practice in an Australian elementary school. Five research questions were considered: (a) what is the focus of the school?; (b) what leadership strategies have been used to assist in the implementation of total quality management?; (c) what characteristics of a school committed to total quality management were evident in the school?; (d) what training and development strategies were demonstrated?; and (e) what strategies were used to foster relationship between parents and school? A qualitative case study methodology was adopted for the study. A school in new South Wales,
Australia was selected and data were collected from interviews, from analysis of school documents and by researcher’s observation. A collaborative culture was developed and encouraged in the school. It was found that a leadership model based on collaboration and teamwork, opportunities for parents, effective communication channels, and training and development for parents and community members fostered parent/school relationships and assisted in the successful implementation of TQM.

A study by Zaens et al. (1996) aimed at finding out the perceived leadership behavior of the managers of Naga City-based top ten commercial establishments. Specifically, it aimed to answer: (a) to what extent do these managers demonstrate leadership along supportiveness, interaction facilitation, goal emphasis and work facilitation as perceived by the managers and work force? (b) on what aspect do they manifest leadership strengths/Weaknesses?, and (c) is there a significant difference between the managers’ perception and the work force? The descriptive-comparative survey was used in order to determine the leadership behaviour of Naga city-based top ten commercial establishments as perceived by the managers themselves and the work force. Major conclusions were: 1) the managers perceived themselves to exhibit very satisfactory leadership behavior, whereas, the work force perceived the managers’ behavioral traits as satisfactory along supportiveness, interaction facilitation, goal emphasis, and work facilitation; 2) all the perceived leadership behaviors were considered strengths by both the managers and the work force; and 3) there was a significant difference on the perception of the managers and the work force about the leadership behavior of the former on some traits. The significant difference on the perception was more noted along supportiveness and interaction facilitation; whereas the perception of the two groups was not significantly different along goal emphasis and work facilitation.

Shira (1996) conducted a study on, “exploring the many faces of leadership.” He examined three different approaches to leadership
within a TQM organization; the first focusing on employees and how they perceive the consequences of their behavior (as understanding the factors that influence behavior can then allow managers to lead employees towards quality improvement), the second concentrating on the need to change emotions before making changes with in the organization and the third relying on tapping into “hidden” knowledge inside each individual as a starting point for further development. Results revealed that leadership behaviour, risk taking attitude and trust played an important role in leading employees towards quality improvement. Sharma (1997) also in a study on 66 Indian engineering organizations concluded that committed leadership from the top and appropriate management strategies are the pre-conditions for TQM implementation.

A study by Hibbs (1998) entitled as “Leadership, Change and the School Principal” proposed to investigate the practices of school Principal in the area of instructional leadership to determine its commensuration with increased leadership expectations by educational authorities in curricular and instructional activities. He used LBDQ and found initiating structure and consideration behaviors to be positively and significantly related to the areas of curricular and instruction.

Gat (1998) examined “perceived discrepancy in leadership behaviours and job satisfaction”. The study was designed to test hypotheses derived from Locke’s (1969, 1976) model of job satisfaction. Locke’s theory of satisfaction stated that the satisfaction with each job facet was determined by (a) the discrepancy between what the individual wanted and what he perceived himself as getting and (b) the importance of what was wanted to the individual. The study focused on the relationship of perceived leadership behaviours and job satisfaction (a component of TQM). It aimed to find out perceived discrepancy in leadership behaviours and the importance of those leadership behaviours from the subordinates’ point of view and to evaluate the relationship of these elements with the subordinates’
satisfaction on leadership of supervisor and with the overall job satisfaction. Data obtained through questionnaire concerning perceived discrepancy in 14 leadership behaviors and their importance as well as the overall job satisfaction were collected from 78 subjects from a social service agency of medium size. Multiple regression analyses were used to examine the contribution of different independent variables on job satisfaction. The result showed that perceived discrepancy was significantly associated with subordinates' satisfaction toward leadership of supervisor, but importance did not moderate the relationship between perceived discrepancy in leadership behaviours and satisfaction on leadership of supervisor as well as the relationship between perceived discrepancy and overall job satisfaction.

Sohal et al. (1998) examined requirements for successful implementation of total quality management (TQM) including quality leadership, customer orientation and employee commitment. The data were collected from 52 organizations. The results indicated significant relationship of TQM of an organization with quality leadership, customer orientation, employee commitment and motivation.

Similarly, Solis et al. (1998) compared the quality management practices and quality results of 131 manufacturing and 109 service companies of Taiwan. Survey method was used. The results were focused on eight critical factors of quality management namely, quality leadership, strategic quality planning, quality information and analysis, human resource management, quality assurance, supplier quality, customer orientation, and quality citizenship as these related to company quality results. Significant differences were found on factors of quality management between two types of companies i.e., manufacturing and service companies.

Lagrosen (1999) conducted a case study entitled as “TQM goes to school : an effective way of improving school quality.” The study was carried out in four Swedish Schools trying to use TQM to improve their Operations. Qualitative Methods in the form of observation, in-
(2000) studied secondary school teacher’s perception of the relationships of transformational and transactional leadership with teacher outcomes and with aspects of school learning culture. A multilevel approach for data analysis was employed. Forty one randomly selected government secondary schools of New South Wales participated in the study. Twenty questionnaires were distributed to each school for teachers. Factor analysis (principal axis factoring) using SPSS determined the validity of the leadership model proposed by Bass and Avolio (1997) and the school learning culture model proposed by Maehr et al. (1996). Factor extraction criteria included eigen values greater than one on the basis of scree test. Significant relationship was found between transformational and transitional leadership with teacher outcomes and school culture. This study suggested that transformational leadership is more facilitative of positive teacher outcomes, task focus goals and excellence in teaching.

Morris et al. (2000) investigated the relationships between leadership attributes, behaviours and the effectiveness of Principals at private vocational high schools in Taiwan. The findings of the study revealed that the relationship among leadership attributes, transformational leadership behaviours and leadership effectiveness was relatively high for the Principals at private vocational high
schools as perceived by their faculties. The study recommended that learning experiences that develop leadership attributes should be designed to induce present and potential principals to behave as transformational leaders as well as to utilize transactional behaviours when needed.

Sosik (2001) examined, “self-other agreement on charismatic leadership: relationships with work attitudes and managerial performance”. The purpose of this study was to examine (i) whether self-awareness of managers would influence work attitude of them and their subordinates and (ii) the type of relationships between charismatic leadership behaviour and managerial performance. Longitudinal multisource data were collected from 83 managers, 249 subordinates and 83 superiors of focal managers. Results indicated that levels of work attitudes and the correlations between work attitudes, charismatic leadership and performance varied as a function of self-awareness of managers.

Leary et al. (2001) studied the relationship of leadership styles of selected West Virginia deans and department chairpersons to job satisfaction of departmental faculty members by using leadership behaviour description questionnaire. The analysis of data relating to LBDQ and Job Satisfaction Scale indicated a strong relationship between overall job satisfaction and both dimensions of leadership style. Further, it was found that the more evident the characteristics of the consideration dimension or the initiating structure dimension of leadership behaviours, the greater the degree of self-reported job satisfaction. A greater degree of extrinsic job satisfaction was reported when leaders behaviours fell within the consideration dimension. The correlation between leadership style and intrinsic job satisfaction was statistically significant.

Buch & Rivers (2001) examined the effects of a total quality management initiative in a department in a mid-sized utility company in the USA. A longitudinal design was used to examine the effects of total quality management on performance measures and employee
satisfaction over time. A cross-sectional survey was used to measure the perceived effects of leadership and culture on these outcomes. The study revealed **significant** and positive relationship between (i) **TQM and leadership** and (ii) TQM and culture. Results suggested that a culture change characterized by empowerment, employee development, and teamwork occurred immediately after the intervention and was sustained over the next two years.

The presentation of **Terziovski's (2002)** paper was entitled as, “Differentiators between high and low performing manufacturing firms”. This paper was based on a quantitative (survey) and qualitative (case study) research study by analyzing 962 responses from Australian and 379 responses from New Zealand manufacturing firms. Multiple Discriminant Analysis (MDA) was used to test hypotheses and explore the differences between high and low performing firms. Based on the analysis, the most significant differentiators which came out included the “people-related practices”, unity of purpose and eliminated barriers between individuals and/or departments, pursuit of continuous improvement rather than "firefighting", and effective "top-down" and "bottom-up" communication. It was concluded that **leadership**, **people management issues** and **customer focus** are the characteristics of high performing best practice organizations.

The relationship between leadership behavior of superintendents and student performance in Texas public school districts was explored by **Vaughan (2002)**. Findings revealed that Texas public school district superintendents were transformational with all participants rating themselves higher in transformational leadership than transactional leadership. Analysis of dimensions for the Multifactor Leadership Questionnaire (MLQ) also revealed a number of significant relationships between transformational leadership and transactional leadership. **Significant relationships** were found between MLQ dimensions and **student performance**.

**Panie (2002)** examined the relationship of superintendents’ instructional leadership behaviour and students’ achievement in high-
performing high schools in West Virginia. Findings of the study showed a statistically **significant relationship** of instructional planning, organizing for instruction, and human resource development with **students’ achievement** in high performing high schools and 14 instructional **leadership behaviour** identified by superintendents and Principals.

**Yang et al. (2004)** conducted a case study entitled as “The Relationship between Leadership Behaviour of a Principal and Quality of Work Life of Teachers in an Industrial Vocational High School in Taiwan”. The purpose of this study was to investigate the relationship between leadership behaviour of a Principal and quality of work life (QWL) of teachers. Firstly, literature review was applied to generalize the components of leadership behaviour and quality of work life to develop the “Questionnaire for Leadership Behaviour of a Principal and Quality of Work Life of Teachers in an Industrial Vocational High School”. Secondly, in order to find out perspectives of teachers about leadership behaviour of the Principal and quality of work life themselves, all teachers in that industrial vocational high school were surveyed. Then, the data, which was obtained from that survey, was analyzed by **t-test, one-way ANOVA, Pearson product-moment correlation, and stepwise regression**. The results showed the differences in perspectives about leadership behaviour of the Principal and quality of work life of teachers with different backgrounds, as well as the relationship between two variables. The conclusions of this study were (a) the perspectives of teachers were positive in leadership behaviour of the Principal and quality of work life themselves; (b) the relationship between leadership behaviour of the Principal and quality of work life of teachers was strong positive in substance; & (c) teachers’ quality of work life could forecast with the Principal’s leadership behaviour.

**Barnett & Craven (2005)** examined as to what type of school leadership satisfies teacher? A mixed method approach to teacher’s perceptions of satisfaction was used. A quantitative survey was
conducted in 52 secondary schools and a multilevel modeling analysis was used to explore the inter-relation of Principal’s leadership styles and teacher’s perception of satisfaction with leadership. A qualitative approach using a semi-structured interview technique was employed to investigate those specific Principal leadership behaviours that influenced teacher’s perceptions of satisfaction with leadership. Strong correlation was found between transformational leadership and the degree of teacher satisfaction achieved.

Wickramaratne (2005) examined the impact of leadership behaviour on the success of TQM. This study was limited to ISO certified companies in Sri Lanka. The sample of study consisted 180 executives and managers working under functional heads. The researcher used convenience sampling in selecting the subjects. The instrument used in the study was a survey questionnaire. The leadership behaviour was measured by a 27 item questionnaire which had been originally devised by the Xerox for its management performance survey (Besterfield et al., 2005). The success of TQM was measured by a 15 item questionnaire originally devised by the researcher for this specific study. Of 42 questions, seven were designed to gather background information of the respondents. The Correlation analysis explained a positive moderate relationship between leadership and success of TQM (r=0.531, p=0.000). That is leadership behaviour of an organization is positively related to the success of TQM. According to the regression analysis, 28.2% of success of TQM is accounted for by leadership behaviour. Accordingly, this study implies that the senior leaders should serve as role models in planning, communication, coaching, review of organizational performance, and employee recognition. As role models, they can reinforce values and expectations while building leadership, commitment, and initiative throughout the organization.

Mehrotra (2006) conducted a study of leadership styles of Principals in relation to job satisfaction of teachers and organizational
climate in 28 Government and 28 private Senior-Secondary schools of Delhi selected through random sampling. The number of respondents was 1120 i.e., 20 teachers from each school. LBDQ (Halpin & Winer 1957), job satisfaction scale and school organizational climate description questionnaire (SOCDQ) were used as tools for data collection. The major findings of the study were (i) the Principals of Government and private schools manifest different leadership styles (ii) the majority of Government school Principals had low initiation-high consideration style while majority of private school Principals had high initiation-high consideration pattern. Further non-significant differences exist between job satisfaction of teachers in Govt. and private schools as well as between the organizational climate of Govt. and private schools. Significant relationship existed between leadership behaviour and job satisfaction of teachers.

Ngware et al. (2006) investigated the extent to which secondary schools practiced various aspects of total quality management (TQM) in Kenya. A cross-sectional research design was used in this study. A sample of 300 teachers in a residential session during a school holiday provided their perceptions on the practice of TQM in their schools. Data were collected using a questionnaire. The findings of the study revealed that 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 were providing the required leadership with a considerable number of school managements empowering their employees. The majority of schools were not committed to strategic quality planning, though they did promote human resource development initiatives. It was suggested that school management should provide leadership that promotes TQM practices in order to achieve set objectives. The study provided research information on the Kenyan education system and quantified the extent to which the TQM is being practiced.
Augustus et al. (2007) examined the managerial leadership for total quality improvement in UK higher education institutions (HEIs) with a purpose to increase awareness of the critical role of “Managerial leadership” in total quality management (TQM) implementation and to encourage further research on how to sustain management and leadership best practices for total quality improvement in U.K. higher education. The objectives were achieved through a survey of academics and non-academics responsible for teaching and research quality improvement in a sample of 42 UK HEIs between the period 2000 and 2005. A mix of questionnaires, interviews and inductive analysis for hypothesis testing was used to explore, describe and to explain the nature of the relationship between the degrees of efficiency and effectiveness of quality management practices in the participating UK HEIs. The analysis of the survey’s data revealed “weak” associations between the degrees of efficiency and effectiveness in the quality management practices adopted by participating UK HEIs indicating that weak quality management practices provide empirical evidence of “weak” association between “management efficiency” and “leadership effectiveness”.

Ahuja (2007) undertook a case study entitled as, “Towards an Understanding of Excellence in Urban Pedagogy: A Portrait of a High School”. This study described processes in an urban high school, which contribute to excellence in urban pedagogy, and investigated teachers’ and educational leaders’ perceptions of the factors influencing their commitment to school success. The study was based on two assumptions: (a) strong leadership guides the instructional program and (b) teachers’ and Principals’ beliefs are predictors of effective teaching. The following questions guided the study: (a) what practices at the New Horizons School contribute to overall success of the school?, (b) how does the school climate and organizational structure function to encourage pedagogical excellence in this school?, (c) how do teachers experience organizational control and how do they perceive such controls to be influencing their own efficacy? Data were
gathered through semi-structured interviews, observations, and document review of the school. Significant relationship was found between students' achievement and leadership behavior. The study indicated that students' achievement is a collective responsibility and strong instructional leadership is a key for success in urban schools.

Brooke (2007) analyzed the relationship between leadership and job satisfaction. This research focused on two leadership factors: consideration and leadership structure which were measured using the Fleishman's (1996) leadership opinion questionnaire (LOQ). Job satisfaction was measured using Spector's (1994) job satisfaction scale (JSS). The objective of this research was to understand the impact of leadership style on employee job satisfaction in an effort to improve leader-employee relations in nonprofit child care settings. The pilot study sample was obtained through the leadership committee of the Early Childhood Education Quality Council (ECEQC) in Rochester, New York. After getting permission from the concerned authorities centers and respective employees were approached. Ten out of 24 centers agreed to participate in the study (42%); however, two centers were dropped from the study because they changed director leadership, leaving eight centers participating in the study. The LOQ, JSS, and demographic data sheets were administered during a weekly staff meeting and collected. An analysis of variance was conducted on job satisfaction between the one center that had a director with high structured leadership and the other center directors who were low on structure. There were significant mean differences on the global job satisfaction ($p<.001$) and satisfaction with supervision ($p<.003$). A post-hoc analysis revealed significant differences between leadership style and job satisfaction. A one-way ANOVA revealed a significant difference between leadership structure and global job satisfaction as well as satisfaction with supervision. There was a mild but significant positive correlation between leadership structure and global job satisfaction. There was no
significant correlation between leadership consideration and global job satisfaction.

Anyamele (2008) examined the leadership criterion of the European Foundation for Quality Management (EFQM) Excellence Model in its practices and effects for sustaining quality improvement in higher educational institutions. It identified leadership as one of the critical success factors for sustaining continuous improvement, not only in profit making organizations but also in non-profit service organizations such as the educational institutions. The author also analyzed the literature on leadership in different areas of quality improvement and identified EFQM model as a vehicle for helping organizations to determine their strong points as well as areas with room for improvement, and encourage them to create solutions. The model was seen as dynamic, and reflected up-to-date management trends and practices. On examining the Model further, leadership was seen as an important factor that affects the success of the implementation of total quality management (TQM). The author suggested that institutional leadership should inspire and motivate the entire staff and encourage involvement, participation and responsibility of all those who work in the institution, and where development, learning, innovation and creativity by all staff members are encouraged.

Ojo (2008) investigated Total Quality Management culture and productivity Improvement in Ethiopia Higher Institutions. This study was an attempt to examine the concept of Total Quality Management vis-à-vis the level of awareness and implementation in Ethiopia higher institutions with a special focus on the University system and the effects on productivity within these universities in the ever changing world of higher learning. In doing this, the author evaluated the management system as it relates to productivity with a view to identify areas that need quality improvement. A descriptive survey design was used and was carried out ex-post facto. The only
instrument designed for the study was Evaluation Questionnaire for TQM. One hundred (100) senior academic and management staff of the selected universities were sampled. Analysis of data revealed that installing a strong TQM is imperative. In view of the findings, it was recommended that TQM awareness be created by introducing Total Quality Management as a course in all tertiary institutions, the management of the University should be more committed to TQM culture within the school's set up and the ministry of Education as the governing body on education should set up an enlightenment campaign on the need for all institutions to embrace and enforce TQM principles in their organizations or schools.

Olaleye (2008) investigated the effect of Principals' leadership behavior on school culture in some selected secondary schools in Ado-Ekiti, Nigeria. A descriptive survey design was employed. The study population comprised all the Secondary schools in Ekiti State. About 65 schools were randomly selected out of 161 secondary schools in the state. A purposive sampling technique was used to select 650 teachers for the study i.e., 10 teachers from each selected school. Selection of teachers was based on 5 years teaching experience and 2 years work experience with the current Principal to enable the teachers to effectively assess the leadership behavior of their Principal's Vis-a-Vis teaching and learning in the schools. Teachers Perception of Principal's Leadership and School Learning Questionnaire (TPPLSLQ) was used to collect data. Three hypotheses were tested using the spearman rank correlation and the one way ANOVA. All the 3 hypotheses stated in the study were rejected, indicating that there was a significant relationship between leadership style and school learning culture. The study showed that (a) there were variations in teacher's perception of their Principal's leadership behavior, and (b) leadership behavior of a school Principal affects the school learning. Based on the findings, it was recommended that a better understanding of leadership behavior
should be learnt by the school Principal through regular attendance of seminars or workshop on leadership and school management.

Leech et al. (2008) investigated, “faculty perceptions of shared decision making and the Principal's leadership behaviors in secondary schools in a large urban district”. The study examined the relationship between the leadership behaviors of secondary school Principals and the level of shared decision making in seven areas of planning, policy development, curriculum and instruction, student achievement, pupil personnel services, staff development and budget management as perceived by teachers. Sample consisted of 646 participants from 26 secondary schools (grades 6-12 in any configuration excluding alternative schools) in a large urban public school system which encompassed 154 schools, serving 126,000 students of which 60,000 are in secondary schools. The student populace was characterized as 54% white, non-minority and 46% minority with the most represented minority group being African American (40.0%). Schools with Principals who had served in their schools two or more years were selected for the study. The respondents represented a 35% rate of return from the 1841 teachers surveyed and 22% of the total secondary teachers in the school system. Pearson product-moment correlations were generated for each of the questions. A total of 34 significant relationships between the leadership behaviors of the Principal and the level of shared decision making were identified. The significant correlations ranged between .096 and .191. These weak correlations demonstrate that the Principals' leadership practices only explained between one percent and four percent of the variance in the level of shared decision making. Therefore, there was very little relationship between the leadership behaviors of the Principal and the level of shared decision making in schools. The strongest relationship was between the leadership practice of challenging the process and the level of shared decision making in the area of policy development. In other words, the
more risk taking behavior exhibited by the Principal, the greater the teachers' perception of their input into decisions in the area of policy development.

The purpose of Knab's (2009) comparative study was to determine if a statistically significant difference existed between the leadership practices of Principals of (high schools that work-HSTW) high implementer schools and moderate and low implementer schools as measured by the Leadership Practices Inventory (LPI). A second main purpose of this study was to determine if a statistically significant difference existed between the leadership practices of all HSTW Principals and the Kouzes and Posner norms for the LPI. The population of schools, from which the study sample was drawn, consisted of all schools that have implemented the HSTW comprehensive school reform model. Participants included all HSTW schools based on a 2006 list provided by Southern Regional Education Board (SREB). Of the population, there were 286 high implementer schools as defined by SREB and 736 schools that were making little or no progress toward the improvement of their student body as measured by the SREB guidelines. Results evidenced that High implementer school Principals scored higher for all of the practices except challenging the process. There was no significant difference between leadership practices of Principals of high implementer schools as compared to the leadership practices of Principals of moderate and low implementer schools. There was also no significant differences while conducting a three-way analysis of the responses among high, moderate, and low implementer schools. Principals of high implementer schools appeared to reward people more frequently and support people's decisions more readily than moderate or low implementer schools.

Fitzgerald (2009) examined, “Quality Leadership in Schools”. The study revealed that Plan -> Do -> Check -> Act cycle is a fundamental component of pursuing quality in any organization
and can be useful for a building Principal or any educational manager to evaluate his or her style of leadership in comparisons to the actions that best "fit" this cycle. The author suggested ten leadership behaviours that best support the cycle for continuous improvement. Out of these ten leadership behaviors, five leadership behaviors promote effective **PLANNING**. These are (a) ensure a clear mission and goals; (b) listen to others; (c) involve others in planning; (d) constantly expand personal knowledge; (e) ensure coordination and monitoring activities. Two leadership behaviours namely, expect teaming & support others were **DOING** behaviours which are especially important in the doing phase of the quality cycle.; Two were **CHECKING** behaviours that are critical to leadership on the checking component of the quality cycle. These are (a) monitor with measurement and (b) analyze data on progress; & an **ACTING** or adjusting behaviour i.e., promoting and supporting changes in plans. Analysis of data indicated that such adjustments might improve the achievement of desired results. This study suggested that leading in a way that supports the cycle is important to promote quality.

### 2.2 TQM & HUMAN RESOURCE DEVELOPMENT

Shapiro (1991) studied "employee's participation and assessment of an organizational change intervention" with a view to examine the process of change involved in implementing TQM and employees' experience of participation as also to evaluate the impact of employee's participation in TQM on their commitment to the organization. The research design involved a survey of employees in a UK manufacturing setting with three measurement occasions: 6 months prior to, and 9 months and 32 months after the introduction of TQM. The finding suggested that supervisory participative style was positively related to employee participation. The extent of **employee participation** was also found to be positively related to the assessment of the benefits of **TQM**.
Caudron (1993) examined as to how HR drives TQM? Those HR functions were identified that have an impact on organizations' culture. The study revealed that rewards, team work, job satisfaction and leadership qualities are significantly related to TQM. The author recommended that while applying HR tools the prudent practitioner must ensure that all are in harmony with one another and that the desired quality behaviors are evaluated and communicated alongwith training & compensation. It was further suggested that for team work, one must ensure evaluation system, look for group characteristics and compensatory rewards system for organizational success rather than individual accomplishments.

In a case study on Human Resources and Total Quality Management by Beaumont et al. (1994) the findings of a primary case study and two secondary case studies were incorporated. These findings indicated that both the introduction and the operation of total quality management programs require a consistent management approach, with particular emphasis to be given to making complementary changes in relation to human resource management practices.

Johnson (1995) examined teacher's perceptions of district staff development programs and their relationship to perceptions of district quality management. The findings of the study revealed that the quality of staff development programs was related to perceived district quality over 50 percent of the time, suggesting thereby that effective staff development programs may have an impact on the levels of quality management in the district.

Evangelista (1995) investigated the impact of quality movement in public education on the improvement of curriculum and instruction through TQM practices. The researcher examined the application of Quality Management principles to academic programming. It was found that academic programming was improved by applying quality management principles. The study provided source material for institutions that want to understand the
philosophy and practice of quality management and its relevance to education with a view to demonstrate practical implementation experiences by way of system's approach to educational improvement.

Partlow (1996) examined "Human-Resources Practices of TQM hotels". The study conducted through interviews with human resources professionals, general managers and TQM experts in eight hotel companies concerned with quality. The study revealed that specific HR practices are needed to support TQM culture. Among the key practices are employee involvement in operating decisions, appropriate measurement and rewards for accomplishments, training for TQM achievements. Further, it was reported that respondents identified needed improvements in HR practices regarding selection, promotion, career development, and tracking of measurable outcomes. Similarly, Schargel (1996) examined "why we need total quality management in education." Data gathered by the American Government and the United Nations indicated that American Public education is in crisis. It was suggested that technologically prepared work force is required to achieve success in twenty first century.

Brown (1996) studied, "Quality Management: Issues for Human Resource Management". The researcher identified the potential impact of TQM on a number of aspects of HRM including performance appraisal, recruitment and selection, training, job design and work organization and compensation. The discussion of the study focussed on some of the key issues which arise in each of these areas, that is how some organizations are dealing with these issues and further drew on the experiences of organizations which had implemented TQM. Significant relationship was found between HRM and TQM. The study suggested that HRM can play a major role in successfully integrating TQM into organizations.

Study by Rosenthal et al. (1997) was entitled as, "checking out service evaluating excellence, HRM and TQM in retailing." Its empirical basis was an investigation of an HRM and quality initiative in a leading supermarket company. It presented both qualitative and
quantitative data collected from shop floor and managerial staff. The findings lent little support to the traditional criticism that if management objectives are realized, they are achieved through some combination of empowerment, work intensification and increased surveillance. The study lent more support to the optimistic view that modern techniques of quality and human resource management can benefit employees.

Mukherjee (1998) studied the managerial transformation for TQM in Indian context with emphasis on the transformation of the subjective domain of the individual as a prior requirement for ensuring quality in other dimensions of the organization by using in-depth exploration of a model of the human being, purpose of life and meaning of work. Attempt in this study was made to draw specific methodological implications for the individual and the organization. It was found that personality development, leadership, team work and communication are positively and significantly related to TQM.

Das (1998) conducted a case study on the TQM culture scenario in India and identified few barriers to TQM implementation at macro and micro levels, such as lack of support of top management and casual approach in filling up decision makers' posts. It was concluded that in the absence of coordinated actions, it will only be a ritual for organizations to transplant the imported concept of TQM from outside as a legacy of management decisions.

Carayon et al. (1999) conducted a study entitled as, "Macro-ergonomics and TQM: How to improve quality of working life"? The data were collected from two public sector organizations in USA. The result indicated that TQM can have both positive and negative impact on work design and quality of work life (QWL). The main positive impact of TQM was found on job content, job control and social relationships. The main negative impact of TQM was on work load and uncertainty. Results warranted further research to assess the human impact of TQM, in particular, on the linkage between various aspects of TQM on one hand and QWL on the other hand. According
to Poonawalla (1999) the only route to achieve total quality in any organization is through people and quality circle is a very dependable medium to do so.

Cathy (1999) conducted a study on the roles and responsibilities of a school Principal, based on the assumption that many schools were being affected by economic, political and social changes and that each of these changes has directly impacted how a Principal deals with his/her school and the individuals involved with that school expectations. With changes in schools, the Principals have to adjust their role accordingly. The study revealed that (i) although many individual differences exist among Principals, the Principal’s role has shifted from an authoritative despot or middle level functionary to that of a team leader, and (ii) significant and positive relation exists between Principal’s role as team leader and HRD.

Othman & Poon (2000) conducted a multivariate examination of as to “what shapes HRM”? This study sought to test a model of the relationships among competitive strategy, HRM practice, quality management approach and management orientation. Data from a survey of 108 manufacturing companies were analyzed using path analysis. The results indicated that management orientation predicted quality management approach, competitive strategy and HRM practice. In addition, quality management approach and competitive strategy mediated the relationship between HRM practice and competitive strategy.

Gaslin and Tapper (2001) conducted a study entitled as “A Minnesota School District Uses Quality Principles to Resolve School-Community Conflicts” with a view to improving education where Total Quality Management played a pivotal role. It was an example of school districts recognizing the power of TQM. The report defined the problem of passing a referendum to bond the district taxpayers to a rebuilding project that had been voted down twice. The district was faced with the difficult questions of how to handle overcrowded school classrooms and deteriorating facilities inadequate to provide quality
education. The district was in complete turmoil, filled with confrontational groups of community members. The school board decided to take a third bond issue to the voters. This time the school board enlisted Total Quality Management principles and formed a blue ribbon task force. This task force of twenty-five included representatives of previous referendum support groups, community leaders, school personnel, and groups which were opponents to the last two referendums. In the process of planning the task force approach, it was decided to use quality applications that would allow all participants to be involved in the planning process without the fear of intimidation. In addition, the use of statistical control tools would help develop their plan. The findings of the study revealed that after the implementation of TQM principles, there was improvement in facilities, adequate to provide quality education. Similarly, Schmoker & Wilson (1993) considered Mt. Edgecumbe High School in Sitka, Alaska, a true Deming-based school. This school positively gained from Deming's quality principles and formulated its own principles to impart quality education.

The investigation by Goldberg & Cole (2002), entitled as "quality management in education: building excellence and equity in students performance", was based on an earlier study of Brazosport school district, and exemplary schools district in Texas that used a quality management approach that resulted in greater equity and higher students performance. Faced with deteriorating state test scores in several schools, particularly those with a high population of economically disadvantaged students, this district was selected to apply the philosophy, tools, and methods of quality management as a means to raise students achievement through system alignment and improvement of instructional process. The qualitative methodology was chosen for this study. This research paradigm, also referred to as "naturalistic", was idiographic in that the purpose was to document one particular case so that readers may potentially transfer and apply the findings into their own culture (Erlandson et al., 1993). Following
the naturalistic research process, in the first phase, orientation and overview, and information was gathered about the district; the next phase was focused on exploration. The purposive sample of 10 people, including the superintendent, two Principals, one teacher, two board trustees and four director level individuals, was interviewed. The coding phase (which is designed to organize the data collected into categories and concepts) was performed during and after the interviews. The last phase of the methodology was the final report. The findings of the study revealed that after introducing TQM in Brazasport, it successfully transformed its approach to education, redirecting its goals and processes to assure the success of every student.

Haucke (2002) compared students' performance in Quality/Lead Management versus Boss Management Styles in Technology Education. The purpose of this study was to compare two educational management philosophies and their systems i.e., boss/top-down management using stimulus-response, and William Glasser's Quality School employing W. Edwards Deming's Quality Control/Lead Management. Two home and auto classes in the Technology Education Department of a medium-sized Midwestern high school constituted the subjects for this study. The 39 students who began the experiment ranged in ages from 15 to 18 years, with almost half of the subjects college-bound, and with the ratio of male to female students almost equal. The t-test was applied for analysis of data. 20 students from group A (the experimental group) and 19 students from group B (the control group) were pre-tested and post-tested. A two-tailed t-test demonstrated that the two groups were equal in achievement on the pretest. The difference between the posttest scores of the two groups was not statistically significant. Since the groups' scores were approximately equal on the pretest, both the use of quality/lead management approach to education and the use of boss management approach to education resulted in the same increase in achievement, pre-test to post-test. The study
indicated that empowerment, quality schools, and site-based management point in the same direction as lead management.

Palo & Padhi (2003) examined the effectiveness of TQM training in India. Data were retrieved from a public sector enterprise manufacturing crude steel in India. Pearson's correlation coefficient with their significance levels was used to measure the effectiveness of TQM training and the correlation between TQM training and selected factors. It was found that training creates awareness, builds employees commitment to quality policy and strategy, facilitates teamwork, enhances performance standards, and bolsters the skills and abilities of employees. The study recommended that, the organization needs to focus more upon improving communication competencies, multiple skill development and customer value training. It further suggested that successful TQM training in the organization needs more budgetary allocation and commitment, support and enthusiasm of the top management.

Taylor & Wright (2003) conducted a longitudinal study of TQM implementation and the factors influencing its success and failure. The study reported on the perceived TQM success for a cohort of 109 firms over a 5-year period. Some 42 firms, predominantly small in size, had discontinued with TQM, while the remaining 67 firms reported varying degrees of success. The data suggested that the size of firm, the nature of the customer base and the holding of ISO9000 series certification had no significant effect on TQM outcomes for this cohort. The research also highlighted some necessary antecedents for TQM success. In particular, managers need to understand the nature and purpose of TQM, its relationship to ISO9000, and the potential benefits that can accrue from its implementation. The findings of the study revealed that these factors are significantly associated with perceived TQM success. They are also significant for the discontinuing firms. Deriving success from TQM had also been shown to be significantly associated with (i) the time since adoption, (ii) the inclusion of quality objectives in the strategic planning process, and
(iii) the need for senior managers to take charge of TQM and to ensure
that the **majority of employees** are involved in its **implementation**.

**Palo & Padhi (2005)** conducted a case study to examine, “How HR professionals drive TQM in an Indian organization?” The main objectives of the research were to: look at the strategic role played by the HR professionals at various stages of TQM implementation, identify precisely how they operate as interval consultants, study the interface between HRD and other departments to support TQM, and uncover various human resources challenges associated with TQM implementation in the sample organization. It was found that the **HR professionals** helped out the top management in aligning HR and quality policies, in formulating quality friendly policies, in crafting and **communicating the TQM mission** and vision, in generating **quality awareness among employees** and in **organizing** the organization as well as employees for **TQM implementation** etc in the sample organization. Company engendered a number of HR challenges for instance, obtaining employees satisfaction, overcoming communication barriers etc.

**Mehralizadeh et al. (2006)** studied the efficiency of quality control groups in Iran’s secondary schools. The main question was: "whether quality control groups (QCG) are efficient in relation to improving teacher's teaching methods, pupil's evaluation, curricular development processing, teacher's knowledge improvement, and pupil's achievement". Samples were selected from member of QCG and school Principals in the Scientific Department of Education system. The results indicated that **QCG** were successful in the field of improving teacher's **teaching methods**, pupil's evaluation, **pupil's achievements**, **curricular development processing**; but in the case of teacher's knowledge improvement, and other related problems, these groups could not succeed much.

**Shortell et al. (2007)** conducted a study entitled as, “assessing the impact of continuous quality improvement/total quality management: concept versus implementation”. This study examined
the relationships among organizational culture, quality improvement processes and selected outcomes for a sample of up to 61 U. S. hospitals. Primary data were collected from 61 U. S. hospitals (located primarily in the midwest and the west) on measures related to continuous quality improvement/total quality management (CQI/TQM), organizational culture, implementation approaches, and degree of quality improvement implementation based on the Baldrige Award criteria. These data were combined with independently collected data on perceived impact and objective measures of clinical efficiency (i.e., charges and length of stay) for six clinical conditions. The study involved cross-sectional examination of the named relationships. Reliable and valid scales for the organizational culture and quality improvement implementation measures were developed based on responses from over 7,000 individuals across the 61 hospitals with an overall completion rate of 72 percent. Independent data on perceived impact were collected from a national survey and independent data on clinical efficiency from a companion study of managed care. It was found that a participative, flexible, risk-taking organizational culture was significantly related to quality improvement implementation. Quality improvement implementation, in turn, was positively associated with greater perceived patient outcomes and human resource development. Larger-size hospitals experienced lower clinical efficiency with regard to higher charges and higher length of stay, due to, in part, having more bureaucratic and hierarchical cultures that serve as a barrier to quality improvement implementation.

Inyang (2008) studied, “leaders and leadership roles in relation to effective management of the human resources”. This study suggested that an effective management of the human resources will have an effect on the task-side of the enterprise. It further suggested that leaders must be prepared to try new ideas and adopt new method and procedures in dealing with people. For them to succeed, there are some basic requirements that would have to be
met. Some of these requirements are: sensitivity to people, understanding of human behavior, high ethical standards, ability to set and harmonize conflicting corporate and individual goals effective communication, supportive organizational climate and a flexible leadership style.

Khanifar & Jandaghi (2009) conducted an empirical study entitled as, “identifying and developing scientific and performance standards for educational administrators of Tehran’s High Schools and providing an appropriate model”. By applying layer sampling method, Tehran was divided into four geographical areas namely north, south, east and west. One region was selected in each area and then 140 administrators from Tehran’s public high schools, vocational schools, work and knowledge schools and pre-university schools were chosen as research sample. 90% of high school administrators believed that "analyzing managerial weak/strength points in the school" has the highest importance and "representing rational thinking and self-analysis during assessment" has the lowest importance. It was recommended that by evaluating the schools which received ISO Certification and comparing them with similar schools, it can be determined whether receiving ISO Certification would increase the qualitative level of training environments or not.

2.3 TQM, LEADERSHIP BEHAVIOUR & HRD ACROSS TYPES OF SCHOOLS

Naik (1982) undertook a study on different types of management of Secondary schools as related to leadership behavior of the Headmasters and teacher morale in South Gujarat. The sample for the study consisted of 100 schools drawn from the five educational districts of South Gujarat. The sample included all types of schools, viz., boys', girls', urban, rural, Government and private. The data were collected using Leadership Behavior Descriptive Questionnaire
Krishnaraj (1989) compared leadership behavior patterns of Principals of autonomous and affiliated colleges. Variations were found between two types of colleges on two out of 15 dimensions of leadership behavior, namely, representativeness and integration. Further, the Principals of affiliated colleges took more steps in speaking and acting as representatives of their institutions when compared to the Principals of autonomous colleges; and the Principals of affiliated colleges as compared to those of the autonomous colleges made more efforts in maintaining a well-knit organization by resolving inter-member conflicts.

Bundy (1989) conducted a study to compare the leadership behavior of Principals in California at elementary, middle and secondary schools. It was found that the most important effective behavior construct in schools at all three levels was school climate. Two dimensions of leadership behavior namely, initiating structure and consideration were found positively related to school climate.

Okorie (1990) investigated whether significant differences existed between the perceptions of school based and centralized management, administrators and teachers regarding leadership behavior practiced on their campuses. The study was also an attempt to identify leadership behaviors that educational leaders must exhibit.
in order to move their institutions toward greater effectiveness. He found that there was a statistically significant difference in the school based and centralized management respondent’s perceptions of leadership behaviors.

Brown (1991) examined the leadership behavior associated with school effectiveness in twelve site-based managed and non-site based managed high school located in four urban schools districts in Texas. The study revealed that Principals had more favourable perceptions of their performance and of school conditions when compared with other role groups. Also, the term “Principal leadership” was found to lack clarity and definition for Principals’ role responsibilities. Leader behavior necessary for effective management was found not to be different for site-based and non-site based managed schools.

Chanpoe (1993) undertook a study of the relationship between leadership behavior and learning organization in the Catholic schools across gender, work experience, and school size. It was found that members of the sample used a variety of leadership behaviors and demonstrated a strong awareness of learning organization. No differences were found relating to gender and school size, but there were several specific differences that were related to work experience. A strong correlation was found between leadership behavior and learning organization. The author recommended that Catholic schools administrators within the jurisdiction of Chanthaburi Diocese should develop all types of leadership behavior that can be used to respond to varying situations. They should support teachers in their efforts to work freely, should strive to build their self-confidence through the development of intrinsic motivation, should clearly set responsibilities for each position in order to maximize the sharing of knowledge and experience and should encourage teachers to use their full capacities in their work.

Schroeder (1997) examined, “TQM in Education: Changing the Culture of Schools”. This research investigated transformation to
TQM in **US K-12 schools**. A three-stage approach was used to develop an ideal culture for TQM in schools. In the first stage, academics and school leaders reviewed the literature and convened a panel to theoretically define the ideal school culture for TQM implementation. A multi-disciplinary team considered organizational change, culture and TQM from the literatures of Organization Theory, School Administration, Educational Psychology, and *Quality Management* in constructing multiple methods for measuring the level of **TQM culture** in schools. At the second stage, the school culture of a sample of relatively **successful, long-term implementers** of TQM was measured to determine their degree of alignment with the theoretically determined culture of TQM as against the measurement of the **beginning culture** of a second sample of **new TQM adopters**. A set of hypotheses were formed about the needed cultural changes for successful implementation of TQM in these sites. Stage three was the process of tracking TQM implementation and school culture in both samples. School culture and TQM were studied longitudinally. An enriched theory emerged out of tentative conclusions about the process of changing organizational culture to be more TQM-supportive, thereby improving the likelihood of successful organizational transformation.

**Bulach and Peddle (2001)** made use of survey instrument developed by Bulach et al. (1998) to analyze the leadership behavior/style of Principals and also as an early indicator of what is happening to a school's culture & climate and eventually students' achievement. The instrument consisted of 49 positive and negative behaviours that measure how a **Principal interacts** with staff in the five leadership domains namely, **human relations, trust/decision making, instructional leadership, control and conflict**. Instrument had excellent reliability (r=.95). Reliability on each of the five factors ranged from a high of +.86 to a low of +.81. The instrument had adequate construct validity in terms of those behaviours of Principals
that teachers like or find offensive (as reported by 375 teachers) and gave +.95 correlation between scores on the leadership behaviour survey and scores on a culture and climate survey in a Louisiana study. Using this instrument, Bulach and Peddle found a positive relationship (+.96) between leadership behaviour associated with instruction and the overall culture and climate of the school. Their study involved 20 secondary schools and 1163 teachers.

Dinham (2005) examined the Principal's leadership for outstanding schooling outcomes in junior secondary education. This researcher explored the role of Principal's leadership in producing outstanding education outcomes in year 7-10 in new South Wales Government schools. The study sites were of two types: subject departments or faculties responsible for teaching certain subjects, and teams or groupings responsible for cross-school programs. In the case of both subject department and teams responsible for cross-school programs, leadership was found to be a key factor in the achievement of outstanding educational outcomes.

King (2006) examined the relationship of Principal's leadership behavior to academic achievement and school improvement efforts. The purpose of this study was to compare the extent to which leadership behavior of Principals differs in schools ‘at risk’ for reconstitution and in schools judged as meeting state standards, and to determine the extent to which Principals in these schools employed frame utilization strategies for school improvement as designed by Bolman and Deal (1992a). The sample population for the study was randomly selected by the school district's Division of Research Evaluation Assessment and Accountability (DREAA). Ten schools were selected to participate in the study: five schools labeled "at risk" and five schools "making adequate progress. The leadership Orientation Survey designed by Bolman and Deal (1990) was distributed to Principals, immediate supervisors of the Principals, teachers, parents, and community representatives on the School
Improvement Team (SIT) in each school. The survey measured the extent to which leaders used four frames of leadership: structural, human resource, political, and symbolic. The results of the statistical analysis of the research questions using independent t-tests indicated that for Principals, supervisors, teachers, parents, and community representatives, there were almost no statistically significant differences in the use of the four frames for the *schools making adequate progress or for the schools at risk*. All of the Means indicated that the Principals were judged to often use the different frames. The only exception was the *human resource frame*, where there was a statistically significant difference favoring Principals in the schools making adequate progress. The demographics information indicated that the most qualified professionals were found in the schools making adequate progress.

*Peter (2007)* conducted an empirical study entitled as “New & Old South Elementary Schools: Perceptions of the Enculturation Process”. Purposeful sampling was employed in *two distinct school settings*. The population for this study consisted of six teachers and two Principals who were employed in the public schools. Principals were interviewed in their offices, and teachers were interviewed in classrooms. Data were collected through observations made before, during, and after the participants’ interviews. These observations were conducted in classrooms, hallways, and offices of the schools. In this study, four themes emerged from the interviews, which collectively offered insights with regard to frames, processes, and influence. These themes are (a) personal framing, (b) school cultures, (c) factors in decision-making and (d) influence. Quality instruction and learning were derivatives of what all stakeholders in these two schools valued. Common to both *New and Old South Elementary Schools* was the fact that excellence is a product of an enculturation process, which defines leadership, clarifies values, and provides empowerment.

The investigation of *Karekose (2008)* was based on external shareholders’ impressions regarding corporate reputation of
educational organizations. This survey examined parents and Principals impressions regarding reputation of the school and it determined the differences between these impressions. Descriptive survey research was used in this study. The sample consisted of 157 parents and 96 Principals from the public as well as private schools in the city of Kahramanmaras, a province located in the southern part of Anatolia. Data were collected by using a questionnaire which was derived from the literature and similiar research in the 2005-2006 educational seasons and were analysed by using SPSS software. A likert-type scale was developed by the researcher which consisted of 40 items that were related to seven dimensions of corporate reputation namely, quality of services, quality of management, financial soundness, workplace environment, social responsibility, emotional appeal and corporate ethics. No significant differences were found between parents and Principals’ impressions regarding dimensions of quality of services, quality of management, financial soundness, workplace environment, social responsibility in public schools but the only difference (p< 0.05) was found between parents and Principals’ impressions regarding emotional appeal and corporate ethics. Statistically significant difference (p<0.05) was found between parents and Principals’ impressions regarding quality of management of private schools while on other dimensions of corporate reputation, no significant differences were found at the private schools.

Dunaway & Ausband (2008) conducted a qualitative study through the document analysis of public school district organizational charts. The charts were solicited from the 115 public school districts in North Carolina through email sent to superintendents. These 115 school districts encompassed a variety of sizes, types (rural, suburban, and urban), and demographic profiles, providing potential sources of rich data. Follow up was done through phone calls. Eighty-six district organizational charts were obtained for
a return rate of 75%. As these came from all geographical areas of the state as well as from small, medium, and large districts, and urban, suburban, and rural districts, they were considered as representative of the state. It was found that school Principals, frequently but not always, occupy a position of considerable importance in relation to the superintendent in most North Carolina districts, as 56 districts had the Principals directly reporting to the superintendent indicating thereby that the relationship between the superintendent and the Principal is an important one, and that superintendents recognize that importance. Because the primary mission of any school district is student achievement, this places the leaders, who are closer to students, in closer proximity to the superintendent. Presumably, this is a way for superintendents to keep a closer eye on student achievement.

Pingle et al. (2009) examined “Leadership Practices of Elementary School Principals”. He surveyed elementary Principals and teachers in South Carolina from academically successful and unsuccessful schools to assess leadership practices. The Principals and teachers assessed the leadership practices on the five Kouzes and Posner (2003) tenets of leadership. No statistically significant difference was found between the leadership practices of elementary Principals of academically successful schools and unsuccessful schools, as perceived by the Principal. However, an analysis of the results of the teachers’ surveys indicated a statistically significant difference between the leadership practices of elementary Principals in academically successful schools and academically unsuccessful schools. The findings of the data indicated that Principals of academically successful schools embraced the five leadership practices espoused by Kouzes and Posner (2002). The results of this research indicate that college preparation programs for aspiring Principals can play an important role in helping link Principals to others’ perceptions of their leadership behaviours. Helping aspiring Principals recognize that their teachers will connect their leadership
practices to the school’s academic success can help broaden their perspective.

Tabbodi and Prahallada (2009) examined the effects of leadership behaviour on faculty efficacy of Department of Humanities in University of Mysore (India) and University of Shiraz (Iran). The data were collected from amongst the faculty of the two selected universities including 174, of whom 93 were from India and 81 from Iran. The instruments used were the Leadership Behaviour Questionnaire and the Pareek Faculty Efficacy Questionnaire. It was hypothesized that there would be a relationship between the department Heads’ leadership behavior and their faculty efficacy and that the Heads’ leadership behavior and faculty efficacy of the related departments of the two universities would not be significantly different. The results, approving the first assumption, revealed that there was a significant relationship between leadership behavior and faculty efficacy. Moreover, it was found out that the department Heads’ leadership behavior and faculty efficacy of the Department of Humanities of the two universities were consequentially distinct.

2.4 TRENDS OF RESULTS

The review of studies presented in this chapter leads to draw the following trends:

1. Total quality management is strongly associated with overall leadership behaviour.

2. As to the relationship of various dimensions of both the variables, a mixed picture of result was found. While certain parameters of TQM such as job satisfaction, curricular, instruction, students’ achievement and teacher outcomes are significantly and frequently (but not always) related to initiating structure and consideration dimensions of leadership behaviour; some (e.g., Brook, 2007) are significantly related only to initiating structure & not consideration type of leadership behaviour; whereas certain other parameters of
TQM are non-significantly related to leadership behaviour & both of its dimensions.

3. Overall HRD can play a major role in the successful implementation of TQM by way of a consistent management approach in its operation. Conversely, quality management principles improve academic quality, and quality control groups in schools improve not only the teaching methods but also pupil's evaluation & their achievements.

4. Overall TQM is significantly related to some (not all) of the factors of HRD such as employee involvement, reward, team work, communication and top support, and likewise overall HRD has close association with certain (not all) variables of TQM such as Principal as Leader, Teaching and Pupil's Achievement.

5. There is paucity of empirical research concerning TQM as related to type of school, area of school & size of school. Whatever studies are available, the results are inconclusive. The only trend which can be reported is that parents' perception of quality of management of public school is better (not significantly) than their perception of the quality services/ management of the Govt. schools.

6. Whatever the number of studies, type of school, area of school and size of school did not have significant relationship with leadership behaviour.

7. Non-significant differences exist between leadership practices of academically successful & unsuccessful schools as also between site based and non-site based managed schools.

   It may be mentioned here that most of the studies, the researcher could lay hands on, were associational in nature. The lack of cause-effect studies may be due to the relatively new application of TQM in education, particularly in the school system in India.