CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 PROLOGUE

Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour. Best J (p.45).

Review of literature serves a variety of background functions preparatory to the actual collection of data. In these research approaches, the literature is reviewed to create the context from the past for the new study to be conducted with new subjects and newly gathered data.

Review of literature is essential for the following reasons:

1. It is essential for every investigation to be up to date in his information about the literature, related to a problem already done by others. It is considered as the most important pre-requisite to actual planning and conducting the study.

2. It avoids the replication of the study of findings to take an advantage from similar or related literature as regards to methodology, techniques of data collection, procedure adopted and conclusion drawn. It allows to justify one’s own endeavour in the field.

3. It provides a source of problem of study, an analogy may be drawn for identifying and selecting the own problem of research. The researcher formulates hypothesis on the basis of review of literature.
4. It also provides the rationale for the study. The results and findings of the studies conducted earlier can also be discussed at length.

The review of literature indicates the clear picture of the problem to be solved. Bruce W. Tuckman (1978) has enumerated the following purpose of the review:

1. Discovering important variables.
2. Distinguishing what has been done from what needs to be done.
3. Synthesizing the available studies to have perspective.
4. Determining meaning, relevance of the study and relationship with the study and its deviation from the available studies.

2.2 Studies conducted on Leadership

Leadership is one of the important areas of research in various fields. The studies on leadership in education are discussed further.

2.2.1 Studies related to leadership in India

Krishnan (2001) argued that Indian culture is conducive to emergence of transformational leaders, as the fundamental beliefs that are unique to the Indian worldview—concept of Maya, preference for action, potential divinity, and goal of freedom—facilitate the emergence of transformational leadership. Kejriwal and Krishnan (2004) found that Sattva Guna (awareness) and Vedic worldview separately enhance transformational leadership whereas Tamas Guna (inertness) reduces it. The purpose of the present research is to extend understanding of change heralding
leadership in India. The results of this study will help us map a behavioral profile of transformational leaders in Indian context.

Similarly, studies on leadership with Indian samples have found that successful leaders in India possessed the qualities of transformational leaders (Dayal, 1999: 43-70). Researches on transformational leadership in India using the Multifactor Leadership Questionnaire (MLQ) have shown reasonable reliability (Banerji & Krishnan, 2000; Pillai, Scandura & Williams, 1999). On the other hand, data also indicates that within the broad framework, subtle differences in its operationalization exist across cultures (Bass, 1997; Den Hartog, et al., 1999). These studies show that societal culture has ramifications on organizational group processes like leadership. The main purpose of this study was to find the extent to which culture affects transformational leadership.

Conger, Kanungo, and Menon (2000) found strong support for their hypothesis that transformational leadership leads to a sense of collective identity, results in enhanced sense of reverence, and develops trust and satisfaction with the leader. Studies have also shown that transformational leaders significantly energized followers and enhanced their motivation, morality, and empowerment (Dvir, Eden, Avolio, & Shamir, 2002). (Sinha, 2000) states that Indians have personalized rather than contractual relationship at the workplace. Indians interject the group’s attitudes as their own, and are so conscious of the in-group needs, norms, and expectations that they hardly have any concern for individual privacy. They visit an in-group member at any time and place, expect to be entertained, and expect this informality from every member of the in-group. The top manager has an open door policy and is available at all times to any employee who might want to bypass all authority and appeal for some grievance redressing or mercy. The leader establishes a personal relationship with the
follower and this relation extends outside the work environment. For instance, the leader takes time off in order to meet social obligations (Sinha, 2004).

Personal touch however does not imply favoritism as was shown in a study done by Banerji and Krishnan (2000). Individualized consideration is close in meaning to personal touch except that personal touch is more intimate and encompasses relationships outside the workplace too.

A study by Dayal (1999) showed that followers identified leaders as effective if the leaders followed this principle in their day-to-day living. If the vision and personal standard set by the leader is based on a set of values and beliefs shared by the society, and when there is a strong culture of widely shared values, transformational leadership proves to be particularly attractive (Strange & Mumford, 1999).

Nanda, A.R (1992) attempt to study leadership behavior of primary school headmasters of Cuttack city. The sample for the purpose of this study included 30 primary schools in Cuttack city, 30 heads of primary schools and 189 teachers. The results of the findings showed that out of 30 heads of primary schools of Cuttack city only 10 heads were most effective leaders. The heads of 4 primary schools were found to show more considerate behavior and less initiating behavior, which was not desirable for a leader. 10 heads of the schools were not efficient in imitating structure and in considerations. So these heads were the most efficient leaders. Six heads of schools were found to manifest a higher type of leadership in initiating structure and considerations items. There was no significant difference between leadership of male and female heads of primary schools in Cuttack city. There was no significant difference between heads of primary schools in Cuttack city controlled by Municipality and those controlled by the D.I of schools.
Nongrum, Medolin, 1992 attempts to access job satisfaction of secondary school teachers in Shillong and leadership characteristics of the heads/principals.

The objectives of the study were

a. To study the leadership characteristics of principals or the needs of schools as perceived by teachers.
b. To assess the job satisfaction of secondary school teachers in Shillong and to find the relationship of job satisfaction like gender differences, level of education, religious affiliations and work experience.
c. To investigate if there is any association between job satisfaction of teachers and their perception of leadership characteristics of heads/principals of schools.

The major findings were as follows:

1. The type of management appeared to be associated with teacher’s job satisfaction, the government school showing significantly more satisfaction.
2. No significant difference were found in job satisfaction between male and female teachers between teachers from different religious background and between teachers with different lengths of experience.
3. Educational qualifications appeared to be positively associated with job satisfaction.
4. Teachers tended to be more satisfied if they perceived the heads of the school as being concerned with achievement of group goals and objectives.
2. 2.2 Studies related to leadership abroad


Do Leaders Matter? A study conducted by Barker, Bernard (2001) shows that strong head teachers have similar, well-balanced leadership styles and strategies and are able to motivate staff and students. Qualitative data was collected from five British secondary schools. Poor leaders use a limited range of styles and strategies. Social context, internal politics, and external pressures constrain the leadership of head teachers.

Leithwood, Kenneth; Jantzi, Doris (2001) conducted a study on the Principal and Teacher Leadership Effects: A Replication explores teacher and principal leadership influences on student engagement with school. The study used survey data from an achieved sample of 1,818 elementary teachers and 6,490 students in a large Canadian school district. Principal-leadership effects were weak but significant; teacher-leadership effects proved insignificant.

Blase, Joseph; Blase, Jo (2000) conducted a study on, ‘Effective Instructional Leadership: Teachers' Perspectives on How Principals Promote Teaching and Learning in Schools’. Over 800 American teachers responded to an open-ended questionnaire by identifying and describing characteristics of principals that enhanced their
classroom instruction and what influences these characteristics had on them. The data revealed 11 strategies and 2 effective-leadership themes: talking with teachers to promote reflection and promoting professional growth.


Principal Role in Magnet Schools: Transformed or Entrenched? A study conducted by Hausman, Charles S. (2000) compares self-reported survey data from magnet-school principals to those of neighborhood school principals to ascertain if administrator roles differ in choice environments. Despite market theorists' predictions, findings suggest that magnet schools do little to alter principal roles (as entrepreneurs, middle managers, or instructional leaders).

What Makes Principals Feel Successful? A study conducted by Donaldson, Gordon A., Jr.; Hausman, Charleson (1999) in which 434 Main principal’s explored determinants of principals' perceived success. Role clarity was a better predictor of success than time spent involved in 41 activities. Elementary principals felt more successful than secondary principals. Participants were busy managers, but lacked a sense of agency as school leaders.

Shared Governance Principals: The Inner Experience by Blase, Jo; Blase, Joseph (1999) conducted a study of 18 exemplary Georgia principals found that major
psychodynamic changes can result from developing a shared-leadership style. There were changes in motivation, role conflict, and use of power. Principals sometimes wondered if they were needed, but most reaped major rewards: satisfaction, pride of accomplishment, and good press.

Self-Perceived Competence of Secondary School Principals To Serve as School Leaders in Collaborative-Based Educational Delivery Systems’ by Foley, Regina M.; Lewis, Julia A(1999) conducted a survey of 230 secondary school principals found that they viewed their leadership skills for guiding collaborative-based programs to be within the average range. Predictors of their self-perceived competence were clock hours in noncredit-generative professional-development activities, academic degrees, and number of years teaching in general education.

Principals' Instructional Leadership and Teacher Development: Teachers' Perspectives.a study conducted by Blase, Joseph; Blase, Jo (1999) describes everyday strategies of principals practicing exemplary instructional leadership and how these principals influenced teachers, drawing on survey data from a qualitative study of over 800 teachers. Inductive data analyses generated two major themes, comprising 11 strategies that were used to construct the Reflection-Growth model of instructional leadership.

A Study of Superintendents' Change Leadership Styles Using the Situational Leadership Model by Ireh, Maduakolam; Bailey, Joe (1999) examines relationships among Ohio superintendents' leadership styles, style adaptability, and certain district characteristics identified as change oriented. Survey data from 611 superintendents showed that only district expenditure per student was significantly and positively
related to leadership-style adaptability. Years of administrative experience influences use of a participatory style.

‘Strategic Leadership, Resource Management and Effective School Reform.’ by Caldwell, Brian J.(1999) examines school reform's effects on principals' professional leadership culture, drawing on research findings from 1993 to 1998, and highlighting possible future reforms in Victoria, Australia. Principals are more satisfied with present, than past, work arrangements. Leadership is more strategic and empowering than heroic or hands-on.

‘Holding Principals Accountable’ by Reeves, Douglas B.(1998) reviews leadership evaluations and accountability systems in hundreds of schools revealed seven keys to effective systems: balance between achievement and improvement, specific demands, focus on student performance, frequency, adaptation to individual strengths, rewards for tough choices, and reflection. No system can succeed if leaders lack authority commensurate with responsibility.

‘Approaches to Leadership: What Comes with Experience?’ A study conducted by Macmillan, Robert(1998) investigates principals' career life cycles, five urban secondary principals were interviewed. When analyzing interviewees' perceptions of their leadership, different role perceptions emerged that appeared to be influenced by length of time in service. Experience may lead to a lessening of creative tension via intrusion of current reality into principals' vision of what is achievable.

Teachers', Principals', and Superintendents' Conceptions of Leadership by Hsieh, Chia-Lin; Shen, Jianping(1998) summarizes a study investigating teachers,' principals,’ and superintendents' perceptions of leadership by analyzing qualitative data collected
from three focus groups of seven participants apiece. All three groups had similar value systems, but differed greatly in skill and knowledge domains. Teachers stressed the personality perspective; principals stressed the managerial and personality perspectives; superintendents accentuated the political perspective.

"Should Nots" for School Principals: Teachers Share Their Views a study conducted by Bulach, Clete; Boothe, Diane; Pickett, Winston(1998) summarizes a study that gathered information from 375 teachers regarding the most harmful mistakes they believed their school principals made. The most significant mistakes included ineffective human relations, poor interpersonal communications, insufficient educational priorities, avoidance of conflict, failure to lead, lack of knowledge about instruction/curriculum, control orientation, lack of ethics/character, and inconsistency.

Principals' Perceptions of Their Approaches to Organizational Leadership: Revisiting Bolman and Deal by Bista, Min B.; Glasman, Naftaly S.,(1998) discusses a study that examined how a stratified random sample of California school administrators characterized their use of behavior strategies. Uses a four-approach framework and nine specific managerial functions to extract a total of 36 possible sets of behavior strategies. Principals perceived the human-resource approach as most extensively used and the political approach as least often used.

The Leadership Practices of Middle and High School Principals by Leech, Donald W.; Fulton, C. Ray (2002) reports a descriptive study of principals in a large urban school district. They examine the differences in middle school and high-school teachers' perceptions of the leadership practices of educational leaders. The sample consists of 242 participants from 12 middle schools and 404 participants from 14 high
schools. Each participant was administered Kouzes and Posner's Leadership Practices Inventory, which identified the teachers' perceptions of their principals' leadership practices in each of five dimensions: (1) challenging the process; (2) inspiring a shared vision; (3) enabling others to act; (4) modeling the way; and (5) encouraging the heart. No significant differences were identified between the means of the responses of middle school and high-school teachers for any of the five practices: Middle school and high-school teachers reported similar perceptions of their principals' leadership practices. Additional analysis indicates that both middle school and high-school principals most often exhibited the practices of "enabling others to act" and "modeling the way" and least often demonstrated the behavior of "encouraging the heart."

A Study of Leadership Behaviors of Elementary Principals Compared With School Climate was conducted by Mendel, Christine M.; Watson, Robert L.; Macgregor, Cynthia J.(1999) In this study, leadership was examined as a factor in the creation of good schools. Eight principals of high-performing schools in New York City were interviewed. Four common features among the principals interviewed include controlling staff hiring and development practices, experience, creating and maintaining a coherent educational mission throughout all grades, and having high expectations for student autonomy is often neglected in the literature. The authors recommend that large bureaucratic school systems grant principals greater autonomy, particularly as principals prove capable of generating success. Accountability will be preserved. Greater autonomy is likely to encourage more effective leaders to emerge and to stay in New York City and other urban public schools.
Transformational Leadership: Principals, Leadership Teams, and School Culture by Lucas, Stephen Earl; Valentine, Jerry Wayne; (2002) was undertaken to develop an understanding of the relationships among principal transformational leadership, school leadership-team transformational leadership, and school culture. Twelve middle schools composed the sample population. Three surveys were used, each one focusing on collecting data related to principal leadership, team leadership, and school culture. Data were analyzed using co relational and regression statistics. Results show that the principal seems to be the primary source of identifying and articulating a vision and providing an appropriate model. Leadership teams seem to be the primary source of providing intellectual stimulation and holding high expectations. There is a mix of principal and leadership-team influence as sources of fostering commitment to group goals and providing individualized support. School culture factors reveal that the leadership team, rather than the principal, seems to exert the greatest influence upon collaborative leadership and learning partnership. The principal, rather than leadership teams, seems to exert the greatest influence upon teacher collaboration and unity of purpose. These and other findings are supportive of the current movement in education toward collaborative forms of school leadership. This study serves as a start for further exploration of principals, leadership teams, transformational leadership, and school culture.

Transformational Leadership, Student Achievement, and School District Financial and Demographic Factors by Wooderson-Perzan, Melinda; Lunenburg, Fred C., (2002) explores whether or not there is a statistically significant relationship between superintendent leadership styles and selected financial and demographic factors in Texas school districts. Specifically, it examines the relationship between
superintendent leadership styles and (a) student achievement as evidenced by district ratings, and (b) selected school district financial and demographic factors. It also asks whether pupil-teacher ratios, instructional expenditures, and socioeconomic status are consistently and significantly related to student achievement. To answer these questions, researchers chose a random sample of school districts in each of the three district rating categories of exemplary, recognized, and academically acceptable. The findings show that superintendents were male by a ratio of six to one. More than 63 percent of the exemplary school districts contained high schools with an enrollment of 169 students or less. As regards leadership style, perceived leadership did not vary among exemplary, recognized, and acceptable school districts. However, districts with large populations of economically disadvantaged students did succeed when the school district had strong and purposeful leadership. The data suggest a need for superintendents to understand and act on racial inequities, focus on nonnative students and multicultural populations, and deal with the consequences of societal problems, rather than budgeting, finance, and legal issues.

Middle Level Leadership for the 21st Century: Principals' Views on Essential Skills and Knowledge; Implications for Successful Preparation conducted by Anfara, Vincent A.; Brown, Kathleen M.; Mills, Rebecca; Hartman, Kimberly; Mahar, Robert J. (2000) was undertaken to report what the respondents identified as the essential performance-based skills and knowledge needed for middle-level leadership, and to assess and project the impact of these knowledge and skill areas on administrator preparation programs. These issues were examined by surveying and interviewing middle-level principals about personal characteristics, job roles and tasks, and professional beliefs related to middle schools and the middle-school philosophy. Data were collected using surveys and semi structured interviews. Initially, surveys were sent to 125 middle-level
principals in Pennsylvania and New Jersey. Of these, 72 surveys were returned for data analysis. From the pool of survey respondents, 17 principals indicated that they were willing to be interviewed. An analysis of the qualitative data revealed that effective middle-level principals: (1) have a very positive outlook about their work, experience a high degree of job satisfaction, and view school problems as surmountable; (2) are more teacher-oriented; (3) are supportive of parent/community involvement in their schools; (4) have a high tolerance for ambiguity and uncertainty; and (5) are intentional in their efforts to assemble, develop, and maintain a staff of dedicated educators who want to be in a middle school. Additionally, the analysis revealed that formal education in educational administration appeared to have no bearing on middle-level principals' effectiveness, and that levels of participation in professional associations appeared to be unrelated to principal effectiveness.

Teacher Perceptions of Leadership: How Do They Emerge? by Newton, Rose Mary; Fiene, Jeanne; (1999) reports on a study in which classroom teachers were asked to describe their perceptions of the principal ship and to identify factors that influenced the development of their perceptions. Forty-five elementary, middle, and high school teachers, all of whom were enrolled in a course designed to facilitate the transition of teachers from the classroom to the principal ship, participated. The teachers' written narratives and use of language were analyzed, using the constructivist theory of knowledge and learning, to identify the teachers' existing perceptions of leadership as exercised by school principals. The results show that the teachers used hierarchical terms to describe the power vested in building principals. The teachers expected principals to manage the school, to foster a culture conducive to learning, to improve student learning, to promote the school's image to the community, and to influence the larger community. Few teachers reported having opportunities to engage in dialogue.
with principals and some reported that they formed their impressions of principals at an early age. Some of the teachers relied on family values to justify or explain their perceptions. The narratives provided information about factors that influence individual teacher's learning and the processes that teachers use to synthesize information.

A study conducted by Caldwell, Brian J. on, “Strategic Leadership, Resource Management and Effective School Reform.” (1998) explores the impact of school reform on learning outcomes and on the professional culture of the principal ship. The report draws on findings from several research projects involving surveys and case studies in the period 1993 to 1998, with special focus on the Schools of the Future reform in Victoria, Australia. The article describes the research programs used in the study, and offers an account of the emerging roles and preferences of principals for the new organizational arrangements. The findings show that despite several dysfunctions, unfulfilled expectations, and intensification of work, a large majority of principals would not return to previous organizational governance. Structural equation modeling of the sources used in the study revealed a stable pattern of direct and indirect effects of reform elements on learning outcomes for students.

Linking Leadership and Decision Making to the School Violence Issue a study conducted MacDonald, Irene M. (1999) studied the factors that influence principals in decisions related to violence in schools through semi-structured interviews with 12 junior high school principals in a large western Canadian school district. Participants were selected on the basis of their known involvement in school violence prevention initiatives. Several decision-making process components were identified: (1) identifying the problem; (2) responding to internal and external influences; (3) making
 decisions; and (4) evaluating decisions based on perceived outcomes. The principals interviewed conceptualized violence not as a problem, but as a symptom and response by students to unfulfilled needs that could often be met by the school. These principals made their decisions based on their expectations of what an excellent schooling experience would offer the students and what the role of the school staff would be in providing this experience. Principals used many sources of influence and personal beliefs as filters through which they prioritized problem areas and determined the best course of action.

From "I" to "We": Reflections about Leadership by Gibb, Sharon A.; Gibb, (1999) reports on a study that investigated a top-down leadership approach that gradually shifted to a collaborative paradigm. It focuses on one junior high school's efforts to increase academic and social success for all its students. The restructuring process began when, for the first time, a female principal was hired in this 35-year-old school. She came with a new vision of leadership and of academic structure that featured total inclusion. Data were obtained through a review of artifacts (school minutes, meeting notes, and articles) and interviews (focus groups and individual interviews) of 10 target groups in the school. The results indicate that for the school to make meaningful change, the top-down or "I" characteristic of leadership had to be transformed to "we."

A top-down process had occurred when the principal shared her vision for change that would promote the academic success of every student in the school. The development of community and leadership emerged through a process of teaming in which teams of 6 teachers taught inclusion groups that involved about 20 resource students for each team. As a consequence, communication within the school operated through individual and group meetings, and decision-making was placed in the teachers' hands.
The Changing Face of the Principal ship in Alabama: Role, Perceptions, and Gender. by Kochan, Frances K.; Spencer, William A.; Mathews, Jerry: (1999) examines the principal ship in Alabama. It focuses on the "individual role conception" of the principal ship as perceived by those in that role and investigates whether gender affected these perceptions. For the research, principals were asked to provide personal demographic and professional information and to respond to three open-ended questions: What are the three greatest challenges you faced as a starting administrator in this position? What are the three most significant ways in which your presently held position is changing or has changed in the last 5 years? What do you consider to be the five most important skills a new administrator in your position needs to possess? A survey was developed and sent to all principals in Alabama (N=1303). Findings from 514 principals were used for this study. The findings suggest that external pressures, particularly those related to state mandates, the budgeting system, and accountability measures, have increased stress, paperwork, and workload. Male and female principals perceived their roles in similar ways. However, women viewed the tasks before them and the ways in which they must deal with them in a more global manner than did males. For example, they identified the need to make the facilities more inviting because they recognized the impact of "deteriorating facilities" on morale. Women thought in terms of developing a broad base of skills rather than only dealing with a particular task or issue.

A study conducted by Brown, Jean; Sheppard, Bruce on, “Leadership, Organizational Learning, and Classroom Change” (1999) reports on the experiences of schools that are attempting to change into dynamic, responsive, data-driven organizations that allow for learning at all levels. It identifies aspects of leadership that appear to be significant and discusses the problems the schools encountered. The sample for the study, conducted
from 1995 to 1997, was composed of 13 schools with 312 teachers from 3 school districts in Newfoundland (Canada). The schools included high schools, all-grade schools, junior-high schools, and elementary schools, ranging in size from 185 to 870 students. All the schools were reorganizing at the school level. A quantitative and qualitative methodology was used. Findings show that each school's leadership approach either positively correlated with, or explained a significant amount of, the variance of the learning-organization disciplines. The principal and vice-principal were recognized as the primary sources of leadership; the whole school staffs were seen as important, as well. However, results suggest that researchers cannot be certain that all educators endorse team leadership as a means to successful change.

A study conducted on Leadership Approach, the New Work of Teachers and Successful Change, by Sheppard, Bruce; Brown, Jean (1999) describes case studies involving two Canadian high schools. The paper assesses the leadership approach that contributed to the schools' success to determine the extent to which the teachers' role was consistent with the six domains that Fullan claims are required if schools are to be "learning organizations." Data for the study consisted of interviews of teachers and administrators of both schools, as well as review of various documents, such as school academic-achievement reports. A leadership survey was administered to the entire school staff. The results demonstrate the dynamic, complex nature of change. The findings also demonstrate that such complexity does not prevent change, but often presents new opportunities. All principals were overtly engaged in the change process but also initiated structures that provided for distributed collaborative leadership.

The Relationship of Organizational Health, Leadership, and Teacher Empowerment by Valente, Michael E. (1999) looks at factors that affect the educational
environment. It reports on a study in which survey responses were collected from 10,170 teachers in 331 Chicago schools. The findings indicate that the teachers' influence on a school's organizational health is statistically less significant than that of the principal. The findings suggest that whereas teachers may view the principal as a deliverer of goods and services, they believe his or her task as the leader is to maintain the teachers' commitment to productivity, while drawing the parents and community into the school in a manner that the teachers find significant. Teachers also reported that the relationship between principals and teachers improves with empowerment, such as the empowerment derived from site-based management. It is recommended that when examining the educational environment, the principal's view be explored in conjunction with the teachers' outlook.

Examining a Superintendent's Transformational Leadership: From the Model to Successful Practice by Mullin, Ann G.; Keedy, John L., (1999) studied the transformational behaviors of a school district superintendent and the effects of those behaviors on selected principals and teachers. The findings of this qualitative case study operationalized transformational leadership in the behaviors of a superintendent leading a mid-sized public school district in North Carolina in the process of second-order change. Superintendent behavior categories clustered among three domains: (a) Articulating Professional Values and Beliefs; (b) Developing Problem Solving Skills; and (c) Developing a Collaborative Culture. Principal and teacher behavioral and affective outcomes related to these superintendent behaviors included changed administrative and teaching practices and improved student learning opportunities. Behavioral changes indicate the adoption of new norms. Transformational leadership, a relatively recent leadership construct, may have significant implications for school
district leadership. Findings were generalized to Bass and Avolio's research on transformational leadership and Louis's development of district/school relationships.

A study conducted on, Effective Instructional Leadership through the Teachers' Eyes”, by Blase, Jo; Blase, Joseph revealed (1999) that principals who want to promote classroom instruction must talk openly and freely with teachers about teaching and learning, provide time and encourage peer connections for teachers, empower teachers, embrace the challenge of teachers' professional development, and lead and motivate teachers.

A study conducted by Hallinger, Philip; Heck, Ronald H. (1999) on, Exploring the Principal's Contribution to School Effectiveness: Reviews 1980-95 research exploring the relationship between principal leadership and student achievement. Principals exercise a measurable, but indirect, influence on school effectiveness and student achievement via vision, mission, and goals. Previously described discrepancies may be attributable to researchers' conceptual and methodological tools. Research on means and contextual forces is needed.

Principals and Managers and Leaders: A Qualitative Study of the Perspectives of Selected Elementary School Principals, a study conducted by Cascadden, Dean S. T. (1999) explored eight elementary principals' conceptions about leadership and management constructs; beliefs about the role of their personal philosophies; and language used to describe themselves, their work, and their schools. Principals identified four issues: conflicting roles, being there, evolving as leaders, and balancing culture and distributed decision-making. Schools need democratic leadership.
A study conducted by Thomas Vernadine (1997) on, What Research Says about Administrators' Management Style, Effectiveness, and Teacher Morale reviews the literature in the areas of leadership; leadership theories; leadership styles; and the effect of principal leadership on teachers' morale, performance, and student achievement. The literature shows that principal leadership styles and leadership effectiveness are related to teachers' morale and performance; and that leadership styles and principal effectiveness affect teachers' job dimensions, which in turn mediate low teacher morale. Principals who effectively define the school mission, manage the instructional program, and promote a positive school-learning climate uplift teachers. In addition, a collaborative leadership style has the greatest impact on teacher morale.

A study on Teachers’ Perceptions, School Climate and Principal’s Self-Reported Leadership Styles based on three empirical measures of perceived leadership by Augustus J. Massaro, Ed. D (2000) provided data for a framework to rethink the current role of principal leadership and its effect on school climate. In order for the school organization to meet the demands of society and augment educational reforms, school leaders (principals), and followers (teachers) must closely examine their working relationship for improving organizational outcomes. This study examines whether there were statistical associations between principal leadership style and teacher perceptions of principal leadership style and their effect on school climate. The study employed Hersey and Blanchard's situational leadership instrument (LEAD-Self and LEAD-Other) to investigate the association between principals, evaluations of their leadership style with teachers, perceptions of principals, leadership style. The National Association of Secondary School Principal School Climate Survey was used to measure teacher perceptions of school climate. Four-stage cluster sampling (county, district, school and teacher) was used to select 20
school districts. The study included 20 elementary principals and 330 elementary teachers. The findings seem to suggest a disagreement between teachers and principals about the influence the principal actually exerts over school climate. Teacher demographics, total number of years working in the field of education, and highest degree earned, had no effect on teacher perceptions of school climate. Principal demographics, total number of years as principal, and total number of years working in the field of education, had no association with teacher perceptions of school climate. Differences in principal self-evaluation, and differences in teacher perceptions of a principal's leadership style, showed no association with teacher gender. However, female teachers had higher mean climate scores compared to their male counterparts. The findings encourage principals and teachers to work in a collaborative mode for the purpose of enhancing their communication. It is recommended that school leaders (principals) and followers (teachers) actively engage in dialogue that will lead to improvements in school organizational outcomes.

Leadership Approaches and Perceived Leadership Effectiveness in Chinese Township and Village Enterprises by Ping Ping Fu, Irene Hau-siu Chow, and Yuli Zhang (1999) examines leadership decision-making styles, leadership approaches, and perceived leadership effectiveness in Chinese Township and Village Enterprises (TVEs). Based on data from 244 middle- and lower level managers from eighteen TVEs in two cities in China, this study finds that people working in TVEs prefer working under leaders who are more people-oriented than task-oriented, and whose decision-making style is selling or consultative. The two samples reported similar desires in terms of their ideal leadership, but the correlation between the leadership styles and outcomes differ significantly between the two samples. Further studies are necessary to interpret the differences.
2.3 Studies conducted on Empowerment

Empowerment is a construct which can be seen from different angles. The empowerment of teachers is thought of from the teacher’s professional role. The studies related to empowerment in general are discussed which are followed by a specific aspects of empowerment considered for the present study.

2.3.1 Studies related to empowerment abroad

A Study of Teacher Empowerment in 180 Restructuring Schools: Leadership Implications was conducted by Klecker, Beverly; Loadman, William E. (1996) to identify and measure theoretical dimensions of teacher empowerment in 307 venture capital schools in Ohio. Data were gathered from 4,091 classroom teachers working in 183 schools. Teacher empowerment was measured by the School Participant Empowerment Scale (SPES) which considers six dimensions: decision-making, professional growth, status, self-efficacy, autonomy, and impact. Findings suggested that: (1) professional development strategies to strengthen classroom teachers’ skills and knowledge should be designed as both preservice and inservice programs; (2) teacher educators should help the classroom teacher build specific and general skills for working with and within groups; (3) experience and skill-development in information gathering, information synthesis, group processes, and consensus building should be included in teacher education programs; and (4) restructuring teams need to provide more opportunities for collaboration.

A comparison of site-based management in 1987-88 and 1993-94 conducted by Shen, Jianping (2001) on, Teacher and Principal Empowerment: National, Longitudinal, and Comparative Perspectives indicates that principals' leadership increased and teachers'
leadership stagnated and was focused on classroom rather than school wide issues. There were discrepancies in principals’ and teachers’ perceptions of leadership. Teachers are still not empowered in many areas.

A study conducted on, Personal Empowerment, Efficacy, and Environmental Characteristics by Edwards, Jennifer L.; Green, Kathy E.; Lyons, Cherie A. (1999) examines the personal empowerment and efficacy of teachers, relating these constructs to environmental characteristics in order to provide information for school counselors who are helping teachers in personal growth. The study also assesses the relationship to teacher conceptual level in order to determine its relationship to empowerment and efficacy. A group of 411 teachers completed a collection of scales and surveys in the spring of 1997. Multiple regressions were conducted for the Vincenz Empowerment Scale (Vincenz, 1990) with the School Culture Survey (Saphier, 1985), Teacher Efficacy Scale (Gibson and Dembo, 1984), Learner-Centered Battery (McCombs and Lauer, 1997), Standards-Based Implementation Survey (Seahorn, 1995), and Paragraph Completion Method (Hunt, Butler, Noy, and Rosser, 1978), as well as for satisfaction and age-related variables. Results indicate that empowerment is related at a low to moderate level to personal teaching efficacy, administrator professional treatment of teachers, reflective self-awareness, honoring of student voice, and satisfaction with teaching as a career. Strategies are presented for school counselors to use in helping teacher increase empowerment.

A study on Teachers' Perceptions of the Use of "Empowering-Type Activities" by Their Building Principals.” by LoVette, Otis; Holland, Glenda; McCall, Mike (1999) examined whether teachers perceived their school principals as using empowering-type activities. The study focused on differences according to such factors as age, gender,
and school grade and size. Researchers examined the survey responses from graduate students in the Educational Leadership Program at Northeast Louisiana University in 1999. Participating students were full-time teachers taking evening courses at the university. Students completed a survey entitled Principal Profile, which asked them to rate their principals' performance and focused on empowering-type activities. Data analysis indicated that principals utilized empowering type activities to some degree. There were no significant differences between such groupings as older versus newer and male versus female administrators or teachers.

Kirgan Benjamin G (2009) studied the correlation between teacher empowerment and principal leadership behaviours in High School. The findings revealed that when teachers are treated with professionals, a sense of empowerment can be resulted in a large high school, where administrators are inundated with a variety of jobs to perform and many staff members to lead, teachers accountability practices will only be effective if they are influenced by more than just administration. In order to maintain an effective, dedicated faculty, administrative practice needs to not only hold teachers as accountable as reasonable possible, but also, it needs to be designed to drive the positive, proactive strengths that all staff members possess. Scarby and Shaddin (2008) suggest that guiding a school towards the specific purpose of empowering teachers to lead at all levels can contribute to a effective educational environment.

2.4 Studies conducted on Self-esteem

Self esteem is an important dimension of empowerment. The various studies conducted are discussed in the following paragraph.
2.4.1 Studies related to Self esteem abroad

Savin-Williams & Demo, 1983; Harter, (1990) studies have demonstrated that during middle and late adolescence, and into early adulthood, self-esteem stabilizes or even increases. The safest generalization to make regarding adolescents and self-esteem is that some but not all adolescents experience low self-esteem, and that for some but not all who experience it low self esteem is associated with serious problems.

Conrath (1986) states that the best way for a child to sustain a sense of confidence is to acquire and demonstrate competence. He found that self-confidence will emerge with success in skill development and learning. Thus, the key point is to help students set meaningful and realistic goals. However, the debate about which comes first—a positive self-concept or academic achievement is more academic than practical. The most important thing is to appreciate the interaction and the reciprocal dynamics between self-concept and achievement. They are mutually reinforcing. While there maybe little justification for embarking on a program to raise the level of self-esteem with the intent of raising academic achievement, there are many other justifications for raising self-esteem of students.

Holly (1987) compiled a summary of some 50 studies and indicated that most supported the idea that self-esteem was more likely the result than the cause of academic achievement. He did acknowledge that a certain level of self-esteem is required in order for a student to achieve academic success and that self-esteem and achievement go hand in hand. They feed each other.

Covington(1989) reported that as the level of self-esteem increases, so do achievement scores; as self-esteem decreases, achievement scores decline.
Furthermore, he concluded that self-esteem can be modified through direct instruction and that such instruction can lead to achievement gains. Specifically, students’ perceived efficacy to achieve, combined with personal goal setting, has been found to have a major impact on academic achievement.

(Harter, 1990) studies suggested that African-American children had low self-esteem, current research suggests that the self-esteem of African-American adolescents is comparable to if not greater than that of ethnic majority peers. For instance, white girls currently appear most vulnerable to a drop in self-esteem in adolescence, as compared to any other group.

Harter (1990); Hirsch & DuBois, (1991) studies have found that one-third to one-half of adolescents struggle with low self esteem, especially in early adolescence. The results of low self-esteem can be temporary, but in serious cases can lead to various problems including depression, anorexia nervosa, delinquency, self-inflicted injuries and even suicide. Self esteem is related to school performance and delinquency. Adolescents with low self-esteem are more likely to do poorly in school, to become pregnant, or to impregnate a partner. But it is important to keep in mind that the causal direction is unclear; that is, researchers are not sure if having low self-esteem causes youth to engage in problem behaviours or the other way around. Gang members, for example, report higher than average self-esteem. Research has found that satisfaction with physical appearance is a large component of self-esteem, and adolescent girls have greater dissatisfaction with physical appearance than do boys (Harter, 1990, 1999). While adolescents’ self-esteem can fluctuate, from approximately eighth grade on, studies have found that self-esteem appears relatively stable. Individuals with high self-esteem in childhood are likely to be adolescents with high self-esteem.
(Morrison, 1991) wrote an article on, “a study a comparative study on the relationship between coping styles, self-concept, and stress. The coping styles researched in this study were optimism versus defensive-pessimism. These coping strategies have been thought to protect self-esteem from threatening situations. The purpose of their study (1) was to see if using different cognitive coping strategies experience different levels of perceived stress, (2) and also to see what components of the self might these coping strategies be striving to defend or maintain. The study suggests instead of assuming that coping styles are protection for self-esteem, they are just as likely to protect weak facets of the self. Researchers also found that defensive-pessimists and those without consistent coping strategies show themselves to be more stressed than optimists. Female optimists are more satisfied with their skills for handling stress than are defensive-pessimists and those without consistent coping strategies. Optimist coping strategies coincide with less stress. Males, with the exception of the optimists feeling less stressed than those without consistent coping strategies, coping style differences do not reflect differences in satisfaction (Morrison, 1991).

Smith, Zhan, Hunington, Washington, (1992) found that there is a strong relationship between how someone copes with stress and self-esteem. It was also found in the same article in another study, that the article made reference to, that people with low self-esteem are more likely to view their behavior as being dependent on the situation while people with high self-esteem have a greater capacity to engage in a wide range of coping behaviors.

(Smith, et al., 1992) article also asked the question, why people with low self-esteem tend to make their coping responses so situation-dependent. It has been suggested that self-esteem influences coping because it is so strongly related to personal attributions
for different events and outcomes. The study in this article attempted to research the relationship between self-esteem, self-concept clarity, and the subjects preferred coping styles when faced with stressful events and situations. They chose a group of college undergraduates as their participants for the study. Researchers hypothesized that (1) higher self-esteem would be related to clearer self-concept, (2) a clearer self-concept would be related to more positive coping styles while an unclear self-concept would be related to more negative coping styles. They found that self-concept clarity exerts a stronger influence on a person’s ability to cope with stress than the influence exerted by self-esteem.

Baumeister, (1993); Pipher,( 1994) studies on gender and self-esteem have determined that adolescent females, on average, have a lower sense of self-esteem than adolescent males. For Americans, adolescence brings a dramatically increased emphasis on physical attractiveness for young women, many of whom feel they are lacking. Boys self-esteem can be affected by contradictory societal messages— on the one hand to appear to be strong and on the other to be emotionally expressive Pollack, (1998).

In an article by Kreger (1995), it was hypothesized, after reviewing some studies, that scores on self-esteem may act like attributional style in predicting the effects of stress and that perceived stress may be more related to self-esteem than to actual stressfulness of a situation. After conducting a study on this hypothesis, it was found to be supported by the data that stress inversely correlated with self-esteem.

(Short, Sandler, Roosa, 1996) investigates the relationships among self-esteem enhancing and self-esteem threatening relationships, life stress, perceived social support, and psychological symptoms through the use of new measures of esteem
enhancing and esteem threatening relationships. It was hypothesized that esteem enhancement would relate positively to global self-esteem and negatively to psychological symptoms and esteem threat would have the opposite relations consistent with the threat to self-esteem model. It was also hypothesized that the esteem enhancement and threat measures would account for significant variance in self-esteem and psychological symptoms beyond demographic, life stress, and social support measures. Researchers hypothesized that these measures would be uncorrelated with each other because other measures of positive and negative social ties are largely uncorrelated. They found that esteem threat was associated with psychological symptoms independent of stress, social support, and demographic variables. Both esteem enhancement and esteem threat made independent contributions to predicting global self-esteem after controlling for initial levels of global self-esteem. Overall, according to most of the literature researched, self-esteem has little to do with how people deal with or perceive the levels of stress in their lives. It has more to do with other factors such as coping styles and self-concept. However, the purpose of this study was to replicate the findings of studies already done to retest the hypothesis that people who have high self-esteem perceive themselves to have lower levels of stress than those with low self-esteem and people who have low self-esteem perceive themselves to have high levels of stress than those with high self-esteem. 

(Abel, 1996) suggested that there is a negative relationship between self-esteem and stress. It was also found that self-esteem appears to moderate the effects of stress on psychological functioning. Individuals with low self-esteem exhibit more distress from negative events than those with high self-esteem. High self-esteem may protect the individual from distress by allowing the individual to feel less vulnerable and be more
able to bounce back from stressful situations. High self-esteem may also result in more active and effective coping and in enhanced motivation in response to stress.

Yeung, Ka Wah; Watkins, David; (1998) study on The Impact of Teaching Practice on Professional Self-Esteem: A Covariance Analysis examines the professional self-perceptions and self-esteem of Hong Kong student teachers, investigates the impact of teaching practice. Participants were student teachers in their first or third year of full-time, 3-year courses at 1 of the 4 colleges of education in Hong Kong. A total of 424 student teachers completed a questionnaire before and after student teaching. The questionnaire measured self-esteem as a teacher, focusing on self-esteem, teacher-student relationships, teacher efficacy, teacher commitment, humanism, adequacy of teaching abilities, and classroom techniques. Data analysis indicated that student teachers' personal and professional self-esteem differed from each other as they were subject to different influences. The development of their professional self-esteem depended on the manner in which they perceived their teaching efficacy, teacher student relationships, and commitment to teaching. Student teachers' humanistic beliefs and perceptions of the adequacy of teaching skills overwhelmingly influenced the organization of self-structure. Except for their self-perceived adequacy of teaching abilities, the impact of the other teaching practice experiences on the development of self-esteem was fairly limited.

(Harter, 1999) on Ethnicity, social class, and self-esteem found that middle-class and upper-class adolescents have higher self-esteem than less affluent adolescents. This discrepancy increases into older adolescence. One common explanation is simply that higher socio-economic status youth have greater resources. For example, higher socio-economic status students generally attend higher quality schools, and/or perform better
in school. Also, if higher socioeconomic status youth have individual difficulties or special needs in school, their parents more often have the resources to assist. So, resources can both augment individual skills and alleviate difficulties that would otherwise reduce self-esteem. Researchers have only recently begun to systematically study the relationship between ethnicity and adolescent self-esteem. Much of this research has focused on African-American adolescents. Studies of African-American girls indicate that they are not generally subjected to the same vulnerabilities because they do not experience the same decline in body image as their white female peers. In other words, despite encounters with racism and prejudice, many African-Americans do not experience a drop in self-esteem in adolescence.

(Harter, 1990, 1999; Larson, 2000) in Increasing adolescents’ self-esteem Programs designed in the 1960’s to boost adolescents' self-esteem were primarily focused on making individuals feel good about themselves in general. In contrast, current programs focus on specific aspects of self-esteem. For those concerned with increasing adolescent self-esteem, which appears possible to do, the suggestions below have been supported by recent research.

- Identify the core factors that cause low self-esteem and simultaneously identify the domains of competence that are important to the adolescent.
- Focus on sources of emotional support and social approval that exist in the adolescent’s world.
- Increase self-esteem through emphasizing achievement of specific skills and goals, and by encouraging initiative.
- Support coping with difficult situations and trying to overcome them, rather than avoiding them.
However, no one should work at raising adolescents’ self-esteem for the purpose of reducing problem behaviour. This has not proved to be an effective strategy. The main point to remember about increasing self-esteem is that telling someone to have high self-esteem will not do it. Adolescents will feel better about themselves if they experience success in domains they care about and are praised for that success by people they respect.

(Harter, 1990; Savin-Williams & Demo, 1983) found that relationships with parents and relationships with peers are two important sources of social support that contribute to adolescents' self-esteem. Another approach is to heighten adolescents’ appreciation of domains in which they are successful, reducing the impact of disappointment in other domains.

Towards a Causal Model of Learned Hopelessness for Hong Kong Adolescents by Au, Chung-Park; Watkins, David (1999) interprets a survey of junior secondary students conducted to examine the role of learned hopelessness and academic self-esteem in academic achievement. The findings show that learned hopelessness and academic self-esteem play separate mediating roles between prior academic failure and academic achievement; learned hopelessness and academic self-esteem have no direct effect on one another.

The Impact of Service-Learning on Moral Development and Self-Esteem of Community College Ethics Students by Cram, Stanley Bruce investigates the extent to which service-learning fosters moral development and increased self-esteem. Conducted at a large midwestern community college, the study followed students enrolled in three sections of an Introduction to Ethics course, only two of which
included a service-learning component. Student outcomes from the three sections, as measured by the Defining Issues Test and the Self-Esteem Questionnaire, are compared and the findings, suggests that the service-learning program did not foster enough change to move students to the next step in Kohlberg’s Stages of Moral Development. Further, the brief exposure to social service experienced by the service-learning section had only a moderating effect on student self-esteem.

2.5 **Studies conducted on Team work**

The important characteristics of a learning organisation are team work ability. The researches conducted in India and abroad are cited below.

2.5.1 **Studies related to Team work in India**

Mehta, Paras Mal (1992) studied teacher morale as a determinant of the perception of supervisory behaviour. The findings of the study revealed that the teachers with high and low morale differed significantly in their perception of supervisory behaviour. They also differed on the initiating structure and consideration dimensions. A majority of high teacher morale teachers perceived that their supervisor did not foster a pleasant group atmosphere, were not friendly and approachable, were not willing to make changes, did not let the group members know what was expected of them and was not easily understandable. The low morale teachers held more favourable perceptions of the supervisor behaviour than the high morale teachers.

2.5.2 **Studies related to Team work abroad**

Pauline Lee, The University of Melbourne, Australia, Nicole Gillespie University of Queensland Business School, Australia Leon Mann The University of Melbourne,
Australia; Alexander Wearing The University of Melbourne, Australia conducted a study on ‘Leadership and trust’: Their effect on knowledge sharing and team performance. They felt that team leaders who facilitate knowledge sharing and engender trust contribute to team effectiveness. While the separate effects of leadership, trust and knowledge sharing on team performance are well documented, few scholars have investigated the specific links between these factors. This study examines the relationship between the leader as the knowledge builder, trust in the leader and in the team, knowledge sharing and team performance. Surveys were collected from 34 engineering project teams (n=166 team members, 30 team leaders) and 18 managers in a large automotive organization. The results indicate that by building the team’s expertise, leaders enhance team members’ willingness to rely on and disclose information in the team, which in turn increases team knowledge sharing. Team knowledge sharing significantly predicted leaders’ and managers’ ratings of team performance. The theoretical and practical implications of the findings are discussed.

Teamwork (Marchington, 1992; Katzenbach and Smith, 1993)is currently being championed as a way of replacing inflexible, dehumanizing, bureaucratic mechanisms with more humanistic, involving, cultural-ideological methods of coordinating productive activity.

It has been strongly advocated by influential management thinkers (e.g., Drucker, 1988; Peters, 1989) as well as by the advocates of total quality management (TQM) and business process reengineering (BPR). Academics have identified moves toward teamwork as a prominent feature of a broader trend "in the direction of decentralised, flexible networks" that allegedly promote "a culture of expression and involvement"
Teamwork forms part of a broader movement to develop lean production (Womack, Jones, and Roos, 1990) and high commitment workforces (Wood and Albanese, 1995) in which control is allegedly replaced by commitment (Walton, 1985). Even those who question the substance of claimed shifts away from traditional, modernist organizational forms (e.g., Thompson and Wallace, 1995) have concluded that teamwork is likely to remain in vogue because it is part of a trend in restructuring work.

In a recent literature review, Mueller (1994) noted the diversity of traditions in which teamwork has been featured, including self-management (e.g., Manz and Sims, 1987), sociotechnical work design (e.g., Trist, 1981), empowerment (e.g., Wellins, Byham, and Wilson, 1991), and employment flexibility (e.g., Marchington, 1992). Conspicuously absent from this review is any mention of studies conducted within a critical research tradition. Parker and Slaughter, 1988; Garrahan and Stewart, 1992 studies have shown how, especially when combined with supportive policies of recruitment and selection, teamwork practices can disempower employees by strengthening managerial control and intensifying work activity in the name of progress and the more effective management of "human resources". Barley and Kunda, 1992.

For Barley and Kunda, 1992 have voiced concerns about the coercive and potentially totalitarian features of "devotional" team culture and ideology.

The analysis present here of teamwork at StitchCo (a pseudonym for a major U.K.-based company) broadly confirms the assessment of those who have welcomed teamwork as a means of improving productivity and competitiveness (e.g., Tjosvold,
Teamwork appealed to StitchCo management when accounting calculations indicated that it could provide a cost-effective, continuously improving way of enhancing profitability by responding more rapidly to shifting market demands, competitive pressures, and business opportunities. Like authors of many other analyses of teamwork, we also pay attention to its psychosocial and cultural-ideological dimensions. But instead of viewing teamwork as a slicker means of work coordination that promises to "re-align individual motivation with organizational rationality" (Mueller, 1994: 386), show how its introduction at StitchCo was embedded in a political economy of work organization. While appearing to deliver universal benefits, teamwork can conceal or dissemble a variety of unsavory features of work reorganization, including coercion masquerading as empowerment and the camouflaging of managerial expediency in the rhetorics of "clannism" and humanization (Knights and Willmott, 1987; Sinclair, 1992). When acknowledged in mainstream commentaries on teamwork, these features tend to be attributed to managers' failure to "manage the context" effectively (Jenkins, 1994). Even when there is an appreciation of the contingencies that shape teamwork in different cultural and organizational settings (e.g., Mueller, 1994), no connection is made between the difficulties encountered in realizing the ideals of teamwork (e.g., self-management, high problem-solving capability, etc.) and pressures to maintain or increase corporate profitability that invariably compromise these ideals (Danford, 1997). Moreover, critics of teamwork, such as Sinclair (1992), rarely support their claims with detailed empirical analysis. In this paper, we combine a critique of mainstream conceptualizations of teamwork with a detailed empirical study of its introduction, including the use of accounting calculations to justify and control teamwork as a way of contributing to a restoration of corporate profitability with the
minimum of capital investment. Our study contributes to a small but growing number of critical, in-depth studies of teamwork (e.g., Barker, 1993; Pollert, 1996; McKinlay and Taylor, 1996; Marks et al., 1997; Danford, 1997) by building on and illustrating a comparatively well-established critique in a way that incorporates two sparsely researched aspects of its practical organization. The critique contends that exhortations to "take collective responsibility" are a feature of teamwork but that their practical realization may well be impeded when teamwork is adopted as an extension of and supplement to a traditional management system. The intent to abolish some features of this system, such as close supervision, should not be uncritically conflated with a dilution or demise of an established top-down structure of control. From a critical perspective, it is understood that team-based work organization neither eliminates "the control imperative," nor does it "smother worker dissent and resistance" (McKinlay and Taylor, 1996: 289). While we acknowledge that teamwork can deliver managerially desired, cost-effective outcomes, as it did at StitchCo, we challenge the claim of those commentators, including critical analysts (e.g., Barker, 1993), who have claimed that teamwork involves a significant shift from a traditional management system (Womack, Jones, and Roos, 1990). We extend this critique in two ways. First, we highlight the role of accounting calculations in justifying the introduction of teamwork and supporting its day-to-day operation, a topic generally neglected by sociologists of organization (but see Meyer, 1986; Zald, 1986). Our examination of the use of accounting measures in establishing and sustaining teamwork contributes to a small but growing body of research undertaken by accounting academics that explores how accounting is implicated in processes of organizational change (e.g., Hopwood, 1990; Ezzamel, 1994; Jones and Dugdale, 1995). Second, and of greater theoretical importance, we address the issue of how
employees' sense of self-identity renders them more or less receptive to moves in the direction of teamwork. While some studies have suggested the significance of self-identity for facilitating management control or stimulating employee resistance (e.g., Kerfoot and Knights, 1992; Barker, 1993), it has not been a focus of analysis.

Surveying 94 project teams in large U.S. corporations over two years, Drs. Patricia Holahan and Ann Mooney, professors in Stevens’ Howe School of Technology Management, studied two primary areas related to teamwork: the factors that lead to both constructive and destructive conflict, and the implications of conflict – how conflict, both good and bad, affects team decision-making and performance.

"Although other researchers had theorized that constructive conflict could spiral into destructive conflict, our study is the first to provide strong empirical evidence of such a mutation," said Dr. Mooney.

Dr. Holahan states that "One thing our study demonstrates is that trust matters." . "Team members who trust each other and display more supportive and less contentious norms of communication are less likely to take constructive conflict personally." Behavioral integration also matters. That is, when team members freely share information and resources, and feel mutually accountable for decisions reached, constructive conflict is less likely to mutate into destructive conflict.

The research explored several factors thought to stimulate conflict in teams. The researchers found that large teams experience more conflict than small teams. Task characteristics, such as the clarity of the team’s goal, also play a role. The less clear the team’s goals, the greater the conflict the team experiences.
Regarding team turnover, and new team members? The findings suggest that new membership brings freshness to decision-making, which encourages teams to critically evaluate issues," In the research, Drs. Holahan and Mooney also demonstrated that there’s a lot at stake when constructive conflict degrades into destructive conflict. "We found that destructive conflict has a powerful negative effect," -said Dr. Holahan.

"It’s quite dangerous for teams because it degrades the quality of their decisions and erodes the understanding of and commitment to those decisions. Ultimately, we found that teams experience destructive conflict is less likely to achieve their goals and complete projects on schedule."

The researchers co-wrote two papers, "Conflict, Decision Outcomes and Project Team Performance" and "Managing Conflict in Teams: Gaining the Benefits and Avoiding the Costs." Their studies were supported by grants from the Stevens Alliance for Technology Management and the Center for Technology Management Research. The research papers have been submitted to the Academy of Management’s 2004 Annual Meetings, which will be held in August in New Orleans and focus on "Creating Actionable Knowledge."

2.6 Studies conducted on Teacher Morale

Teacher Morale is essential in implementing all activities in a school in an enjoyable way. The following are the researches conducted on it.
2.6.1 Studies related to Teacher Morale in India

Savadamuthu, T (1988) tries to investigate Leadership behavior and teacher morale of secondary school teachers. The findings of the study revealed that although the higher secondary school teachers possessed both types of leadership behavior initiating structure and consideration, they do not reveal any district type of leadership behavior. The leadership behavior of secondary school teachers were not related to their morale. Female teachers are not experienced teachers reveal higher leadership behavior.

2.6.2 Studies related to Teacher Morale abroad

Chapman, David W.; And Others (1999) reports on Teacher Incentives in the Third World reports that declining school quality is one of the most serious problems facing Third World countries--particularly in Africa. Economic constraints limit opportunities to enhance teacher morale and performance even while upgrading teachers has become the central component of most efforts to reverse educational decline. While the most powerful incentives clearly tie direct compensation to the performance of the target behavior, resource limitations prompted increased interest in low-cost incentives. Kemmerer suggests that performance is directly linked to the quality and quantity of: (1) remuneration; (2) instructional support; (3) instructional supervision; (4) training; and (5) career opportunities. A sixth influence relates to the degree of community support for teachers and school reform. To improve teachers' satisfaction and performance, Botswana initiated a major reform of junior secondary education. To assess its effectiveness, classroom observations were conducted of 549 teachers in 50 classrooms. Teacher satisfaction is related to the quantity of training and the degree of instructional supervision, community support, and career opportunities. The most
direct incentive, housing, appears unrelated to satisfaction. A paradox for school reformers is that increased job satisfaction may not improve performance or student achievement, because satisfied teachers may resist efforts to change.

Deborah (2001) Why New Teachers Choose To Teach conducted by Wadsworth, is an Article based on Public Agenda study of attitudes and feelings of new teachers that found them highly motivated, committed, and enthusiastic about their chosen profession. Study also found that school administrators were equally positive about new teachers. Challenges widely held assumptions about decline in supply and quality of new teachers.

Berger, Gertrude (1993) study on The Morale of Teachers in Crisis: Russia 1992 by was part two of a longitudinal study investigated teachers’ morale during the Russian political and economic crisis of 1992. Surveys revealed the significance of age and workplace on teacher morale. Teachers ages 29-59 working in specialized schools were more optimistic than teachers older than 60 working in regular schools.

Documenting the Effects of Transformational Leadership Behavior on Teacher Efficacy. Hipp, Kristine A. (1997) says that principals play a unique role in school and student outcomes. This paper presents findings of a study that explored how principals' leadership behaviors influenced teachers' sense of efficacy. Specifically, the paper describes how principals in three middle schools influenced teachers' sense of efficacy and affected instructional and school improvement from a teacher perspective. Bandura's (1977, 1986) social cognitive learning theory of self-efficacy provided the theoretical framework. The first phase of the study surveyed 280 teachers in 10 schools to determine the level of personal teaching efficacy (PTE) and general teaching efficacy (GTE). Three middle schools were selected: one with the highest reported
GTE, one with the highest reported PTE, and one with the lowest combined GTE and PTE. Data for the second phase were gathered through observation and interviews with 34 teachers. The study identified 10 leadership behaviors: models behavior, believes in teacher capacity, inspires group purpose, promotes teacher empowerment and shared decision making, recognizes teacher efforts, provides personal and professional support, manages student behavior, promotes a sense of community, fosters teamwork and collaboration; and encourages innovation and continual growth. In summary, the study showed that principals' direct behaviors, as well as indirect symbolic forms of instructional leadership, influence teachers' work and its outcomes.

Moller, Jorunn (1998) Educational Policy and School Leadership in Upper Secondary Schools: New Relationships and New Tensions states that Decentralization has driven educational reforms in Norway since the 1970s, but this has raised questions of who should assume responsibility for education. Ways in which principals and teachers are affected by reform initiatives, such as the change of established zones of control as represented by a work-time agreement for teachers, are presented. The report highlights some problematic aspects of changed decision-making structures in schools. The study drew on qualitative data from two upper-secondary schools. Results show that the work-time agreement, which requires teachers to work 190 scheduled school hours per year, exclusive of their normal teaching hours, breaks the established practice and work culture of teachers who had enjoyed a large degree of professional autonomy. Furthermore, a sharper division between the administration team and the teachers has emerged as a consequence of a change in the role of the faculty head. The principal's role as employer, personnel manager, and educational leader cannot be fulfilled effectively with the present organizational structure in schools. Teachers feel they are
mistrusted and energy is being concentrated upon the protection of established practices as opposed to educational improvements.

2.7 Studies conducted on communication skills

One of the most important aspects of the empowerment is communication. The skills required for the smooth functioning of the organisation is effective communication.

Researches based on communication skills are listed below.

2.7.1 Studies related to communication skills abroad

Explaining Knowledge Sharing The Role of Team Communication Styles, Job Satisfaction, and Performance Beliefs by Reinout E. de Vries Vrije Universiteit, Amsterdam, Netherlands, Bart van den Hooff Vrije Universiteit, Amsterdam, Netherlands, Jan A. de Ridder University of Amsterdam investigate the relationships between team communication styles and job-related cognitions on one hand and knowledge-sharing attitudes and behaviors on the other using 424 members of different work-related teams. Both eagerness and willingness to share are positively related to knowledge sharing—both donating and collecting knowledge. These attitudes mediate the relationships of communication styles, job satisfaction, and performance beliefs with knowledge-collecting and donating behaviors. In terms of team communication styles, an agreeable style is positively related to team members’ willingness to share their knowledge, whereas an extrovert communication style of a team is positively related to both eagerness and willingness to share. Performance beliefs and job satisfaction are both related to willingness and eagerness to share knowledge. However, in contrast with the authors’ expectations, the relationship between eagerness to share knowledge and knowledge donating is not stronger than the one between eagerness and knowledge collecting.
Productive Management Communication Online and Face-to-Face Virginia W. Kupritz The University of Tennessee, The University of Tennessee case study examined employees’ perceptions about the types of information management could productively communicate through electronic communication to augment face-to-face contact with employees. The benefits of effective face-to-face communication between managers and staff are widely appreciated; however, the costs associated with this mode of communication require organizations to make decisions about when scarce resources should be allocated for face-to-face communication and when the alternative, less costly resource of electronic communication could be substituted. The study determined that employees perceived human resource information that is private (confidential), personal, or sensitive as critical to receive through face-to-face contact. Employees perceived that information not deemed confidential—meeting times, training times, policy changes, system problems, and information with numerous details—were just as productive and some even critical to receive through e-mail.

Paul Harvey University of New Hampshire, USA; Kenneth J Harris Indiana University Southeast, USA, studied frustration-based outcomes of entitlement and influence of supervisor communication and regards that psychological entitlement is a relatively stable tendency toward inflated self-perceptions and unrealistic expectations concerning praise and rewards. This study investigates two behavioral outcomes of entitlement — political behavior and co-worker abuse — and the mediating role of job-related frustration. It also examined the impact of supervisor communication (i.e. evaluative and informative communication) on the relationship between psychological entitlement and frustration. Results of a study of 223 employees suggested that entitlement was positively associated with both political behavior and co-worker abuse, and that frustration partially or fully mediated both relationships. Additionally,
results suggested that relatively high levels of supervisor communication reduced job frustration for less-entitled employees but exacerbated the frustration reported by those with stronger entitlement perceptions.

Teaching Interpersonal Communication Competence to Medical Students through Theatre in Education, Koponen, Jonna; Pyorala, Eeva; Isotalus, Pekka (2010) regards effective communication skills are considered essential to a physician's professional competence. Thus, Finnish medical schools include communication skills training in their curricula. Today it is essential to ensure that students graduate with the interpersonal communication competence (ICC) necessary to succeed in their profession. Experiential methods have been shown to be more effective in teaching communication skills in medicine than lecture methods. Role-play simulations are the most common strategies. This article describes an experiential learning method, Theatre in Education (TIE), which goes beyond role-play simulations to emphasize extended active group work. TIE, which originated in Britain in the 1960s, connects theatre techniques to education. The idea is to use a short play performed by a theatre group as a stimulus to engage students with the material. The aims, content, activities, and drama conventions are designed collaboratively by the teacher(s) and the theatre group. The learning potential of drama education lies in the concept of aesthetic doubling, which means that the fictive time, space, and characters are present at the same time as the real time, space, and "me." Thus, issues can be explored through this doubleness. A list of references and suggested readings is included. Note: The following two links are not-applicable for text-based browsers or screen-reading software.
2.8 Studies conducted on decision-making

Decision making does not happen in a vacuum. Decisions can be best made when the individual has sufficient information to weigh the possible consequences of various choices. Access to information helps teachers to select from among a wide range of choices. Empowered teachers have the freedom to take their own decision.

2.8.1 Studies related to decision-making in India

Mehta, Deepa; Gardia, Alok; Rathore, H. C. S. Teacher Participation in the Decision-Making Process: Reality and Repercussions in Indian Higher Education (EJ893508) by in A Journal of Comparative and International Education, v40 n5 p659-671 Sep 2010 states that the study reported here focused on comparing teachers' actual and desired participation in different decision-making situations and examined how participation in decision making differs in Indian higher educational institutions. The paper provides a comparison of findings with similar studies conducted in Western settings regarding the relationship of participative decision making (PDM) with some selected organizational variables: teachers' job satisfaction, organizational goal commitment, role ambiguity, and role conflict. Data were gathered through a survey of 281 faculty members of Banaras Hindu University, India. Results indicate that in the Indian context, teachers' actual and desired participation was highest in institutional decisions and lowest in technical decisions. Among the personal variables, age, designation, teaching experience and span of service in present institution were found to be significantly related with decisional participation of university teachers. It is recommended that administrators evolve a mechanism for inviting participation of teachers in different decisional domains, based on the findings of this study.
2.8.2 Studies related to decision-making abroad

Fernandez, Juans’ (1992) Evaluation and Decision Making in the Complutense University of Madrid has conducted two surveys, one of students and faculty and one of faculty only, to evaluate courses and investigate teacher attitudes about the institution's conditions for teaching and research.

A study was conducted by Wall, Russell; Rinehart, James S. on School-Based Decision Making (1997) and the Empowerment of Secondary School Teachers. This paper presents findings of a study that investigated high school teachers' perceptions of empowerment in schools with and without school councils. The study investigated Kentucky high school teachers' perceptions of some dimensions of empowerment at various stages of school-council implementation. Data were gathered through a survey that elicited responses from teachers in 93 out of 120 schools, an almost 80 percent response rate. Teachers' years of experience with councils served as the independent variable and six School Participation Empowerment Scale (SPES) subscales—decision-making, status, professional growth, self-efficacy, autonomy, and impact—were the dependent variables. Teachers in schools with councils (1, 2, or 3 years) reported more involvement in decision-making than did teachers in schools without councils. However, there were no significant differences for the remaining five dependent variables. The data have two implications: (1) Policymakers may be able to mandate a flattening of district systems with the intent to empower teachers; however, teachers may continue to perceive their role as carrying out orders; and (2) Teachers need to be motivated to contribute to the collective school effort. Five tables are included.

Emira, Mahmoud (2010), Leading to Decide or Deciding to Lead? Understanding the Relationship between Teacher Leadership and Decision Making (EJ896536) from
Educational Management Administration & Leadership, examines how Egyptian teachers and senior teachers (formal leaders) define leadership and whether the length of their teaching experience has an effect on their views. Second, it explores their perspectives on the relationship between teacher leadership and decision making. The research sample is a mixed group of 20 Egyptian teachers of English language, three of them are senior teachers. The length of their teaching experience varies from 2 to 13 years. The findings show that the group defines teacher leadership in terms of characteristics of leaders; styles of leadership and what teacher leaders do both inside and outside classroom. Almost all of them see a link between leadership and decision making. In general, length of experience does not seem to have a major impact on their views. This is a key finding because it raises questions about the Ministry of Education's (MoE) selection of teachers for leadership responsibilities, which is based on the length of their teaching experience. The implications of these findings are examined in relation to the proposal of the MoE for decentralizing education in Egypt.

Mualuko, Ndiku J.; Mukasa, Simiyu A.; Achoka, Judy S. K (2009)., Improving Decision Making in Schools through Teacher Participation (EJ888238) from Educational Research and Reviews, v4 n8 p391-397 believes that the hierarchical structure that places head teachers at the apex of a pyramid of staff is a common feature in secondary schools in Kenya. In this arrangement, school heads are poised to use their superior knowledge and experience to direct and control the working of the entire school. This negatively affects efficiency and productivity of the schools because teachers work at half steam because they are not effectively involved in decision making to make them feel as part of the schools. Owing to the dynamics of professionalism and diversity of ideas in secondary schools occasioned by staffing schools with professionally trained teachers and the need to decentralize decision
making to the lower levels, the hierarchical structure in management of schools is challenged. On many occasions head teachers have been advised to involve teachers in decision making as a way of motivating them and to create a feeling of belonging. This study was designed to investigate the extent to which teachers were involved in decision making in comparison to their desired extent of participation. An ex-post facto study was designed. One hundred and twenty three teachers responded to the participatory decision making questionnaire. Data were analyzed quantitatively and qualitatively. It was found that teachers desired greater involvement in decision making than they were currently involved. It was recommended that school managers should increase the extent to which they involve teachers in decision making to improve on the quality of decisions and boost their morale in their performance of duty.

Chi Keung, Cheng The Effect of Shared Decision-Making on the Improvement in Teachers' Job Development (EJ832908) New Horizons in Education, v56 n3 p31-46 Dec 2008 regards Teacher Participation in decision-making is one of the recommendations of school-based management and one of the key characteristics of an effective school. Although teacher participation in decision making is claimed to be correlated with their affective outcome, few researchers have been attempted to verify the predictive effectiveness of participation in different decision domains under a multi-dimensional participatory model on their affective outcomes. This study intends to identify an empirical participatory model ought to help school administrators involve teachers in appropriate decisions for improving teachers' affective outcomes, which result in quality decision-making. The aim of the study is to examine theoretically the causal relationship between teacher participation in decision-making and their affective outcome for developing a participatory decision model, and identify the decision domains that would assist school administrators to effectively involve teachers in
decision-making under the school-based management policy. Sample: Questionnaires were sent to 20 secondary schools in Hong Kong. A total of 335 teacher-completed questionnaires were collected from all the target schools. Methods: Theoretical model and questionnaires were constructed by synthesizing theories from literatures, principal axis factor analysis and reliability test were used to validate the constructed validity and reliability of the questionnaires. Structural equation modeling was applied to validate the participatory model and estimate the correlation among the variables. Results: The results showed that a multi-dimensional decision was identified by the structural equation modeling, the relationship among the variables of the model were also explored. The three dimensional decision model includes instructional, curriculum and managerial domains; and the variables of the affective outcome include job satisfaction, job commitment and perception of workload. All the affective outcomes were related to the form and extent of teachers' participation in decision-making. Conclusion: This study extends our knowledge of the relationships between decision-making involvement and affective outcomes. It does not support the theory that a school-based management governance structure automatically enhances teachers' participation in decision-making. School administrators should encourage teacher participation in curriculum and managerial decision domains, as the intent of the ABM policy is to increase job satisfaction and to enhance greater commitment to the school policies.

Ho, Dora Choi Wa (2010) Teacher Participation in Curriculum and Pedagogical Decisions: Insights into Curriculum Leadership in the article states that in recent years, teacher participation in school decision making has become an important topic for discussion in the field of early childhood education in Hong Kong. The purpose of this article is to discuss the theoretical significance, difficulties and issues of greater teacher
participation in curriculum and pedagogical decision making in local preschools. It begins by setting out the key concepts relating to teacher participation in the process of school decision making. This is followed by a contextual analysis of the recent development of the field as the background for discussion. The third section re-examines Alutto and Belasco's typology for participatory decision making in order to outline the analytical framework of this article. Based on that framework, the fourth section examines the decision-making process of actual and desired teacher participation in the local context and discusses the factors that foster the movement towards the ideal condition of participation in decision making. It is argued that the leadership of preschool heads is cardinal in creating structures and promoting school culture for the increase of both actual and desired teacher participation in curriculum and pedagogical decision making. The possibilities and challenges of supporting and sustaining teachers in their engagement in curriculum leadership are discussed.

Wadesango, Newman (2010) in the journal article states there have been some debates on democratisation and decentralisation, which led to the development of policies meant to increase teacher participation in decision-making in schools. However, despite these developments, teacher participation in decision-making in Zimbabwean schools is regarded as insignificant. Teachers work closely with students and have firsthand knowledge of their strengths and weaknesses--they are therefore the most valuable people to develop and implement policies. This study investigated the extent of teacher participation in decision-making in Zimbabwean schools. The study adopted a qualitative/interpretive research methodology and used the case study research design as the operational framework for data gathering. Data was collected through interviews, documentary analysis and observation of two staff meetings per school from five secondary schools in Gweru Education District in Zimbabwe. The population
sample comprised five secondary school heads and 20 secondary school teachers. The study established that teachers were insignificantly involved in decision-making despite their eagerness to be involved. Some duties are given to senior teachers or committees even when teachers feel that they should be directly involved. There are times when school heads make unilateral decisions and impose them on teachers for implementation. The study recommends that heads of schools should give their teachers room to come up with ideas and look at all contributions objectively.

McMillan, Jim Fox, Patricia 2010 Does Growth Data Make a Difference?: Teacher Decision Making Processes Using Growth Data versus Status Data examined decisions made by teachers using only status data with those made by teachers using growth and status data. Middle school math teachers from five schools within a single school division located in Virginia participated in the study. Participants were randomly assigned to either the status only or growth and status group. They were then asked to analyze a sample set of class data and complete a survey in which they rated the success of four types of students, identified teacher strengths and weaknesses, and rated their confidence in and the usefulness of the data received. Teachers with access to growth and status data differed significantly in their ratings of three of the four types of students. Students with high growth/low achievement were rated more favorably by teachers with growth and status data (p < .05). Students with low growth/high achievement and those with low growth/low achievement were rated less favorably by teachers with access to growth and status data (p < .05). Teachers with access to growth and status data also chose different strengths and weaknesses than those with access to only status data. Teachers did not differ significantly in their confidence in the data or the perceived usefulness of the data, although limitations may have influenced this finding.
2.9 Epilogue: A review of related literature indicates that a variety of studies have been conducted on leadership.

A glance at the studies conducted show that researchers have studied leadership from various angles. The different leadership styles are also focused in various researches. These include transformational leadership, instructional leadership, situational leadership, instructional leadership, situational leadership.

Many researches were conducted on the influence of the principal on the school, students learning.

The leadership at different levels such as primary, secondary and higher secondary school principals has also been studied. The principal's skills and knowledge is also undertaken for the study by the researchers. The teacher’s perception of leadership is also examined. Strategic leadership relationship with effective school reforms is also highlighted in some researches.

Many studies have been conducted regarding teacher empowerment which included dimensions like decision making, professional growth, status, self efficacy, autonomy and impact. Teacher’s Perception of the use of empowering type activities were examined.

Many researchers have correlated self esteem with stress. Studies’ relating to coping styles, self concept and stress is also examined. Self esteem is also examined with self confidence and academic achievement. Adolescent self esteem is also focused. Studies conducted on team work focused on leadership and trust. A study conducted on strategic decision making was also examined. Studies on teacher morale focused on ‘Why new teachers choose to teach, and morale of teachers. Communication skills
researches included communication styles, job satisfaction, communication online and supervisor’s communication.

Studies on decision making included evaluation and decision making in the university of Madrid. Teacher participation in the decision making is also examined. Understanding the relationship between teacher leadership and decision making, school based decision making is highlighted.

The researcher is working in the field of education and therefore interested in studying the variables which are closely associated with the teaching profession.