

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 INTRODUCTION**

Related literature is an important component of research. It gives an elaborate idea and understanding of the array of studies conducted. It not only helps in knowing and getting the previous background but also helps in the current research. It helps the researcher in knowing the gaps and thereby undertake a comprehensive study.

Keeping in mind the focus of the present study, the researcher reviewed several studies. Following are some of the research studies examined, which are on leadership

The following four sections show the various reviewed studies on four different aspects.

1. **Studies based on women leadership**
2. **Studies based on the influence of leaders on the school climate and effectiveness**
3. **Studies based on relative variables**
4. **Studies based on gender difference**

#### **2.1 STUDIES BASED ON WOMEN LEADERSHIP**

P A Lally (2008) ,K Nsubuga (2008) Maitra (2007) S. Steinberg (2008) Coleman (2010) Chaudhary R (2010) Evans,D (2010) Pushpalata (2012) Desai (2013) Bingbing Li (2014) Celine (2018) conducted studies which highlighted the leadership styles of women heads in the proper functioning of the schools. Women as a leader exhibited leadership behaviour that proved that women leaders are more concerned with the well-being and welfare of their subordinates. Nature has endowed on them the potential to nurture others.

#### **2.2 STUDIES BASED ON THE INFLUENCE OF LEADERS ON THE SCHOOL CLIMATE AND EFFECTIVENESS**

Deoisres (1979), Prabhakar (1989) , Sukhjeet (1990) , Abgoli (2009), Bhatia S. (2010) Mohd.Shakir (2013) Habtamu,Gezahegn and Negash (2013) Rajput (2014) studied on the leadership styles of leaders about the school climate and effectiveness. How far the leaders were influential in the school climate and effectiveness in the school's functioning and students' achievement.

### **2.3 STUDIES BASED ON RELATIVE VARIABLES**

H.Heller(1993),Srivastava(1999),Selvanayagam(2004),Ketan(2010),Shikhare(2011)Dubey (2012) Moira E. Zacharakis (2017) Raza,Shaukat Ali&Sikandar,Asma (2018) Shankhdhar & Arpit (2020) Mustanir and Siddique (2020) conducted studies which were based on impact women leadership styles variables like teachers' morale, job satisfaction, social status, gender etc.

### **2.4 STUDIES ON GENDER DIFFERENCE**

Eagly, et.al (1990) and Sarah et. al (2001) Gungayi Ilhan (2005) Chauhan,Vimal J (2016) studied the female leadership styles in comparison to their male counterparts.

**Deoisres (1979)** studied the school organizational climate and the principal's leadership behaviour as perceived by the secondary school teachers in Bangkok Thailand. The findings were that all of the teachers in this study perceived their principal as an effective leader. It was also found that there was a significant relationship between organizational climate and principal's leadership behaviour.The school principal is expected to be a friend of the students, a partner of the administration, a good partner, a good director and trustee, a good public speaker, a politician and state legislator, an attractive diplomat and sponsors, a general education champion, a media spokesman, an independent academic, a public servant , equally devoted to the arts and sports, a dignified person with a good marriage mate and a good parent. Above all he must enjoy his work in spite of the tense situation in carrying out all his duties (Usmani, 1988). There are some important aspects of principal leadership: 1) The principal should be the leader and not the dictator or officer. One important test of a principal's ability should be his ability to motivate and guide teachers, not to drive them. 2) The idea should be a second need for a high school principal. 3) A high school leader should have an unpopular attitude and an attitude to assess his or her problems. 4) The principal must be above the keystone. He should be a rich man of contacts, direct and vicarious. 5) Must have a clear understanding of the basic philosophies of life and values on which the various modern societies are based (Ediger & Rao, 2004)The OCDQ questionnaire was used. The instrument was developed through an analysis of 71 elementary schools and 1,151 respondents. The questionnaire consisted of sixty-four items classified into eight subtests.

**Prabhakar (1989)** conducted a study of the characteristics of effective leadership behaviour of secondary school principals. The study was related to the leadership behaviour of the principals of selected secondary schools of Gujarat. The attempt was made to determine the

dimensions and patterns of leadership behaviour and to measure them. These dimensions and patterns of leadership behaviour pertained to various schools principals of leading schools in varying contexts of climate, morale, values, innovative proneness and academic status. The purpose of this work was to study and prepare the profiles of effective leaders and the least-effective leaders, to study leadership behaviour in the areas of : a) Communication function, b) Conflict-resolution function, c) Decision-making function. 4) To show which qualities/values are present in the effective leaders and to show which qualities were present or lacking in the ineffective leaders after comparison with the values possessed by the effective leaders. 5) To prepare case studies and conduct an in depth study of the characteristics of effective leadership. 13, 6) to offer suggestions for the improvement of the ineffective leaders.

**Sukhjeet (1990)** conducted a study entitled “Study of the relationship of leadership behaviour organizational climate and demographic characteristics in physical education institutions in Punjab Haryana and Delhi.” The objectives were to compare the leadership behaviour of administrators and faculty members in teaching departments and non-teaching (sports) departments in universities in Punjab, Haryana and Delhi. To compare the leadership behaviour of administrators and faculty members in physical education departments of universities and colleges of physical education in Punjab, Haryana and Delhi. To compare the leadership behaviour of administrators and faculty members in all thirteen physical education institutions in Punjab, Haryana and Delhi. To compare the organizational climate of teaching and non-teaching (sports) departments in universities in Punjab, Haryana and Delhi. To compare the organizational climate in physical education departments of universities and colleges of physical education in Punjab, Haryana and Delhi. To compare the organizational climate in all the thirteen institutions of physical education Punjab, Haryana and Delhi. To compare the leadership behaviour and organizational climate among the administrators concerning rural and urban backgrounds in terms of residence. To study the age-wise comparison of the leadership behaviour and organizational climate among the administrators and faculty members of physical education institutions in Punjab, Haryana and Delhi.

**Eagly, Alice H .Johnson, Blair T (1990)** conducted research comparing the leadership styles of women and men. They found evidence of both presence and absence of differences between the sexes. In contrast to the gender stereotypic expectation that women lead in an interpersonally oriented style and men in a task-oriented style, female and male leaders did not differ in these two styles in organizational studies.

**H. Heller (1993)** conducted a study on ‘The Relationship between teacher job satisfaction and principal Leadership style’ based on Hersey Blanchard concept. The leadership behaviours of “telling”, “selling”, “participating”. And “delegating” were the models. The sample consisted of 520 teachers who were stratified on the basis of gender and school type. About 42 percent of the respondents were either” very satisfied” or “dissatisfied”. Teachers were least satisfied with the financial aspects of teaching and most satisfied with co-workers. There were no differences by teacher gender, principal gender, experience or school type. The conclusion also included that job satisfaction was not significantly related to leadership style. Policy implications of the findings were discussed.

**Srivastava(1999)** conducted a study of the managerial competencies of effective educational managers. The objectives of the study were

1. To find out the level of competencies of educational managers of secondary schools.
2. To study the effect of personal variables like- age, gender, experience, and qualifications on the competencies of educational managers.
3. The study of the factors acting as barriers to the effectiveness of educational managers.
4. To conduct case studies on selected effective educational managers of secondary schools in order to find out the reasons for their effectiveness.

The findings were that the school principals were performing well, the principals of government schools found it difficult to provide a neat and clean environment. Lack of motivation on the part of principal and lack of initiative on the part of teachers were observed and found. They performed the role of supervisors well. The principals of government and government-aided schools strictly follow criteria for recruitment of SC/ST persons, opening new classes, admission of students and holding public examinations.

**Sarah Burke, Karen M.Collins (2001)** studied the leadership styles of men and women reported that self-reported leadership styles of female accountants differ somewhat from the leadership styles reported by male accountants. Females are more likely than males to

indicate that they use an interactive style of management called transformational leadership. The findings also suggested that female accountant received more developmental opportunities than do their male counterparts.

**Selvanayagam (2004)** studied “Women leadership at collegiate level” The study purports to analyse the orientations and dimensions of women leadership at the collegiate level with particular reference to their age, marital status, locality and discipline taught by them.

Objectives of the study were

- A) To determine whether the college women administrators under study are task-oriented or person-oriented in their leadership.
- B) To know whether there is a significant association between the Task/Person oriented leadership of college women administrators under study and the factors such as age, marital status, discipline of the subject they teach, locality and the nature of college.
- C) To determine whether the women college administrators under study are high or low in initiating structure / consideration dimension of leadership.
- D) To know whether there is a significant association between initiating structure/ consideration dimension of the leadership of college women administrators and the factors such as age, marital status, the discipline of the subject they teach, locality/and the nature of college.
- E) To probe into the different aspects of the Task/Person oriented leadership of college women administrators understudy

The findings were that the college women administrators under study are person oriented in their leadership and the college women administrators under study are neither high in initiating structure leadership dimension nor high in consideration dimension. This has confirmed the belief that women are generally more concerned with the well-being and welfare of people. Nature has endowed on them the potential to nurture the young and nurse the sick and the dismay Maybe it is this inbuilt nature of women that has created a positive attitude towards anything they handle and ultimately made them oriented towards a person in their leadership behaviour. Looking from this perspective, women college administrators are no exception and they too are person oriented in their leadership. In an educational institution, it is person oriented leadership task-oriented leadership that will deliver the goods.

**Gungayi Ilhan (2005)** conducted a study entitled “Women and Men teachers’ approaches to leadership styles.”. The study aimed to find out how frequently teachers at compulsory-education level school-primary and junior high school-schools perceived would adopt various leadership styles in their schools if they were the principal and if this frequency was gender-related. The sample comprised of 321 teachers from compulsory-education schools by means of the Leadership-Questionnaire (Bowers & Seashore,1966) measuring four leadership styles-support, interaction facilitation, goal emphasis, and workshop facilitation. On average the teachers scored at a very high level for leadership style in goal emphasis and at a high level in interaction facilitation, support, and work facilitation. The highest score for goal emphasis, the lowest for work facilitation. Men scored at higher levels than women did in all leadership styles. Suggestions were made about what should be done to achieve effective leadership in schools, to help teachers have a positive approach to more participative leadership styles, and to remove gender inequity among school principals and leaders.

**Maitra A (2007)** conducted a study, “ An analysis of leadership styles and practices of university women in administrative vice presidencies”. The results showed that women Vice Presidents (VP)s have more of a multi-frame leadership orientation than a single-frame one. Women VPs scored highest in the human resource frame (scores ranging from 2.00-4.00), followed by structural, symbolic, and political frames. Women VPs lead by the leadership practice of enabling others to act (scores ranging from 42-60), followed by modeling the way, encouraging the heart, challenging the process, and inspiring a shared vision. The findings were Women Vice presidents have a multi-frame leadership orientation with a dominant endorsement on the human resource frame, women VPs lead by enabling others to act, followed by modeling the way, encouraging the heart, challenging the process, and inspiring a shared vision.

**P A Lally (2008)** conducted a study on “The relationship between gender and leadership style in the Massachusetts high school principalship” The following questions were the focus of the research: 1. Is there a significant difference between the leadership styles of male and female high school principals? 2. Does the number of years of teaching experience affect leadership style? 3. Does the number of years as a high school principal affect leadership style? 4. Does the number of schools at which an individual has served as high school principal affect leadership style?

In order to gather data relevant to the research questions, the Kouzes and Posner Leadership Practices Inventory-Individual Contributor Self-Survey was sent to all public high school principals in Massachusetts, except the researcher in order to preserve the objectivity of the study. This survey provided the respondents' self-perceptions leadership practices as well as demographic data relating to gender, teaching experience, experience as a principal, and a number of schools in which the respondents served as principal. These quantifiable data were analyzed to determine whether there is a significant relationship between gender and leadership style. Furthermore, the demographic data were analyzed to determine whether there is a significant relationship between leadership style and teaching experience, experience as a principal, and the number of schools in which participants served as principal. The results indicated no significant difference between men and women in their self-reported leadership practices. One demographic variable, the number of years of teaching experience, suggested a significant relationship with two of the leadership practices.

**K.Nsubuga(2008)** conducted a study on “Analysis of leadership styles and school performance of secondary schools in Uganda” The study was conducted to analyze the leadership styles of head teachers and school performance of secondary schools in Uganda. It was a mixed study that used both qualitative and quantitative methods. The study was conducted to investigate the relationship between the leadership style of head teachers and performance in schools. It was a correlation survey research design. In this regard, data for this study was collected on the independent variable, leadership styles, and that of the dependent variable, which was school performance. The relationship between the two variables was investigated in order to determine the strength of their relationship and the coefficients of determination existing between them. Along with interviews, focused group interviews were held with students and parents as well. The researcher on the basis of extensive literature review and in-depth research concluded that teachers adopted a range of leadership styles. The study also established that unless teachers are well equipped with knowledge and skills in management and leadership, they would not be able to improve school performance significantly.

**Steinberg (2008)** did a comprehensive study on the lives and tenures of three female personalities namely Indira Gandhi, Golda Meir and Margaret Thatcher. The first and foremost posit was that personality patterns have a differentiable impact upon the nature and nuances of political leadership. The title of the book is “Women in power: The personalities



and Leadership styles of Indira Gandhi, Golda Meir, and Margaret Thatcher. In order to delimit the relationship between personality and leadership behaviour more precisely, this book adopts a novel approach to the topic: the introduction of an analytical methodology that is both systematic and reproducible. Indira Gandhi's personality has displayed prominent ten leadership and behavioural patterns which makes her one of the prominent woman leaders. Her profile has been displayed in which all her personality patterns have been adaptive. There is an empirical evidence of Gandhi's motivation, and her personal investment in performing her duties as Prime Minister. During her tumultuous period as the Prime minister of India, her role has been analysed, which examines her management style, interpersonal relations with members of the civil service and her staff, the opposition, the media, and the public.

Unlike Indira Gandhi, Golda Meir's leadership style was a strong mixture of dominant /controlling traits in conjunction with a contentious/complaining pattern. Margaret Thatcher, known as the iron lady was the longest-serving British Prime minister in the twentieth century. She was both loved and hated, admired and feared. People responded to her with great intensity – the result of her forceful personality. Unlike either Indira Gandhi or Golda Meir, Thatcher's personality profile was characterized by the strong preeminence of a single personality pattern.

**Abgoli A (2009)** conducted a study on the leadership styles of headteachers in relation to school effectiveness at the secondary stage in India and Iran. The purpose of this study was to study the leadership styles of headteachers in relation to school effectiveness at the secondary stage in India and Iran. Sample for this research were selected amongst headteachers, teachers, students and their parents from Mysore City, India and Shiraz City, Iran.

There is a positive correlation between the use of political leadership orientation and the professional variable of headteachers about school effectiveness at the secondary stage in India and Iran.

The findings were as follows:

Most Shiraz City high school principals had a flexible leadership style while most Mysore City high school teachers had a transactional leadership style. No significant difference was seen in the style of leadership of high school principals in terms of their backgrounds in Mysore City and Shiraz City. Only in terms of age and qualifications in Mysore City, a



significant difference has been seen. Also, there was no significant difference in school performance in India and Iran, but there was a significant difference in school performance from the parental perspective in India and Iran. There has been a negative correlation between the style of senior teacher leadership and school success in Mysore City but there has been a very high correlation with the comfort and success of school at the high school level in Shiraz City as high level of principal leadership style, high level of principal leadership. points become a school achievement. An important end result was that the leadership style could be a good and tangible prediction of school success in Shiraz City. Thus, the findings of the study point out that headteachers must practice a transformational leadership style for improving the school quality and effectiveness. This calls for organizing regular in-service training for the heads of institutions.

**Coleman M (2010)** conducted a study on the female secondary headteacher in England and Wales: leadership and management styles. This study reported on data relating to management and leadership derived from a survey of all the female headteachers in England. The research confirms that the majority of the female heads use a collaborative and 'people-oriented style of management. In addition, the key values promoted by the headteachers are related to achievement and respect for all. The headteachers generally make themselves available to staff and spend a considerable proportion of their time in school outside their office. They tend to encourage staff development, often through individual consultation, but only a minority make special provision for the development of female teachers.

**Choudhary R (2010)** conducted a study on the Case Studies of Women Administrators in Higher Education System of India. The purpose of this study was to explore the career pathways of women administrators in Higher Education system of India. It was also an attempt to understand the barriers they encountered and the coping strategies devised by these women administrators to advance their career.

A common career path had emerged in all these selected cases after they entered into the profession which is starting as a teaching faculty and slowly progressing within the system. Various barriers had emerged such as family related barriers, lack of support system, lack of networking and socialization, lack of role model. The strategies which were used by the women administrators were informal networking, personal qualities of being bold and determined.

Eleven women Vice-Chancellors were interviewed by the researcher to collect their details from the childhood till date. Apart from the case, the researcher also collected data from various other sources such as family, relatives, friends, colleagues, employers etc. to have an in-depth understanding of the case. Findings A common career path has emerged in all these selected cases after they enter into the profession which is starting as a teaching faculty and slowly progressing within the system. Various barriers have emerged such as family related barriers, lack of support system, lack of networking and socialization, lack of role model. The strategies which the women administrators used were informal networking, personal qualities of being bold and determined.

The major finding was the value of informal or non-linear career paths for women

**Bhatia S. (2010)** conducted a study on “leadership styles and conflict management ” to assess the relationship between leadership and conflict management. This study was designed to investigate principals' leadership styles from their perceptions, the perceptions of their subordinates, and the perceptions of their super-ordinates. As a key local administrator, the principal is the connecting link between the school and community in interpreting the needs of its students. The success or failure of the school program is dependent on the quality of leadership of the principal. This idea was substantiated by Lipham and Hoeh (1974) when they suggested that : The principal's leadership is a critical factor in the success of any program in the school .

**Evans, D. (2010)** conducted a study on “Aspiring to leadership...a woman’s world? An example of developments in France” The purpose of the study was to review and analyse current research in the field of women leadership. It deals with fundamental changes observed in the past 20 years and tries to establish common traits and tendencies. Whether changing leadership styles, emotional intelligence, and different organizational requirements have favoured the emergence of women leaders is addressed. Then the focus was on to France whether this country is in line with the general trends or not. The findings of the study revealed that leadership styles have changed dramatically over the past 20 years. It can be said that there is a male and female leadership style. Emotional intelligence has facilitated the emergence of women leaders as having changing societal factors. There were certain factors which were peculiar to French culture but no evidence was found that suggested “cultural exception” in any way

**Ketan (2010)** conducted a study on “ A study of the relationship between empowerment of secondary school teachers and their perception about the leadership qualities of school principals” The study was to explore whether and to what extent, the principal will serve as an agent in helping in the empowerment of secondary school teachers; and how they help in creating a learning organization. This study tried to find out what are the perceived leadership qualities of school managers. The study examined the problem by adopting a co relational approach and to find out whether there is any correlation between the perceived leadership qualities and the empowerment of secondary school teachers. The objectives of the study were (1) To prepare a tool that measures the self-esteem , team work, teacher morale , communication skills , decision making of secondary school teachers of Greater Mumbai. ( 2) To prepare a tool that measures the perceived leadership qualities of school principals in terms of intellectual psychosocial and personality traits. (3)To study the empowerment of secondary school teachers in terms of self esteem , teamwork , teacher morale communication skills, decision making. (4) To ascertain the relationship between the perceived leadership qualities of the school principals and the empowerment of secondary school teachers. (5) To study the relationship between the perceived leadership qualities of the school principals and the empowerment of secondary school teachers with respect to self-esteem, team work , teacher morale ,communication skills, and decision making. (6) To study the relationship between the perceived intellectual leadership qualities of the school principals and the empowerment of secondary school teachers with respect to self esteem , team work ,teacher morale , communication skills , decision making. (7) To study the relationship between the perceived psychosocial leadership qualities of the school principals and the empowerment of secondary school teachers concerning self-esteem teamwork , teacher morale , communication skills and decision making. (8) To study the relationship between the perceived personality leadership qualities of the school principals and the empowerment of secondary school teachers concerning self-esteem, teamwork , teacher morale , communication skills and decision making. (9) To study the difference in the empowerment of secondary school teachers based on types of school namely- SSC, ICSE and CBSE. (10)To study the difference in the self esteem of secondary school teachers based on types of school namely- SSC, ICSE and CBSE. (11) To study the difference in the team working ability of secondary school teachers based on types of school namely- SSC, ICSE and CBSE. (12) To study the difference in the teacher’s morale of secondary school teachers based on types of school namely- SSC, ICSE and CBSE. (13) To study the difference in the communication skills of secondary school teachers based on types of school namely- SSC,

ICSE and CBSE. (14) To study the difference in the decision making of secondary school teachers on the basis of types of school namely- SSC, ICSE and CBSE. 57 (15) To study the difference in the perceived leadership qualities of school principal on the basis of the types of school namely- SSC, ICSE and CBSE. (16) To study the difference in the perceived intellectual leadership qualities of school principal on the basis of the types of school namely- SSC, ICSE and CBSE. (17) To study the difference in the perceived psycho-social leadership qualities of school principal on the basis of the types of school namely- SSC, ICSE and CBSE. (18) To study the difference in the perceived personality leadership qualities of school principal on the basis of the types of school namely- SSC, ICSE and CBSE.

**Shikhare (2011)** conducted a study entitled ‘An investigation into the qualities of successful heads of schools as perceived by themselves and staff’. The objectives of the study were, to identify the personal qualities expected in the Head of the school to be successful Head of the school, to identify the professional qualities expected in the Head to be a successful administrator and to frame certain guidelines for future heads to attain success in their administration. The researcher realized that the school head’s role is multidimensional and complex. It seems like, it is difficult task for the school head to achieve success and there is no underlying formula for success of school.

**Dubey (2012)** conducted a study to measure the leadership styles of principals of secondary schools of Saurashtra region of Gujarat with respect to their different groups of variables like to compare the difference between the leadership of principals of secondary schools with respect to their gender, to compare the difference between the leadership of principals of secondary schools with respect to their educational qualification , to compare the difference between the leadership of principals of secondary schools with respect to their social category, to compare the difference between the leadership of principals of secondary schools with respect to their administrative management, to compare the difference between the leadership of principals of secondary schools with respect to their working experience. etc. It was found that there is no significant difference in job satisfaction of high effective group and low effective group of principals. The data implied that the style of the principal needs to be improved, the data indicates that ownership does moderate the difference between leadership styles.

**Habtamu, Gezahegn and Negash (2013)** conducted a study on ‘The instructional leadership roles of principals and their relationship with school improvement in public secondary schools of Snnpr ( Sothern Nations, Nationalities and Peoples’ Region. Ethiopia. The purpose of the study was to assess the instructional leadership roles of principals in public secondary schools of two selected zones of SNNPR and scrutinize the relationship of these roles with school improvement. The research was conducted in five secondary schools on the basis of random sampling technique. The subjects of the study were 231 teachers, 317 preparatory students, five principals, 12 PTA members and two zonal education department staff members. Information was collected through a questionnaire while interview was conducted to gather information from the principals and zonal staff members. Focus group interview was conducted to collect information from PTA members. The study indicated that instructional leadership was moderately practiced by principals in the target secondary schools. There was a strong positive relationship between instructional leadership and school improvement and between school improvement and students’ achievement.

**Pushpalata (2012)** conducted a study on the leadership qualities of successful women entrepreneurship in Coimbatore city. The objectives of the study were to study the origin and growth of women entrepreneurship and to study the socio-economic background of women entrepreneurs in Coimbatore city. It was concluded that strength to take on risks and develop ingenious ways of tackling and solving problems. Women take on the risk of going wrong sometimes in order to break existing paradigms and find path-breaking answers. Most successful women entrepreneurs show a leadership style built on:

- Recognizing and taking advantage of their strengths, in traditional and other ways, towards the achievement of their goal.
- Knowing what keeps you involved and motivated and ensuring that you don't lose that fuelling enthusiasm.

The findings were most of the successful women entrepreneurs are facing risk which burdens them at the time when they aren't getting success in their business venture. In order to overcome it Counselling should be given through the aid of Committed NGOs, Psychologists, Managerial experts and Technical personnel. Women entrepreneurs guidance cell should be set up to handle the various Problems of women entrepreneurs all over the state.

**Desai (2013)** conducted a study on the problems faced by the women principals of Vadodara district. The objectives were to launch the roles of the Women Principals in government grant-aided secondary schools administration, to know problems faced by government grant-aided women school principals in discharging their functions, to know different strategies adopted by government grant-aided women school principals to overcome their problems and to understand perceptions of critical role of women school principals of government-granted secondary schools. It was found that principals had to perform many functions and the functions could be divided in to four categories. Admission of students, Recruitment of Teachers, All Functions Related to School management, Actual Classroom Teaching Work Over and above these functions, they had to attend all government meetings and had to follow government instructions. With regard to principals' role, they had some power, but they had some responsibilities also. In order to fulfill these responsibilities, they were supposed to perform different functions when they worked as principals. They had to perform government duties also like election duty. Government duty is compulsory and if they do not perform them, they face some actions from the government. In performing administrative functions, they were feeling that their academic work was getting suffered. It was finally concluded that women principals had to struggle to carry out their responsibilities, both academic and administrative.

**Mohd. Shakir (2013)** made a study of the principals' effectiveness in relation to job satisfaction work commitment, emotional maturity and hardiness. The investigator had taken up the problem to investigate the principals' effectiveness in relation to job satisfaction, work commitment, emotional maturity and hardiness. The school principal is expected to be a friend of the students, a partner of the administration, a good partner, a good director and trustee, a good public speaker, a politician and state legislator, an attractive diplomat and sponsors, a general education champion, a media spokesman, an independent academic, a public servant , equally devoted to the arts and sports, a dignified person with a good marriage mate and a good parent. Above all he must enjoy his work in spite of the tense situation in carrying out all his duties (Usmani, 1988). There are some important aspects of principal leadership: 1) The principal should be the leader and not the dictator or officer. One important test of a principal's ability should be his ability to motivate and guide teachers, not to drive them. 2) The idea should be a second need for a high school principal. 3) A high school leader should have an unpopular attitude and an attitude to assess his or her problems. 4) The principal must be above the keystroke. He should be a rich man of contacts, direct and

vicarious. 5) Must have a clear understanding of the basic philosophies of life and values on which the various modern societies are based (Ediger & Rao)

**Rajput (2014)** conducted a research on Principals leadership style, teachers personality traits and school climate as predictors of teacher empowerment at secondary school. The objectives were to study principals' leadership styles, climate, prevailing level of teacher empowerment, relationship between teacher empowerment and leadership styles, etc. of secondary schools. Following findings were drawn

- 1) The first finding shows that women principals have increased over the years.
- 2) Women principals have performed their role successfully even when they have faced some challenges.

**Bingbing Li (2014)** conducted a study on understanding female school principals' role in a metropolitan city in China. It focussed on the different strategies Chinese women school leaders resorted to render their roles sustainable in a societal and organizational patriarchal environment. The research was an exploratory study of four women principals in China's metropolitan area (Hangzhou, Zhejiang Province). The findings in this study suggested that women's leadership in China is a dynamic process that varies with social , institutional and cultural contexts. They also suggested that understanding the role of gender in educational leadership without a cross-cultural approach failed to clarify the experiences of female principals in China.

**Chauhan,Vimal J (2016)** studied on “ A study of principals leadership in secondary schools of Sabarkantha district” The study was conducted to identify the various roles and the skills involved in the management. It also measured the principal's effectiveness in secondary school teachers. Of Sabarkantha district. This entire study has been undertaken in the context of principals' area of the school, gender, and the stream they are working in. The objectives were 1. To compare the leadership of urban and rural area secondary school principals from Sabarkantha district of Gujarat. 2. To compare the leadership of male and female secondary school principals from Sabarkantha district of Gujarat. 3. To compare the leadership of arts, commerce and science stream school principals from Sabarkantha district of Gujarat. Purposive and random sampling techniques were used. A total of 459 schools in Sabarkantha district were selected and 2625 teachers were used as samples. Leadership Effectiveness scale was administered to collect the data



**Moira E. Zacharakis (2017)** conducted a study on The Impact of Female School Principals' Leadership Traits on Teacher Morale in California CBEE Star Schools. The purpose of the study was to determine how teachers with female principals at Campaign for Business and Education Excellence (CBEE) Star Schools in Contra Costa County, California (CA) rate their principals' leadership skills, how they rate their own job satisfaction, and to determine if a relationship exists between the principals' leadership skills and employee job satisfaction. The findings were Teachers working with female principals in CBEE Star Schools highly rated the principals' leadership skills. Teachers working with female principals at CBEE Star Schools highly rated their job satisfaction. Correlations between the employee ratings of female principals' leadership skills and the employees' self-ratings of job satisfaction were mixed, with both positive and negative correlations.

**Celine (2018)** conducted a study on The Emerging Patterns of rural women leadership in Tamilnadu with special reference to Dindigul district. The objectives were to investigate the various factors contributing to the emergence of rural women as leaders and to identify the pattern of emergence of rural women leadership and also to investigate the relevance of education in promoting the emergence of rural women leadership. Through the statistical analysis, it has been established and found that "the socio-economic status is a significant factor in determining the emergence of rural women leadership." The study has formulated the second hypothesis as: "the higher the political background of the family, the greater will be the emergence of rural women leadership". The second hypothesis, referring to the impact of political background of the families of the respondents on their emergence as rural women leaders, is affirmatively validated through statistical analysis. This means that there is a significant relationship between the emergence of rural women as leaders and the political background of their families. The study's statistical analysis affirmatively validated the hypothesis that "the higher the reputation of the family, the greater will be the prospects for the rural women to emerge as leaders. The involvement of the leaders and their family heads in sociopolitical activities signifies the issue participation or the decision-making capacity of the rural women leaders. The analysis of the study of the decision making role of the leaders and their family heads has justified the hypothesis that "Decision-making of the rural women and the family heads plays a significant role in the process of" the emergence of rural women leadership".

**Raza, Shaukat Ali et.al (2018)** conducted a research study on “Impact of Leadership style of teacher on students' performance: An application of Hersey and Blanchard Situational Model. The study explored the impact of teachers' leadership style on the performance of students in the light of Hersey and Blanchard situational model. Data were collected through readiness level scale and achievement tests from 80 students of 8th grade in Lahore city using a pretest-posttest experimental design. Descriptive and inferential statistics were applied for data analysis. It was revealed that the posttest performance of the experimental group was significantly higher than their pretest performance compared with the control group. Results also showed that students' readiness level can be changed through the leadership style of the teacher, which has a direct impact on students' performance. There was a significant difference in achievement scores of 'telling' and 'selling' intervention techniques against 'participating' and 'delegating' styles reflecting a strong positive impact on students' performance, particularly having low readiness levels. It was suggested that educational administrators should provide training to teachers to use situational approach at different learning levels to improve students' performance.

**Shankhdhar & Arpit (2020)** conducted a comprehensive study entitled “ A study of the influence of the college teachers professional commitment job satisfaction, morale work values and institutional effectiveness.” This study discussed the concept of leadership, leadership theories and leadership styles of the college principals. It was concluded that the principal's ways of thinking, working styles, strategies and values influence the quality of total education. The findings that have emerged from this study have significant implications in several aspects. The theory, however, that can be formulated based on the findings of the study asserted that there can be no single administrative style that can be claimed to be better than the other. Hence ,the principals leaders who want the best results should not rely on a single administrative style. A more important implication of the findings is that for playing a leadership role, the principals should be familiar with different leadership styles, the link of these styles with teachers' behavioral characteristics. The study proposed will bring out scientific knowledge about the determinants of college teachers' characteristics that may be important for turning the institution into the effective social agency. This information may be used in higher education in several ways for qualitative improvement of higher education.

**Mustanir and Siddique (2020)** conducted a study on “To investigate the effect of qualification, Experience and gender on principal’s leadership style”. The basic aim of the research was to reflect leadership as the process of inducing others to act to achieve quantified goals and how a person handles himself and is termed as style. The significance of the research was it unveiled various styles important for the principals for the control over the followers or subordinates in the education sector. The research objectives were to find out the prevalent leadership styles of principals in the schools of Faisalabad district and to find the relationship of leadership styles with qualification, gender, and experience of the principals. Random sampling technique was used to select 150 principals from private schools and 105 principals from public schools. Data analysis showed that autocratic and democratic leadership styles were the major leadership styles identified in the territory of Faisalabad. Descriptive statistics, frequency distribution and correlation reliability analysis and regression analysis were used. The study also revealed that (66.7%) of the principals perceived themselves as democratic leaders.

## **2.5 SUMMARY OF THE REVIEW OF RELATED LITERATURE**

Investigator has reviewed 34 studies on leadership styles focussing on different variables. Out of which sixteen studies viz Deoisres (1979), Eagly, et al (1990) , H.Heller(1993), Maitra (2007), Abgoli (2007), Sarah Burke(2001), Gungayi Ilhan (2005) K Nsubuga (2008) S Steinberg (2008) Coleman (2010), P A Lally (2008), Evans,D (2010), Habtamu (2013) Bingbing Li (2014) Raza,Shaukat Ali&Sikandar,Asma (2018)Mustanir and Siddique(2020) were conducted abroad. Seventeen studies Prabhakar (1989), Sukhjeet (1989) Srivastava (1999) Selvanayagam (2004), Choudhary (2010), Bhatia (2010), Ketan(2010) Shikhare (2011), Dubey (2012), Pushpalata (2012), Desai (2013), Shakir (2013), Rajput (2014) Chauhan,Vimal J (2016) Moira (2017) Celine (2018) Shankhdhar & Arpit (2020) were conducted in India.

From these reviews of related literature , the researcher observed that the studies related to leadership styles of women heads were highlighted keeping in view variables like job satisfaction, work commitment , teachers morale, emotional maturity, gender difference etc. researcher failed to come across the study which focussed on the leadership style which helped women leaders to carry out the role of a multitasker balancing the personal as well as professional life. The present study will help the researcher to identify and study the leadership style transacted by the women principals not only in the successful functioning of

the grant-in-aid secondary schools but also to study and understand the way women heads balance their work as multitaskers thereby proceed towards the attainment of the vision and mission of the school and the institutional goals.

## **2.6 IMPLICATIONS OF THE REVIEWED STUDIES FOR THE PRESENT STUDY**

The present study was conducted with the objective of identifying the leadership style of women principals of grant-in-aid schools of Vadodara. The study reviewed for this purpose has provided an array of thoughts and ideas for the research path. Pondering over those thoughts helped the researcher to lay down a blueprint for the present study. The reviewed studies dealt with an array of variables that determined how the leadership style affected the school environment, teachers' skills, their job satisfaction, their input in the performance of students, quality improvement. The present study is based on the identification of the leadership style of the women principals. Every principal has a style of working and managing the school. The researcher used the research tools and techniques to identify the different styles transacted by the women principals in the grant-in-aid schools of Vadodara.