Chapter II

REVIEW OF RELATED RESEARCH STUDIES
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Before conducting research in any area it is necessary that the researcher reviews the literature available in that area so as to familiarize himself/herself with the area and to plan his/her study precisely and systematically. The review of literature is an extensive, thorough, detailed and an evaluative process aimed at collecting detailed information concerning a particular area of interest. Review enables the researcher to have an up to date knowledge and information about various attempts, accomplishments, arguments and recommendations in relation to the area of interest.

In the present study, the researcher intends to make a comparative study of the leadership behavior exhibited by the principals of high performing and low performing secondary schools of Goa with reference to their emotional intelligence, job satisfaction of the teaching and non teaching staff and the organizational climate of the school.

2.1 Research Findings on Leadership Behavior, Organizational Climate Emotional Intelligence and Job satisfaction

The research literature as reviewed by the researcher has been categorized under the following sub headings:
(i) Research findings on leadership behavior and its correlates at the different levels of education.

(ii) Research findings on leadership behavior and its correlates in other areas.

(iii) Research findings on leadership behavior and its relationship with organizational climate at the different stages of education

(iv) Research findings on organizational climate and its correlates at the different levels of education

(v) Research findings on emotional intelligence and its correlates

2.1.1 Research findings on Leadership Behavior and its Correlates at the different Educational Levels

Patel (1983) made an investigation into the leadership behavior of principals of higher secondary schools of Gujarat State. The population comprised of 949 higher secondary schools from which 100 higher secondary schools were selected by stratified random sampling. Altogether 1000 higher secondary school teachers and 100 principals from the sampled schools participated in the study. The major objectives of the study were: (i) to identify leadership behavior patterns of principals of higher secondary schools as perceived by principals themselves and by teachers in reality and according to their ideals; (ii) to identify the organizational climate of the schools; and, (iii) to study the interrelationships between leadership behavior of the principals, organizational climate of schools
and professional development of teachers. LBDQ by Halpin and Croft, OCDQ by Halpin and Croft and Personal Data Sheet (for principals) were used for collecting data. The data collected was analyzed using t-test and correlational techniques. The findings of the study were: (i) there exists positive relationship between the two dimensions of leadership behavior of the school principal viz: initiating structure and consideration; (ii) principals of the schools manifested mostly the high consideration HH and low consideration LL pattern of leadership behavior leaving middle positions sufficiently vacant; (iii) the HH pattern of leadership behavior was associated with open, autonomous and controlled climate and the LL pattern of leadership behavior was associated with closed climate; (iv) morale of the teachers increased when the actual leadership behavior of the leader approximated the desired behavior as perceived by teachers; (v) significant mean differences between leaders self perception and faculty perception on leadership behavior were found; (vi) male and female principals perceived their own leadership behavior as being significantly different on the consideration dimension; (vii) no significant differences were found between male and female administrators as perceived by teachers and by principals themselves on initiating structure and consideration; (viii) the effectiveness of principals was a significant predictor of organizational climate; (ix) schools showed a tendency towards being closed rather than open; (x) esprit significantly correlated with intimacy, thrust and aloofness; (xi) aloofness significantly correlated with production emphasis and thrust; (xii) teachers scored highest on professional development under the leadership of principals manifesting the HL pattern of leadership behavior in contrast to teachers working under the leadership of principals manifesting the LL
pattern; (xiii) teachers scored highest on their professional development in schools where paternal climate prevailed and lowest in schools with familiar climate prevailed; (xiv) rural-urban dimensions did not play any significant role in case of any of the dimensions of leadership behavior; and, (xv) professional qualifications of principals did not play any significant role in the professional development of teachers and in shaping the climate of the schools.

Nasreen (1986) made an investigation into the leadership behavior of principals in relation to teachers self-concept, job satisfaction and some other institutional characteristics at secondary school level. The main objectives of the research study were: (i) to study how teachers self concept was related to the leadership behavior of principals; (ii) to study the relationship between principals leadership behavior and teachers job satisfaction; and, (iii) how principals leadership behavior was related to some other institutional characteristics such as sex and location of schools. The hypotheses of the study were: (i) leadership behavior of the principals was significantly related to teachers self concept; (ii) the two styles of principals leadership behavior i.e. initiating structure and consideration were significantly related to teachers self concept; (iii) leadership behavior of the principals was related to teachers job satisfaction; and, (iv) the two styles of principals leadership behavior i.e. initiating structure and consideration were significantly related to teachers job satisfaction. The sample for the study comprised of 780 teachers from intermediate colleges of the Gorakhpur region. Educational Leadership Behavior Description Questionnaire by P. C. Shukla and Teachers Job Satisfaction Scale by S. P. Gupta and J. P.
Srivastava were used for collecting data. The data was analyzed using Critical Ratio. The major findings of the study were: (i) high desirable leadership behavior of the principals generated a higher degree of conformity and normalcy in the teachers while a low degree of leadership behavior of the principals generated a lower degree of conformity and normalcy in the teachers; (ii) the initiating structure style of principals leadership behavior appeared to be significantly related to conformity and normalcy factors of teachers self concept; (iii) principals leadership behavior was positively related to teachers job satisfaction; (iv) initiating structure and consideration styles of principals leadership behavior were found to be significantly related with teachers job satisfaction; (v) male and female teachers perceived alike the leadership behavior of principals; and, (vi) location of the school did not affect the teachers perceptions on principals leadership behavior.

Sarma (1991) conducted a study to inquire into the administrative behavior of principals as perceived by teachers in relation to their job satisfaction and student achievement in junior colleges. The sample for the study comprised of 150 teachers drawn from all the 14 Junior Colleges in Vizianagaram District of Andhra Pradesh teaching humanities and science. The main objectives of the study were: (i) to study the relationship between administrative behavior and teachers job satisfaction; (ii) to study the relationship between socio-economic variables and the administrative behavior of the principals; and, (iii) to study interrelationships of administrative behavior and job satisfaction dimensions. Tools such as, Principals Administrative Behavior Questionnaire (Teachers
perception) and Teachers Job Satisfaction Questionnaire developed by the investigator were used for collection of data. The data was treated with Mean, SD, Critical Ratios, Chi – square test and Correlation. The main findings of the study were: (i) the average level of principals administrative behavior as perceived by teachers was moderately effective; (ii) there existed a positive relationship between the principals administrative behavior and teachers job satisfaction; (iii) there existed a low and non significant relationship between the principals administrative behavior and student achievement; (iv) teachers age did not have any relationship on their perception of the principals administrative behavior; (v) teachers irrespective of sex, type of management, course of study, professional experience, age and marital status had the same opinion towards principals administrative behavior; (vi) job satisfaction among junior college teachers was moderately high; and, (vii) there existed a relationship between the age of the teachers and the job satisfaction and professional experience of the teachers.

Taj (1992) inquired into the social-psychological and situational correlates of the administrative behavior of secondary school heads. The sample consisted of 50% of the school population in Bangalore City, covering 192 secondary school heads of both sexes working under different managements. The main objectives of the study were: (i) to investigate the relationship of attitude, job satisfaction and personal-interpersonal-social adequacy with the administrative behavior of the secondary school heads; (ii) to find out the effect of situational variables such as sex, type of school, management, educational qualification, field of specialization and length of experience on the administrative behavior of
secondary school heads; (iii) to study the joint effect of situational variables on the administrative behavior of secondary school heads; and, (iv) to study the joint effect of the social psychological variables on the administrative behavior of secondary school heads. Data was collected using: (i) Administrative Behavior Scale (ABS); (ii) Job Satisfaction Inventory (JSI) and, (iii) Ahluwalia’s Teacher Attitude Inventory (TAI). The data was analyzed using Correlation, Multiple Regression and Two Way Analysis of Variance. The findings of the study were: (i) attitude towards profession, job satisfaction, personal - inter personal and social adequacy were found to be significantly related to the administrative behavior of secondary school heads; (ii) educational qualifications and administrative experience of the heads were found to have a significant effect on their administrative behavior; (iii) gender, type of school, management, field of specialization and teaching experience of the heads, did not seem to produce any difference in their administrative behavior.

Nanda (1992) investigated into the leadership behavior of primary school headmasters of Cuttack City. The objectives of the study were: (i) to study the leadership behavior of heads of the primary schools of Cuttack City as perceived by their respective teachers in terms of two dimensions of leadership, i.e. initiating structure and consideration; and, (ii) to find out the difference in the leadership behavior of the heads of primary schools in respect to their age, sex, teaching experience and controlling authority. The sample for the study comprised of 189 teachers and 30 heads of primary schools from 30 primary schools of Cuttack City. LBDQ by Halpin and Croft was used to collect data. The
data was analyzed using t-test and Chi-square test. The findings of the study were: (i) 10 out of the 30 heads of primary schools in Cuttack City were not effective leaders; (ii) the heads of four primary schools were found to show more consideration behavior and less initiating behavior which was not desirable from a leader; (iii) 10 out of the 30 heads of primary schools in Cuttack City were not effective on initiating structure and consideration - so these heads were the most ineffective leaders; (iv) six heads were found to manifest a higher type of leadership on initiating structure and consideration; (v) there was no significant difference between the leadership of male and female heads of primary schools in Cuttack City; (vi) there was no significant difference in leadership between the heads of primary schools in Cuttack City controlled by the municipality and those controlled by the D.I of schools; and, (vii) age and length of experience were not contributing factors to leadership behavior amongst the heads of primary schools in Cuttack City.

Diwan (1993) conducted a study to investigate into the leadership behavior and value patterns among school principals of West District of Delhi. The objective of the investigation was to study and compare the leadership behavior and value patterns in organizational context of principals from senior secondary schools working under different managements such as government, government aided and unaided, as perceived by their teachers. The sample for the study comprised of 20 senior secondary school principals of West District of Delhi and five teachers from each of the schools selected through stratified random sampling method. LBDQ by Stogdill, School Data Form, Value Patterns
in Organizational Context prepared by the investigator were used as tools for collection of data. The findings of the study were: (i) school principals resort to either task or relationship or a balance of both in their styles of behavioral management; (ii) leadership behavior was not influenced either by age or experience; (iii) principals behaved in accordance with the demand of the situation; (iv) value patterns possessed by school principals depended upon their liking and disliking of certain things - in the organizational context they held beliefs specific to the importance they placed; (v) all principals exhibited leadership behavior in accordance with the value patterns they held; (vi) the behavior of the principals in making decisions in consonance with the beliefs they held played a dominant role in making them acceptable to the group members, once accepted by the group, they enjoyed recognition making the members behave in a certain way by the force of values; (vii) most of the school leaders were resourceful but not effective; (viii) there was no one best style of leadership behavior suited for all situations; (ix) leadership behavior was not the possession of traits, but was the demonstration of the capacity for carrying work through cooperation till its completion; (x) there was crisis of effective leadership in schools as most of the principals were only good administrators but very few of them were good leaders; and, (xi) four basic internal forces that influenced the principals leadership style of behavior were: leaders value patterns, confidence in group members, leadership inclinations and feelings of security in uncertain situations.
Bogler (2001) studied the influence of principals leadership style on job satisfaction of teachers. The sample for the study comprised of altogether 745 teachers i.e. 51 percent elementary school teachers, 20 percent middle school teachers and 26 percent high school teachers from 98 schools located in the Northern part of Israel. Data was collected using a questionnaire that comprised of three sections. The first section dealt with knowing the leadership style (transformational and transactional leadership behavior), the second section dealt with the principals preferred strategies for decision making (autocratic and participative) and the third section dealt with finding the teachers occupational perception. The main findings of the study were: (i) teachers perception of their occupation acted as a mediating variable between principals leadership style and their job satisfaction; and, (ii) teachers were satisfied when their work gave them a sense of self esteem, provided them opportunities for self development, gave them a feeling of success and allowed them to participate in determining school practices.

Cantwell (2003) researched to find out the relationship between principals leadership behavior, teacher interaction behavior, school climate and three years of fifth grade Pennsylvania System of School Assessment (PSSA) test data. The sample for the study comprised of 383 teachers and 70 principals drawn from 37 upper band schools and 33 lower band schools. Data was collected using the Hoy and Tarter's (1997) forty-two item Organizational Climate Description Questionnaire for Elementary Schools-Revised Edition (OCDQ-RE). The results confirm that significant relationship exists between principals leadership
behavior, teacher interaction, school climate and student achievement on the Pennsylvania System of School Assessment (PSSA).

2.1.2 Research findings on Leadership Behavior and its Correlates in other Areas

Butler, et al. (1997) investigated the effects of perceived leadership behavior on job satisfaction and productivity. Participants were 467 graduate and undergraduate organizational behavior students who formed 101 groups. In the study, the researchers manipulated leaders' behaviors (consideration and initiating structure) and measured productivity in terms of units produced by each group. Analysis indicated strong effects of leaders' initiating structure and consideration on job satisfaction.

Jaskyte (2003) conducted a study on leadership behavior in order to contribute to a better understanding of organizational change in human service organizations. Employees' perceptions constituted the central feature of the model underlying the study, as they were believed to be related to individual level change outcomes. It was hypothesized that employees' perceptions of organizational arrangements, job characteristics and leadership behavior would be related to their job satisfaction and commitment. Data was collected from 41 employees representing all organizational levels of a human service organization under the study. Results showed that employees' perceptions of leadership behavior were important predictors of job satisfaction and commitment. Additional post-hoc analysis demonstrated that participation and production
orientation components of leadership behavior were significant predictors of job satisfaction.

2.1.3 Research findings on Leadership Behavior and its relationship with Organizational Climate at the different Stages of Education

Sharma (1982) investigated into the leadership behavior of headmasters vis-à-vis the school climate of junior high schools of Agra City with the objectives: (i) to identify the organizational climate of the junior high schools; (ii) to study the leadership behavior dimensions of the headmasters of these junior high schools; and, (iii) to study the relationship between leadership, school climate and student achievement. Sixty junior high schools of both sexes situated in Agra District (rural and urban) were included in the study. The sample comprised of 548 teachers and 1346 students studying in class VII in these schools. Tools used for collecting data were: (i) LBDQ (Hindi version of LBDQ) by Stogdill; (ii) SOCDQ by M.L Sharma; and, (iii) Achievement Record form by Sudha Rani. The data was analyzed using t-test, Chi-square and Analysis of Variance. The findings of the study were: (i) significant difference was found between the different types of school climate and leadership behavior; (ii) five types of school climate were found in junior high schools of Agra, viz: open, autonomous, familiar, controlled and paternal- the closed climate did not find place in any school; (iii) significant differences were found in the open, autonomous, and paternal type of climates of junior high schools whereas, no significant difference was found in the controlled and familiar climates; (iv) there were no significant differences in the leadership behavior of the headmasters of the junior high schools on the basis of area (rural and urban) and management
(government and private); (v) there were significant differences in the leadership behavior of the headmasters of the junior high schools on the basis of sex; (vi) significant differences were found among open, controlled, familiar and paternal type of school climates in terms of leadership behavior; and, (vii) better achievement was found in the case of schools possessing the familiar climate even though they did not show a positive relationship with leadership behavior.

Baraiya (1985) investigated into the organizational climate of higher secondary schools of Gujarat State in relation to certain variables. The objectives of the study were: (i) to classify the higher secondary schools according to organizational climate; (ii) to investigate the relationship between the leadership behavior of headmasters and organizational climate; (iii) to study the headmasters behavior and its components as factors affecting the organizational climate; (iv) to study the sex of the headmaster as a factor affecting organizational climate; and, (v) to study the headmasters age as a factor affecting organizational climate. The tools and techniques used in the study were (i) OCDQ by Halpin and Croft; (ii) LBDQ by Halpin and Croft; (iii) Management Leadership Behavior Description Questionnaire developed by the investigator; and, (iv) Personal Date Sheets (PDS) for teachers, headmasters and management developed by the investigator. The subjects for the study comprised of 500 teachers, 75 management members and 100 headmasters drawn from 100 higher secondary schools. The data collected was analyzed using the Chi – square. The findings of the study were: (i) out of 100 schools, 27 schools were found possessing the open climate, 8 schools possessed the autonomous climate, 11 were found to possess the controlled
climate, 6 were found to possess the familiar climate, 13 were found to possess the paternal climate whereas 35 were found to possess the closed climate; (ii) out of 100 headmasters, 45 were described as effective leaders and 30 as ineffective leaders; (iii) organizational climate of the schools was not determined by sex and the qualifications of the headmasters; (iv) there was no significant difference between the climate of rural and urban schools; (v) the members of the managing committee possessing varying qualifications did not influence the school climate; and, (vi) age of the members of the managing committee did not influence school climate.

Pandey (1985) studied the leadership behavior of principals, organizational climate and teacher morale in secondary schools. The study aimed to: (i) find out the leadership behavior of principals and the organizational climate of schools; (ii) investigate the relationship between the leadership behavior of principals and teacher morale; and, (iii) investigate the relationship between organizational climate and teacher morale. The Hindi adaptation of Halpin and Winer's LBDQ, SOCDQ by M. L. Sharma and the Teacher Morale Inventory developed by the investigator were used to collect data. The population comprised of 138 secondary schools in Allahabad District from which 34 secondary schools were drawn by stratified random sampling technique. The Mann-Whitney U-test, Chi-square with Yates Correction and Rank Difference Correlation Coefficient with tied observation were the statistical techniques employed for analyzing the data. The findings of the study were: (i) no significant difference was found between the leadership behavior of rural and urban principals; (ii) rural schools
were more open than those in urban areas; (iii) a positive and significant relationship was found between the initiating structure dimension of leadership behavior and esprit, psycho physical hindrance, controls, production emphasis and humanized thrust dimensions of organizational climate; (iv) the consideration dimension of leader behavior was found positively and significantly related to psycho-physical hindrance, controls, and humanized thrust dimensions of organizational climate; and, (v) teacher morale was positively and significantly related to the initiating structure and consideration dimensions of leadership, and controls, production emphasis and humanized thrust dimensions of organizational climate.

Sampuransingh (1985) conducted an investigation to study the school climate, leadership behavior and moral development of the heads of elementary and secondary schools. The main objectives of the study were: (i) to determine the patterns of organizational climate, leadership behavior and moral development in the elementary and secondary schools; (ii) to examine school to school difference on various dimensions of organizational climate and leadership behavior; (iii) to examine the nature of differences between the elementary and secondary schools in respect of organizational climate of schools, leadership behavior and moral development of heads of these schools; (iv) to examine the relative variability of organizational climate, leadership behavior and moral development of heads of elementary and secondary schools; and, (v) to determine the relationship between different dimensions of organizational climate, leadership behavior and moral development. The sample for the study comprised of 50 primary and 50
secondary schools along with their heads and 421 teachers. Tools such as OCDQ by Halpin and Croft, LBDQ by Stogdill and Rest Defining Issue Test of Moral Judgement (1979) were used for data collection. The main findings of the study were: (i) elementary and secondary schools were found to be similar on teacher behavior in a task oriented situation, teacher thinking with regard to their principals and the principals efforts to move the organization; (ii) elementary school teachers were higher on esprit and intimacy than secondary school teachers; (iii) on almost all dimensions of school climate, elementary schools were found to be more variable than secondary schools; (iv) the heads of the two types of schools equally varied in leadership behavior; (v) twenty two percent of the elementary and fourteen percent of the secondary schools were high on disengagement; (vi) twenty two percent of the elementary and sixteen percent of secondary schools were high on hindrance; (vii) on esprit the percentage of elementary and secondary schools placed in the high category was 16; (viii) sixteen percent of the elementary and eighteen percent of the secondary schools were high on intimacy; (ix) twenty four percent of the elementary and eight percent of the secondary schools were high on aloofness; (x) fourteen percent of the elementary and twenty percent of the secondary schools were high on production emphasis; (xi) twelve percent of the elementary and eighteen percent of the secondary schools were high on thrust; (xii) eighteen percent of the elementary and sixteen percent of the secondary schools were high on the dimension of consideration; (xiii) twenty two percent of the elementary and fourteen percent of the secondary schools were high on the dimension of initiating structure; (xiv) consideration was almost dominantly related with all other
dimensions of school climate in both elementary and secondary schools; (xv) the relationship between initiating structure and consideration was high and positive; and, (xvi) initiating structure as a dimension of leadership behavior was significantly related to the dimensions of school climate like esprit, intimacy, production emphasis, thrust and consideration.

Veeraraghwan (1986) conducted an investigation to study the organizational climate, leadership adaptability and teacher effectiveness in high, average and low performing higher secondary schools. The major objectives of the study were: (i) to find out whether variation existed in the organizational climate in the high, average and low performing schools; and, (ii) to find out whether job satisfaction of teachers and leadership adaptability in schools varied in terms of high, average and low performing schools. Using the stratified random sampling method, 65 schools were selected from the Union Territory of Delhi. From these schools, 498 teachers teaching classes XI and XII constituted the teacher sample and the student sample comprised of 3618 students drawn from classes XI and XII respectively. The higher secondary schools were identified as high, average and low performing schools on the basis of the CBSE exam results over a period of three years. Data was collected using: (i) OCDQ by Halpin and Croft; (ii) Job Satisfaction Scale by Indiresan (1973); (iii) LBDQ by Halpin and Winer (1953); (iv) Teacher Characteristic Description Form to ascertain teacher effectiveness Arora (1973); and, (v) Adjustment Inventory by Sinha and Singh (1964). The findings of the study were: (i) organizational climate dimensions (disengagement, aloofness, esprit, intimacy, psychological hindrance,
consideration, humanized thrust and production emphasis) varied significantly amongst high, average and low performing schools with high performing schools showing lower disengagement, alienation, psychological hindrance and higher esprit, intimacy and humanized thrust as compared to the average and low performing schools; (ii) the high performing schools in comparison to average and low performing schools showed relatively more open climate with groups being open and principal control being less as compared to low performing schools; (iii) there was significant difference in leadership adaptability between high and average performing schools though leadership adaptability was significantly higher in high performing schools than in low performing schools; (iv) there was no significant difference in the job satisfaction of teachers belonging to high, average and low performing schools; (v) higher the production emphasis and humanized thrust in the school, higher was the job satisfaction; (vi) better the organizational climate, higher was the adjustment of students in all areas of life viz: home, health, social, emotional and educational areas.

Dhulie (1989) investigated the role of administrative style, teachers job satisfaction and students institutional perception in determining the nature of school climate. The objectives of the study were: (i) to identify the various administrative styles prevalent in the schools; (ii) to understand the quantum of job satisfaction of teachers in the different administrative styles; (iii) to identify the nature of the climate in schools having different styles; (iv) to investigate the relationship between the above mentioned variables on the basis of different administrative styles; and, (v) to identify the role of the interaction of the above
mentioned variables in determining the nature of the school climate. The sample for the study comprised of 30 principals, 470 teachers and 470 students drawn by the proportionate allocation technique of sampling. Data was collected using: (i) SOCDQ by M.L Sharma; (ii) Principals Administrative Style Scale (PASS); (iii) Teachers Job Satisfaction Scale (TJSS); and, (iv) Students Institutional Perception Scale (SIPS) for secondary level. The data was analyzed using Correlational techniques. The findings of the study were: (i) all the variables mentioned in the study were identified to be positively and significantly correlated with each other on the basis of different types of administrative styles; and, (ii) the highest agreement was seen with the democratic style as well as laissez-faire style whereas the lowest agreement was seen with the autocratic style. Hence the democratic style and the laissez-faire style can be located at the positive point and the autocratic style at the negative point of administrative style.

Chakraborthi (1990) studied the organizational climate of secondary schools in West Bengal with the objectives: (i) to identify and classify schools on the basis of their organizational climate; and, (ii) to find out the extent of relationship between the school organizational climate and {a} leadership behavior of the headmasters {b} job satisfaction of the teachers. The sample comprised of 1672 teachers covering both male and female drawn from 86 boys and 46 girls schools of Calcutta. Tools such as SOCDQ by M. L. Sharma, LBDQ by Stogdill were used for data collection and the data so collected was treated with Mean, SD, Simple Rank Difference Correlation and ANOVA. The findings of the study were: (i) the paternal climate was the most frequently perceived
(29.55%) climate, followed by controlled (20.45%), familiar (15.91%), open (12.12%), autonomous (11.36%) and closed (10.61%) climate respectively; (ii) significant and positive correlation was found between school organizational climate and leadership behavior of the principals; and, (iii) significant and positive correlation was found between school organizational climate and the job satisfaction of the teachers.

Mahashabde (1990) conducted a study to find out the relationship between effectiveness of principals of polytechnics in Maharashtra State and institutional climate, teachers morale, job satisfaction and students academic achievement. The objectives of the study were: (i) to study the leadership styles; (ii) to find out the relationship between leadership styles of principals and job satisfaction of teachers; (iii) to categorize institutions into those having more effective leadership, average effective leadership and less effective leadership; and, (iv) to investigate the relationship between leadership effectiveness styles of principals and institutional climate, teachers morale, job satisfaction and students academic achievement. The sample for the study consisted of 25 polytechnics in Maharashtra. Questionnaires were developed and personally administered by the researcher on 25 principals and 500 teachers. Interviews were conducted for the 25 principals and 10% of the teachers who were selected at random. Modified version of Leader Effectiveness and Adaptability Description (LEAD) of Hersey and Blanchard, modified version of OCDQ by Halpin and Croft and modified version of Purdue Teacher Opinionnaire designed by Bentley and Rempel were used to collect data. The findings of the study were: (i) none of the principals
appeared to have used the telling style and the delegatory style of leadership according to their own perception, whereas in the opinion of the teachers, 12.5% of principals adopted these two styles; (ii) the teachers perception indicated that no principal used participating style whereas 25% principals felt that they adopted this style; (iii) the perception of principals and teachers showed that 75% of the principals were in favor of using the telling style of leadership which was indicative of high task and high relationship; (iv) the relationship between leadership effectiveness and teachers morale was significant; (v) the relationship between leadership effectiveness and institutional climate was not significant; and, (vi) the relationship between leadership effectiveness and job satisfaction of teachers was not significant.

Upasani et.al. (1991) conducted a study with the objectives: (i) to survey the practices of administration and management in the secondary schools of Pune District; (ii) to study the various aspects of administration and management with a view to identifying the correlation of effectiveness of a headmaster; and, (iii) to study the leadership behavior of the headmaster and the organizational climate of some efficient and inefficient schools in Pune District. The sample for the study comprised of 122 volunteering rural-urban, corporation-aided, boys-girls secondary schools. Data were collected using (i) OCDQ by Halpin and Croft; (ii) Adapted version of Leader Effectiveness and Adaptability Description (LEAD) developed by Ohio University; and, (iii) Questionnaires. The major findings of the study were: (i) organizational climate varied from open to closed to autonomous; and, (ii) correlates of efficiency of a headmaster were found to be
planning, implementation of curricular and co-curricular activities, good relationship with the staff and the community and provision of extra facilities for students.

Jayajothi (1992) conducted an investigation to study the organizational climate and leadership behavior of principals in relation to teacher morale in schools. The objectives of the study were: (i) to identify the organizational climate of the central schools in Madras and make a climate wise comparison with the western classification of Halpin and Croft, both by distribution and trend; (ii) to investigate the relationship of the organizational climate, leadership behavior of the principals and the morale of central schools; and, (iii) to analyze the climate-wise leadership behavior of principals and teacher morale in the central schools. The sample consisted of 308 randomly selected post graduate teachers teaching classes VI to XII from 20 central schools in the Madras region. Tools such as: (i) OCDQ by Halpin and Croft; (ii) LBDQ by Halpin and Winer; and, (iii) Teacher Morale Opinionnaire by Anjali Mehta, were used for the purpose of data collection. The data collected was treated with t-test, Analysis of Variance and Coefficient of Correlation. The findings of the study were: (i) the central schools of the Madras region differed in their climate. 18.75% had open climate, 12.5% had controlled climate, 6.25% had familiar climate, 6.25% had paternal climate and 37.5% had closed climate; (ii) experience and age did not discriminate the perception on school climate, teacher morale and leadership behavior; (iii) the open climate related best to the perception of leadership behavior of principals by the teachers and the autonomous climate had the least
relationship; (iv) female teachers had a better perception of school climate; and,
(v) sex did not discriminate perception of school climate.

Singh (1992) investigated into some of the organizational correlates of job
satisfaction and role conflict among secondary school teachers. The objectives of
the study were: (i) to compare the job satisfaction, role conflict, perceptions
regarding the various dimensions of organizational climate of the school and
leadership behavior of the principals of: {a} male and female secondary school
teachers; {b} rural and urban secondary school teachers. (ii) to determine the
relationship of teachers job satisfaction and role conflict with their perceptions
regarding the various dimensions of the organizational climate of the schools and
leadership behavior of the principals; and, (iii) to compare the job satisfaction and
role conflict of teachers working in various types of organizational climate. The
population for the study comprised of all the schools and their teachers from
Allahabad district. The teacher sample consisted of 400 secondary school
teachers, 200 males (100 urban and 100 rural) and 200 females (100 urban and
100 rural) drawn using the purposive cum incidental technique. The tools used for
data collection were: (i) Teacher Job Satisfaction Scale by S. P. Gupta and J. P.
Srivastava; (ii) SOCDQ by M.L. Sharma; and, (iii) LBDQ by Halpin and Winer
(Indian adaptation by S. Pandey). Product Moment Coefficient of Correlation, t-
test and Analysis of Variance were used to analyze the data. The findings of the
study were: (i) female teachers had more job satisfaction than male teachers
besides male teachers were higher on the alienation dimension while female
teachers were higher on esprit and intimacy dimensions of organizational climate;
(ii) male teachers were high on the consideration dimension of leadership behavior of principals; (iii) rural teachers had more job satisfaction than urban teachers and were high on esprit and intimacy dimensions, while urban teachers were high on disengagement and control dimensions; (iv) job satisfaction was positively related with esprit, intimacy, production emphasis and humanized thrust but negatively related with disengagement and psycho-physical hindrance dimensions of organizational climate; (v) job satisfaction was positively related with initiating structure and consideration dimensions of the leadership behavior of principals; (vi) teachers working in the open climate were more satisfied than teachers working in the autonomous, controlled, parental and closed climate; and, (vii) teachers working under the HH pattern of leadership behavior were more satisfied than teachers working under the LH pattern.

Solanki (1992) studied the relationship between organizational climate and educational management of the secondary schools of Saurashtra region. The objectives of the study were: (i) to identify the organizational climate of the secondary schools; and, (ii) to find out the interrelationship between educational management and its factors and the organizational climate and its correlates. Using stratified proportional random sampling technique, 165 schools were selected. Altogether 1,339 teachers responded to the tools administered. OCDQ by Halpin and Croft and Management Description Scale (EMDS) by Joshi were administered on the subjects. The findings of the study were: (i) the secondary schools differed in their organizational climate i.e. the organizational climate of secondary schools appeared to be independent of organizational management,
place of school and sex of the student population; and, (ii) a relationship existed between the resource management system and the organizational climate of the schools. Highly resourceful schools were inclined towards the open range climate, whereas the low resourceful and very low resourceful schools were inclined towards the closed range climate.

Siddiqui (1994) investigated into the organizational climate, leadership behavior, teacher morale and school performance in minority and other secondary schools. The objectives of the study were: (i) to identify the climate profile, leadership pattern of principals behavior in the minority managed and other secondary schools of Delhi; (ii) to compare data on school climate and leadership behavior between the minority managed and other secondary schools; and, (iii) to find out if any relationship exists between school climate, leadership behavior and school performance. The sample consisted of 10 schools out of which five were schools run by minorities and five other secondary schools from Delhi. Teachers who had taught the secondary classes for at least three years in these schools were included in the sample. Tools such as: (i) OCDQ by Halpin and Croft; (ii) LBDQ by Stogdill; and, (iii) School Information Questionnaire were used to collect data. The data was analyzed statistically using Mean, SD, t-test. The findings of the study were: (i) significant difference was found in the organizational climate of the minority and other schools; (ii) leadership behavior pattern differed significantly between the minority and other schools; (iii) school performance was positively correlated with school climate; and, (iv) leadership behavior pattern and school performance were correlated.
Appalwar (1995) conducted a study to find out the relationship between organizational climate and leadership behavior of headmasters in secondary schools of Adilabad and Karimnagar Districts of Andhra Pradesh. Schools were sampled using the purposive quota sampling. From these schools, 100 headmasters and 1000 teachers were drawn as sample. Data was collected using SOCDQ by M. L. Sharma, LBDQ by Stogdill and Interviews. The findings of the study were: (i) leadership behavior of headmasters influenced the organizational climate of schools in a significant way; (ii) certain kind of headmasters behavior generated certain specific kind of organizational climate in schools; (iii) rural secondary schools differed from urban secondary schools with respect to their organizational climate; (iv) government secondary schools differed from zilla parishad secondary schools with respect to their organizational climate; and, (v) zilla parishad secondary schools differed from the private secondary schools with respect to their organizational climate.

Remondini (2001) examined the relationship between leadership style of female public school principals and school climate. Eighteen principals and 298 teachers participated in the study. Data was collected using the LPI and the OCDQ by Halpin and Croft. The major finding of the study was that a significant relationship existed between the leadership style of principals and organizational climate.

Scott (2003) in his research study found that the leadership of the school principal impacts directly on the climate of the school and, in turn, on student achievement.
2.1.4 Research findings on Organizational Climate and its Correlates at the different Educational Levels

Methi (1985) conducted an investigation to study the relationship between organizational climate of schools and diffusion of innovations in Jaipur District. The objectives of the study were: (i) to identify the secondary schools of Jaipur District according to their respective climates; (ii) to study the status of diffusion of innovations in the secondary schools of Jaipur District; (iii) to investigate into the relationship between organizational climate of schools and diffusion of innovations; and, (iv) to investigate the relationship between organizational climate types of schools divided on the basis of area, sex, management, size and diffusion of innovations in those schools. The sample for the study comprised of 170 secondary schools (145 boys schools and 25 girls schools) that were about 75% of each category of total population. Altogether 3165 teachers were randomly selected from the 170 schools. SOCDQ by M. L. Sharma and Educational Innovation Inventory were used to collect data. The data was analyzed using Chi-square, Product Moment Correlation and Rank Correlation. The main findings of the study were: (i) paternal climate was the most frequently perceived followed by controlled, autonomous, open, familiar and closed climate; (ii) the controlled climate was more frequently seen in rural schools while the closed climate was seen the least; (iii) in urban schools and boys schools the paternal climate was mostly seen while open climate was least seen; (iv) significant difference was found between government schools and recognized secondary schools in the proportion of distribution in terms of their organizational
climate; and, (v) boys secondary schools did not differ from girls secondary schools in terms of their proportion of distribution of climate types.

Panda (1985) conducted an investigation to study the management, organizational climate and teachers morale in schools in Orissa. The main objectives of the study were: (i) to explore the problems faced by the government and private high schools; (ii) to study the nature of problems which were responsible for creating various difficulties, hardships, handicaps and hurdles for the schools; and, (iii) to make a comparative study of the problems of the government and private schools. The sample for the study comprised of 100 headmasters, 200 teachers and 100 managing committee members. Sample was chosen from two coastal Districts viz: Puri and Balasore and three tribal Districts Keonjhar, Phulbani and kalahandi. Care was taken to ensure representation of schools from different categories like advanced and backward regions, rural and urban areas, private and government schools, girls and co-ed schools. Data was collected from the headmasters, teachers and the managing committee members through questionnaires and personal visits. The main finding of the study was that there was no large difference between the school climate scores of government and private managed schools.

Srivastava (1985) studied the relationship between school effectiveness and organizational climate in intermediate colleges in Allahabad District. The objectives of the study were: (i) to study the relationship between school effectiveness and organizational climate of intermediate colleges; (ii) to study the relationship between school innovativeness and organizational climate of
intermediate colleges; and, (iii) to study the relation between school results and organizational climate of intermediate colleges. It was hypothesized that: (i) there were significant differences in the perception of teachers of high, average, and low effective schools on different dimensions of organizational climate; (ii) there were significant differences in the perception of teachers of high, average and low innovative schools on different dimensions of organizational climate; and, (iii) there were significant differences in the perception of teachers of schools with average results, schools with above average results, and schools with below average results on different dimensions of organizational climate. Intermediate Colleges of Allahabad district constituted the population for the study. The researcher randomly selected 368 lecturers from 34 randomly selected intermediate colleges. SOCDQ by M. L. Sharma and School Innovativeness Survey Questionnaire prepared by the researcher were used to collect data. The collected data was treated with t-test and Analysis of Variance. The main findings of the study were: (i) disengagement among teachers related negatively to school effectiveness, while feeling of esprit and feeling of intimacy related positively to school effectiveness; (ii) feeling of alienation, psycho-physical hindrance and tendency of controls were found to have no relationship with school effectiveness; (iii) no significant relationship existed between school innovativeness and dimension of organizational climate such as disengagement, alienation and psycho-physical hindrance; (iv) feeling of esprit and intimacy among teachers was found significantly related to school innovativeness; and, (v) except the production emphasis dimension, school results were found to have no relationship with any dimension of organizational climate.
Singh (1988) investigated into the teaching behavior of effective teachers in different types of school climates in Aligarh District. The objectives of the study were: (i) to identify the impact of school climate on students achievement; and, (ii) to identify any special impact of school climate on the teaching behavior of teachers. The subjects for the study comprised of 300 randomly selected teachers from high schools and intermediate colleges of Aligarh District. Data was collected using: (i) Rating Scale of Effective Teachers by R. C. Deva; (ii) OCDQ by Halpin and Croft; and, (iii) Teaching Behavior by Flander. Data was analyzed using Mean, SD, t-test and F-test. The findings of the study were: (i) schools possessed different types of school climate; (ii) significant difference was found between the mean academic achievement of boys in schools with different organizational climate; (iii) lowest academic achievement was obtained in the open climate while in the controlled and closed climate the academic achievement was the highest; (iv) the academic achievement of girls and urban students was better; and, (v) teaching behavior of the teachers was not the same in all the identified climates.

Singh (1988) investigated into the relationship between organizational climate and teachers self concept, attitude and some other characteristics of the colleges of Gorakhpur University. The study was conducted with the following objectives: (i) to study the relationship between organizational climate and teachers self concept; (ii) to investigate the relationship between organizational climate and teachers attitude towards their job; and, (iii) to study how organizational climate was related to some other organizational characteristics
such as location, sex, undergraduate, postgraduate, type of management and professional, non-professional colleges. The sample for the study comprised of 520 teachers drawn from 104 colleges of Gorakhpur University. Tools such as SOCDQ by M. L. Sharma, The Personality Differential by K.G. Agarwal and Teachers Attitude Scale by P. C. Shukla were used for data collection. The data so gathered was analyzed statistically using Mean, SD, Chi-square and Critical Ratio. The findings of the study were: (i) open climate generated a higher degree of conformity in the teachers while the closed climate caused a low degree of conformity; (ii) the level of tenseness of teachers was high in the closed type of climate; (iii) organizational climate was significantly related to teachers attitude; and, (iv) open climate was found to lead to a more positive attitude and the closed climate to a less positive attitude in the college teachers.

Pradhan (1991) conducted a study to determine the effect of school organizational climate on the creativity, adjustment and academic achievement of secondary school students in Orissa. The main objectives were: (i) to study the effect of the school organizational climate on creativity; (ii) to study the effect of the school organizational climate on adjustment; and, (iii) to study the effect of the school organizational climate on academic achievement. The subjects for the study comprised of randomly selected 355 teachers (both sexes) teaching different subjects and 1,055 students (530 boys and 525 girls) from 27 schools of Cuttack and Puri Districts of Orissa. Out of the 27 selected schools, 19 were co-educational schools, two were schools exclusively for boys and remaining six were schools exclusively for girls. SOCDQ by M. L. Sharma, Wallack- Kegan
Test of Creativity, Adjustment Inventory, Information Schedule and average marks of two consecutive examinations of previous year were used for gathering data. The data was treated with descriptive and inferential statistics. The findings of the study were: (i) school organizational climate was found to significantly affect the students score of creativity; (ii) school organizational climate did not affect the uniqueness score creativity, home adjustment, social adjustment, health and emotional areas of students and school adjustment of students; and, (iii) school organizational climate significantly affected the academic achievement of students.

Biswas et.al. (1993) conducted an investigation with the objective of studying the possible influences of organizational climate of secondary schools on teachers professional stress in the Bengali medium secondary schools of West Bengal Board of Secondary Education. The sample for the study comprised of randomly selected 200 secondary school teachers of either sex permanently employed in 12 Bengali medium secondary schools. Data was collected using OCDQ by Halpin and Croft, SOCDQ by M. L. Sharma, and Teachers Professional Stress Scale developed and standardized by the investigator. The data was analyzed using Mean, SD, and t-test. The findings of the study were: (i) the mean composite professional stress scores of secondary male teachers belonging to open and paternal climates differed significantly; and, (ii) the male teachers belonging to the paternal climate possessed greater feeling of powerlessness and social isolation than those of their colleagues belonging to the open climate.
Jani (1993) conducted a study to determine the type of organizational climate prevailing in secondary schools under different managements of Ulhasnagar and its neighborhood. The objectives of the study were: (i) to identify the school climate of selected schools under the study; (ii) to ascertain whether variation existed in the dimensions of organizational climate of schools operating under different managements; (iii) to find out whether differences existed in the dimensions of organizational climate of schools which used different media for instruction; (iv) to find out relationship between curricular activities of the schools and their organizational climate; (v) to ascertain whether academic achievement and innovations had any relevance with the organizational climate of the schools; and, (vi) to ascertain whether variation existed in the climate of schools where only girls were studying. The sample comprised of 42 schools covering private aided, private non-aided, government aided, government non-aided and, different medium of instruction including English, Hindi, Marathi and Sindhi. OCDQ by Halpin and Croft, General Information of Schools and Interview Schedule were used to collect data. The data collected was treated statistically using Mean, Median, SD, QD, Kurtosis and Skewness. The findings of the study were: (i) 23.8 percent of the schools under study were found to have an open climate, 33.8 percent closed climate, 9.52 percent autonomous climate, 16.66 percent controlled climate and 14.76 familiar climate; (ii) out of 35 private aided schools, 10 schools including two missionary schools had divulged characteristics of open climate, eight schools were found possessing the closed climate, four schools possessed autonomous climate, six schools possessed controlled climate, two schools possessed familiar climate and five schools
possessed paternal climate; (iii) out of seven schools, private but unaided, six schools showed closed climate and one school managed by missionaries showed controlled climate; (iv) positive relationship existed between type of climate and co-curricular activities; (v) academic achievement was found better in schools possessing the open and controlled climate and poor in schools possessing closed climate; (vi) few schools with closed climate showed exception of having good academic performance; and, (vii) variation in organizational climate was found in schools where only girls were studying.

Patel (1995) conducted a study to determine the organizational climate of higher secondary schools in Gujarat. The main objectives of the study were: (i) to classify the selected higher secondary schools according to climates; (ii) to study whether differences exist in the dimensions of organizational climate of schools based on gender; (iii) to compare schools having open climate with those having closed climate; and, (iv) to study whether differences exist in the organizational climate of schools having different sizes. The sample for the study was drawn from Gujarati medium higher secondary schools using the random sampling technique. The selected schools included boys, girls as well as co-education schools, small as well as big sized higher secondary schools and city as well as rural area schools. Data was collected using the OCDQ by Halpin and Croft. The data collected was treated statistically using Mean, SD and F-ratio. The findings of the study were: (i) three schools possessed the closed climate and in such schools the principal did not consider the teachers as human beings; (ii) three schools possessed the open climate and in such schools the teachers and the
principal happily worked with each other; (iii) few schools were found possessing autonomous and controlled climate; (iv) girls schools possessed open climate, (v) more number of boys schools possessed the closed climate; and, (vi) large size schools possessed higher percentage of familiar, controlled and open climates.

Babu, et.al, (1996) conducted a study to examine the organizational climate of schools in relation to type of schools and sex of teachers. The objective of the study was to determine the organizational climate of residential and non-residential schools. Sample for the study was selected from 40 secondary schools located in some urban areas of Rajalasuma in Andhra Pradesh by using multi stage random sampling procedure. Data for the study was collected using the OCDQ by Halpin and Croft. The data was analyzed using t-test, Mean, SD, Chi-square and ANOVA. The findings of the study were: (i) no significant association was found between the two attributes, type of school and school climate; (ii) there existed more hindrance, aloofness and less intimacy in the case of non-residential schools compared to residential schools; (iii) no significant difference was found between the organizational climate of the two types of schools with regard to esprit, production emphasis, thrust and consideration dimensions; and, (iv) no significant difference was found between men and women teachers with regard to their perception of the organizational climate of these schools on esprit, intimacy, aloofness, production emphasis and thrust.

Dellar (1999) examined the relationship between school organizational climate and the schools preparedness to undertake restructuring and improvement. The research was conducted in three phases. The first phase involved the
assessment of the prevailing organizational climate in 30 secondary schools drawn from three State Education Systems in Australia. It was found that a significant relationship exists between organizational climate and the schools' capacity to implement and sustain authentic site-based management. It was suggested that in whichever schools the prevailing organizational climate was negative, tailored 'front-end' strategies designed to improve the climate could be undertaken prior to the school embarking on substantial school improvement initiatives.

Khetrapal (2003) investigated into the organizational climate and job satisfaction of teachers as a function of the interpersonal skills of school principals. The objectives of the study were: (i) to develop criteria for identifying performing schools; (ii) to identify performing and non-performing schools on the basis of the criteria developed; (iii) to scale and study the organizational climate and job satisfaction of teachers of senior secondary performing and non-performing schools; and, (iv) to examine the difference between organizational climate and job satisfaction of teachers of senior secondary performing and non-performing schools. The sample for the study comprised of 98 principals, 498 teachers and 980 students drawn from 55 government schools, seven government aided schools and 36 recognized unaided schools from the South-West District of National Capital Territory of Delhi. Data was collected using Style Profile of Interaction Roles for Heads of Schools (SPIRHOS) a modified version of the Style Profile of Interaction Roles in Organizations (SPIRO–M). The main findings of the study were: (i) no significant relationship exists between principals
managerial style and school performance; and, (ii) significant differences exist between organizational climate and job satisfaction of teachers based on school performance.

2.1.5 Research findings on Emotional Intelligence and its Correlates

Picard and Cosier (1997) conducted a study which examined the predictive relationship between emotional intelligence and transformational leadership style. The researchers wanted to determine the gender differences in the relationship between emotional intelligence and transformational leadership style, as well as the gender differences in the emotional intelligence scores and transformational leadership style of managers. The findings of the study were: (i) significant predictive relationship ($p < .05$) was found between transformational leadership style and emotional intelligence; (ii) no significant interaction ($p > .05$) was found between gender and emotional intelligence while predicting transformational leadership style; (iii) significant difference ($p < .05$) was found in the emotional intelligence scores of male and female managers; and, (iv) no significant difference ($p > .05$) was found in the transformational leadership scores of male and female managers.

Cavallo and Brienza (2001) conducted a study on three hundred and fifty-eight managers across the Johnson and Johnson Consumer and Personal Care Group globally to assess if there were specific leadership competencies that distinguished high performers from average performers. Participants were randomly selected then coded for performance rating. More than fourteen hundred
employees took part in a one hundred and eighty three question multi-rater survey that measured a variety of competencies associated with leadership performance including those commonly referred to as emotional intelligence. The Standards of Leadership, and Emotional Competence Inventory based on the work of Richard Boyatzis and Daniel Goleman were used for data collection. The study revealed a strong relationship between superior performing (HiPR) leaders and emotional competence, supporting theorist's suggestions that the social, emotional and relational competency set commonly referred to as emotional intelligence, is a distinguishing factor in leadership performance. Leaders who received performance ratings of 4.1 or greater on a 5-point scale were rated significantly higher than other participants on all four dimensions of emotional Intelligence i.e. Self-Awareness, Self-Management, Social Awareness, and Social Skills by supervisors and subordinates.

Leban (2003) conducted a study to determine the relationship between leader behavior and emotional intelligence. The main objective of the study was to demonstrate linkages between leadership style, emotional intelligence and the success of complex projects. Data was collected using tools such as MLQ Form 5X Leadership Style Questionnaire, MSCEIT Emotional Intelligence Ability Test, Perrow's Non-Routine Activities and Souder's Project Complexity Items and Project Performance Questions. The major finding of the study was that leadership style used by a project manager and his/her emotional intelligence abilities do increase the probability of successfully completing complex projects.
Purkable (2003) studied the interrelationships between emotional intelligence, leadership style and coping mechanisms of executives. The objectives of the study were to: (i) determine the ways leadership practices and coping mechanisms reported by executives differed as level of emotional intelligence differed; and, (ii) determine whether men and women executives differed in their emotional intelligence and leadership practices. Data was collected using the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT), Leadership Practices Inventory (LPI), and Coping Response Index (CRI). The major findings of the study were: (i) regulation of emotions in self and others for emotional and intellectual growth was positively correlated with the leadership practices leading the way for others and encouraging others; (ii) men and women did not differ in their emotional intelligence and leadership practices.

Weinberger (2003) examined the relationship between emotional intelligence, leadership style and perceived leadership effectiveness. Altogether 151 top managers of CSW participated in the study. Data was collected using the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT). The finding of the study indicated no relationship between the leaders leadership style and emotional intelligence.

Howard (2005) leadership study explored the relationship between emotional intelligence and school leadership. The sample included 464 principals or vice-principals (187 men and 277 women) from nine school boards in Ontario. Two hundred and twenty six participants were elementary school principals, 84 were elementary school vice-principals, 43 were secondary school principals and
57 were secondary school vice-principals (54 did not indicate their current position). The mean age of the participants was 47.3 years, the mean length of time participants had been in the education field was 22.4 years, the mean length of time as principal was 5.4 years, and the mean length of time as vice-principal was 3.0 years. Emotional Quotient Inventory (EQ-i) was administered on the sample besides the Leadership Questionnaire. Men and women were compared on each of the leadership ratings (task-oriented leadership, relationship-oriented leadership, and total leadership). Men and women did not differ on any of the leadership ratings (regardless of whether supervisor or staff ratings were used). In addition, individuals employed by an elementary school did not differ from those employed at a secondary school on any of the leadership ratings. Principals, however, were rated higher than vice-principals by their supervisors on task-oriented leadership, relationship-oriented leadership, and total leadership. Vice-principals, on the other hand, were rated higher by their staff on relationship-oriented leadership. Although there was a positive relationship between the leadership ratings from supervisors and staff, the association was weak and revealed considerable disagreement between raters. Therefore, in order to identify individuals who were perceived by others as demonstrating "above average" or "below average" leadership, the total leadership score was calculated for each individual based on a combination of both supervisor and staff ratings. The below average leadership ability group was created by identifying individuals rated at the 20th percentile (or less) on leadership ability according to both the supervisor and staff ratings. The above average leadership ability group was created by identifying individuals rated at the 80th percentile (or higher) on leadership ability.
according to both the supervisor and staff ratings. The above average leadership group scored higher than the below average leadership group on total EI and all four broad dimensions (intrapersonal, interpersonal, adaptability, and stress management).

2.2 Summary of Review and Implications for the Study

The review of research literature shows that the different variables viz: leadership behavior, organizational climate, job satisfaction and emotional intelligence have a close bearing on each other. The major research trends derived from the review were as follows:

1. Schools were categorized as high performing schools and low performing schools or high, average and low performing schools on the basis of examination results (Veeraraghwan, 1986; Khetrapal, 2003).

2. Age of the principals does not contribute towards the leadership behavior of the principals (Nanda, 1992; Rashmi, 1993).

3. Gender of the principals does not influence the leadership behavior of the school principals (Patel, 1983; Haseen, 1992; Nanda, 1992). However, the finding by Sharma (1982) indicates that gender/sex has a significant effect on the leadership behavior of the principals.
4. Experience/length of experience serving as the school principal did not affect the leadership behavior of the principals (Haseen, 1992; Nanda, 1992; Rashmi, 1993).

5. The location of the school (rural and urban) did not affect the leadership behavior of the principals (Sharma, 1982; Pandey, 1985).

6. Age of the teachers does not have any relationship with their perception of the principals leadership behavior (Sarma, 1991; Jayajothi, 1992).


8. Teachers irrespective of their professional experience had the same opinion towards the principals’ leadership behavior (Sarma, 1991; Jayajothi, 1992).

9. The location of the school i.e. rural and urban did not influence the teachers’ perception of the principals’ leadership behavior (Patel, 1983; Nasreen, 1986).

10. A significant relationship was found existing between the leadership behavior and the job satisfaction of the staff (Nasreen, 1986; Sarma, 1991; Singh, 1992; Butler, et.al. 1997; Jaskyte, 2003).
11. The leadership behavior of the principals was significantly related to the school organizational climate (Sharma, 1982; Pandey, 1985; Sampuransingh, 1985; Chakraborthi, 1990; Appalwar 1995; Scott, 2003) however, leadership behavior differed with different organizational climates (Jayajothi, 1992).

12. Gender of the principals was not a determining factor of organizational climate of the school (Baraiya, 1985).

13. Qualifications of the principal were not a determining factor of organizational climate of the school (Baraiya, 1985).

14. Organizational climate was significantly different in rural and urban schools (Baraiya, 1985; Appalwar, 1995).

15. Significant difference was found between government and recognized secondary schools in the proportion of distribution in terms of their organizational climate (Methi, 1985) however, Panda’s (1985) study revealed that there was no large difference in the organizational climate scores of government and private managed schools.

16. The paternal climate was most frequently perceived followed by the other climates i.e. controlled, autonomous, open, familiar and closed not in any specified order (Chakraborthi, 1990; Jani, 1993; Methi, 1985). However, some research studies indicate that the closed type of organizational
climate was the most perceived followed by other climate types (Baraiya, 1985; Jayajothi, 1992).

17. Research findings by Jani, (1993); Pradhan, (1991); Singh, (1998) show that the organizational climate affects the academic achievement of students. The organizational climate dimensions varied significantly among high, average and low performing schools (Veeraraghwan, 1986; Siddiqui, 1994). However, Srivastava's (1985) study reveals that school results were found to have no relationship with any dimension of organizational climate.

18. The research studies by Chakraborthi, (1990); Patel, (1995); Singh, (1998) and Khetrapal, (2003) indicate that there exists an association between the organizational climate of schools and the job satisfaction of the teachers. An open climate was characterized by better relationship between the principal and the teachers while, a closed climate was one in which the principals did not treat the teachers humanly. This caused a low degree of conformity and high level of tenseness of teachers amongst the teachers. Veeraraghwan's (1986) study indicates that no significant difference was found in the job satisfaction of teachers serving in high, average and low performing schools.

19. Organizational Climate Description Questionnaire (OCDQ) by Halpin and Croft (1963) and the School Organizational Climate Description
Questionnaire (SOCDQ) by Sharma (1973) were mostly used for studying the organizational climate of schools.

20. Some of the researchers used the Leadership Behavior Description Questionnaire (LBDQ) by Stogdill, some used the LBDQ by Halpin and Croft while some others used the LBDQ by Halpin and Winer to measure leadership behavior.

21. The frequently used statistical techniques were t-test, Chi-square, Analysis of Variance and other descriptive and inferential statistics.

There were hardly any research studies conducted on emotional intelligence in relation to leadership behavior and in particular with specific reference to schools. However, the few research studies done in this area indicate strong relationship between EQ and leadership in various workplace environments (Picard and Cosier, 1997; Howard, 2005; Cavallo and Brienza, 2001; Leban, 2003; Purkable, 2003). Thus, approaching the school context, emotional intelligence and leadership behavior of an administrator can have a powerful, direct or indirect influence on the growth and development of each worker in the school. By both commission and omission, perhaps more than any other adult in the school system, the administrator can alter the trajectory of the institution.

The major research trends indicated that (i) age, gender, length of experience of the principal does not affect their leadership behavior; (ii) location
of the school does not affect the leadership behavior of the school principals; (iii) age, gender, professional experience of the teachers does not influence the teachers perception of the leadership behavior of the principals; (iv) there exists a significant relationship between leadership behavior and job satisfaction; (v) there exists a significant relationship between leadership behavior and organizational climate; and, (vi) there exists a significant relationship between leadership behavior and emotional intelligence. Thus, it was clearly conceptualized that leadership behavior, organizational climate, job satisfaction and emotional intelligence operate in close association and thus each influences the other.

Taking into consideration leadership behavior, organizational climate and emotional intelligence, the trend in the review can be condensed into a triangular model, which explains the correlation/association between the three variables. Figure 3 depicts the relationship between the three variables.
Figure 3 Relationship between Leadership Behavior, Organizational Climate and Emotional Intelligence

Fig 3 shows that, there is a significant correlation between (i) leadership behavior and organizational climate; and, (ii) leadership behavior and emotional intelligence. No correlation is found between emotional intelligence and organizational climate. Relationship between leadership behavior and organizational climate is found in the school setting. While relationship between leadership behavior and emotional intelligence is found in settings other than the school setup besides the study conducted by Howard (2005) to find out the relationship between emotional intelligence and school leadership.
Though the correlation/association between leadership behavior and organizational climate in the school setup is reported, there is no research finding that either supports or disagrees relationship between leadership behavior and emotional intelligence in the school setup besides the study conducted by Howard (2005). Further, no relationship is found to exist between emotional intelligence and organizational climate based on the review.

Thus, this model depicts the relationships between the three variables based on previous research findings. The present study is an attempt to further examine the interrelationships between leadership behavior, emotional intelligence and organizational climate in the specific local context i.e. Goa.