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3.1 Introduction

The review of the related literature is an essential aspect of any research work. This is an exacting task, calling for a deep insight and clear perspective of the overall field. It is a crucial step which invariably minimizes the risk of dead ends, rejected topics, wasted efforts, trial and error activity, approaches already discarded by previous researchers, and even more important erroneous findings based on faulty research designs. It provides a greater understanding of the problem and its aspects and ensures the avoidance of unnecessary duplication; it enables to compare the data, on the basis of which a researcher can evaluate and interpret the significance of area's findings, and in addition, contributes to the scholarship of the investigator. Also these literatures are fruitful sources of objectives and hypotheses.

With these objectives, a survey has been made on the area of school effectiveness from the perspectives of learners and the institutions at the primary level. While surveying, it was found that the previous studies on school effectiveness were few and hence the researcher has made a survey on the related fields- School atmosphere, organizational health, classroom
climate and organizational culture, students behaviour adjustment to school, students motivation towards schools, students involvement in school activities and students personal effectiveness and they are presented in the form the abstracts in the present chapter.

3.2 Previous Studies

Pillai (1969) conducted "An Investigation into the Organizational and Administrative Factors which Affect the Achievement of Pupils in Secondary Schools".

It was found that factors affecting the achievement of pupils were of three types viz.

a. Teacher factors or instructional factors;

b. Social and educational factors or environmental factors and

c. Organizational and administrative factors or non-instructional factors.

Of all the three factors, environmental factors exerted the maximum influence on achievement. The components of instructional factors were: exercise and homework, periodical tests, evaluation of tests, issue of progress reports, holding extra classes and giving special attention to examination subjects. The components of environmental factors were: time taken to reach the school, educational status of parents, availability of tuition at home, interest taken in films, provision for noon-meals, attitude towards school,
attendance at school and average monthly income of parents. The organizational factors constituted laboratory facilities, provision for audio-visual aids, library facilities, parental co-operation, keeping cumulative records, awarding prizes and medals for academic distribution, nature of punishments, facilities for sports and games, literacy and other school associations, size of the class section, classroom accommodation, facilities provided for correction work by teachers, the number of qualified staff in the school, frequency of transfer of teachers and promotion criteria in the lower standards.

Pillai (1974) in her study on "Organizational Climate, Teacher Morale and School Quality" found that:

a. Performance of pupils was significantly better in open and autonomous climate schools than in schools of other climate types;

b. Performance of pupils in high morale school was superior to that of the average morale schools which in turn was better than the low morale schools;

c. The ability of the school to introduce innovation in educational practices was higher in high morale schools than the average or low morale schools;

d. Higher the faculty morale, quicker and better was the introducing of newer practices in schools;
e. Both climate and morale were positively and significantly related to both criteria namely pupil performance and innovative ability of the schools;

f. Esprit, thrust disengagement and hindrance were found to significantly influence the level of performance of pupils in schools;

g. Curricular issues, school facilities and services, community pressures, teacher status and teacher load were found to contribute to pupils performance in schools;

h. The innovative ability of the school was significantly related to the three climates, namely esprit, thrust and disengagement;

i. The four morale dimensions namely school facilities issues, teacher salary and community pressures were found to influence the innovative ability of the schools and

j. There was a high correlation between climate and morale.

Rao (1976) in his investigation designed to study "The Relationship of a Few Selected Variables Relating to Schools, Teachers and Pupils to the Academic Achievement." He found that:

1. The teaching condition, a factor isolated through factor analysis, had a high predictive value. It was the result of the coalescence of the teacher, the pupil and the school. It appeared to be a unique environmental factor influencing the performance of the school.
2. Open climate was an important factor for improving school quality. This type of climate could be obtained if all the teachers worked together with minimum hindrance to the work of a teacher, with the head not keeping aloof and having no tendency for production emphasis to a great extent;

3. Pupils from different socio-economic status levels benefited differentially from the available facilities of the school.

Amarnath (1980) conducted a study on "Comparative Study of the Organizational Climate of Government and Privately Managed Higher Secondary Schools in Jullundur District".

The major findings of the study were:

i. The government and privately managed schools, as a group, did not differ significantly in their organizational climate, but differed from school to school and no two schools had similar organizational climate, which was attributed to the differences in the personality traits of the principals and teachers.

ii. The principals of the both types of schools did not differ in their behaviour as leaders.
i. The teachers, too, did not differ significantly in their behaviour, as a group, except in the variables of disengagement, esprit, aloofness and thrust.

ii. There was no difference in the dominance of principal's behaviour and teacher's behaviour accounting for variations in the organizational climate of the schools.

iii. There was no significant difference between the relationship of organizational climate with job satisfaction of principals as well as of the teachers of both the types of schools.

iv. The organizational climate of a school did not affect the job satisfaction of the teachers.

v. There was no positive relationship between the organizational climate and the academic achievement of the students.

Khera (1980) studied "Organizational Climate and Educational Environment of Sainik Schools".

i. The major findings included that the schools which had a high educational environment also exhibited better results in the Higher Secondary Examination.

ii. There were wide variations in the educational environment and organizational climate of different Sainik Schools.
iii. Result on the organizational climate of all the schools revealed that the intensity of these variables differed significantly form school to school.

Ekambaram (1980) conducted "An Experiment in Creating an Effective School Climate".

The major findings of the experimental study were:

1. As a result of teacher behaviour training and regular feedback the teachers changed their behaviour in experimental group.
2. There was increase in the use of categories 8 and 9 of FIAC which led to increase in pupils' talk in the experimental group.
3. The increase in pupils' academic motivation level was significant at 0.01 level in the experimental groups.
4. The classroom climate components such as authenticity, legitimacy and productivity and total classroom climate showed significant mean gain with respect to experimental groups.
5. The increase was more in experimental group I than in experimental groups II, which was the result of regular feedback given to them during the experimental period.

Sharma (1982) conducted a study on "Management of Education System with Reference to Decision Making and Organizational Health". He selected three educational systems, namely, Technological University,
Technically oriented university and Indian Institute of Technology for his study.

The study revealed.

i. Relationship between organizational health and existing decisional participation of faculty members was significant.

ii. There was no significant relationship between organizational health and expected decisional participation.

iii. Factor Analysis revealed that all the ten dimensions of Organizational Health Questionnaire were related with one another. Only one dominant factor was found out, which was named as Organizational Effectiveness.

Docter (1984) studied "The Class-room Climate and the Psyche of Pupils and their Achievement".

Major findings were:

i. Each classroom had its own individuality. A classroom with high classroom climate had high pupil's psyche.

ii. Classroom climate had consistency with academic achievement

iii. Achievement was closely linked with classroom trust and expectancy.

iv. Classroom climate and pupils psyche correlated with independency and dependency.
v. Academic achievement was dependent on teachers' and pupils' behaviour, pupils' psyche and classroom climate.

vi. From the climatograph, it was found that in independency, academic motivation, legitimacy, etc, the scores of most of the schools were less than scores on other variables taken in the study.

Kumari (1984), studied the "Classroom Climate, Pupils Psyche and Teacher Behaviour in Innovative Classroom of Some Schools in the State of Karnataka". She used Classroom Climate Scale of Thelen, Classroom Trust Schedule of Marie, Preadolescent Initiative Questionnaire of Pareek, Sociometric Scale of Pareek, Junior Index of Motivation and Classroom Interaction Observation Schedule of Sunderlakshmi.

The study revealed-

i. The classroom trust and pupil motivation were found to be high in low innovative classrooms and low in high innovative classrooms.

ii. The high innovative classroom had more positive choice and the low innovative classroom had low group acceptability and cohesiveness.

iii. The traditional behaviour in high innovative classrooms varied with positive signs.

iv. Similarly, negative signs were marked in traditional behaviour in low innovative schools.
v. Traditional behaviour has positive, significant relationship with pupils' behaviour in the case of all the categories of schools.

Veeraraghawan (1985) undertook "A Comparative Study of Organizational Climate Leadership Adaptability and Traditional Effectiveness in High, Average and Low Performance Schools". He found that:

i. The organizational climate dimensions varied significantly amongst high, average and low performance schools.

ii. The high performance schools as compared to average and low performance schools showed relatively more open climate, with groups being open and principal control being less as compared to low performance schools.

iii. There appeared a significant variation amongst schools in regard to correlations between the dimensions of teacher effectiveness and the dimensions of organizational climate.

iv. The better the organizational climate the higher was the adjustment of students in to all areas of life, viz., home, health, social, emotional and educational areas.

Mckenzie (1986) studied "The Characteristics of School Climate as Determinants of Effective Schools".

The primary purpose of this study was to examine the relationship between the organizational climate of public schools and their effectiveness.
The findings extend the review of the literature on effective schools and organizational climate which revealed clusters of variables present in effective schools. The application of discriminate analysis established an ordered list of variables for determining school effectiveness. Climate was determined to be an intervening variable that led to increased student achievement.

Reeves (1986) studied "The School Effectiveness Status as a Situational Factor for Successor Principals in Managing School Climate".

Data were gathered using a survey instrument. A random sample of 54 principals and 300 teachers in western Kentucky were surveyed. The relationships among the ranking of principals and teachers were explored for each category of school effectiveness using Kendall's co-efficient of concordance (W) and Friedman's two-way analysis of variance by ranks. Principals' demonstrated significant agreement on only one of the categories investigated. In moderately effective schools principals agreed at 0.05 level of significance that order and structure was the most important component to address. Teachers agreed on the relative importance and order to address the components in all categories of effectiveness at 0.01 level of significance. Teachers viewed academic emphasis as the most important culture component in all categories except for the order to address the components in moderately and less effective schools. In those situations teachers ranked, order and structure as most important. Mission and vision were considered to
be least important by both teachers and principals in 10 of 12 situations analyzed.

Rawat (1987) conducted "A Study of Absenteeism in Junior High School Students in Relation to School Climate, Social Development, Socio-Economic Status and Academic Achievement".

The objectives of the study were: (i) To find out the relationship of absenteeism with social climate (SC), Social development (SD), Socio-economic status (SES), and academic achievement (ACH), and (ii) To study the relationship of absenteeism (AT) with SC, SD, SES and ACH in terms of dimensions, sub-dimensions, and indices.

Using the incidental sampling, 867 students (347 males and 520 females) of ten junior high schools were selected as a sample. In this sample 433 students were absentees and 434 regulars. The tools used were, School Climate Scale by M.P. Uniyal and A.R Bisht, Social Development Scale developed by A. R. Bisht and the investigator, and Socio-Economic Scale by M. P. Dniyal and A. R. Bisht. The academic achievement was measured by total marks of students in school examinations. The students whose attendance percentage was below the median of students' attendance percentage were treated as (total) absentees and those whose attendance was above the median were treated as regulars. The data were analyzed by mean, SD, and t-test.
The major findings of the study were: (1) The regular students perceived SC and its dimensions more satisfactorily than absentees. (2) Significant differences appeared in absentees and regulars in SD, SES, and achievement. The regular students of age groups 10-12 and 12-14, male and female, and classes VI to VIII were higher in their mean scores on SC and its dimensions, than the absentees of age-groups 10-12 and 12-14, male and female and classes VI to VIII respectively. (3) The regular students of age-group 10-12 and 12-14 male and female classes VI to VIII were higher in social development, its dimensions, and indices, then their absentee counterparts. But the absentees and regular of class VIII were similar on SD. By age, sex, and class. Very rare differences appeared between absentees and regulars in their socio-economic status and achievement. (4) The absentees of age group 10-12 and 12-14 years were slightly different on socio-economic status but not different on SC, SD and achievement. The male and female absentees were different on achievement and slightly different on socio-economic status, but similar on SD. The absentee males perceived better cooperative orientation than females, where as the absentee female had better perception in liberal orientation than males. (5) The absentee of class VIII perceived SC better than absentee of class VI and VII. The absentees of class VI and VII did not differ on SC except in order orientation dimension of SC. The class wise absentees were not different on SD and socio-economic status. (6) The absentees of class VI were different on achievement from absentees of class VII and VIII. (7) The absentees of class VII and VIII were not different in
achievement. (8) The regulars of age group 10-12 and 12-14 years were not different on SC, SD and its dimensions but slightly different on socio-economic status and significantly different on achievement. The male and female regulars were different on achievement and socio-economic status, but similar on SC and SD. (9) The regulars of class VI, VII, and VIII were not different on SD. But slightly different on socio-economic status and significantly different from each other in achievement. Regarding the SC the regular of classes VI, VII, and VIII were different but the regulars classes VI and VII were not different on SC except one or two sub-dimensions.


The corpus of data consists of 1,158 pages of field notes, 11 audio cassettes, 4 video cassettes, 375 pages of educational documents, 35 interviews, 128 pages of children's work and 100 photographs. Data analysis consisted of type/case analysis in search of recurrent patterns in how social and cognitive curriculum was manifested for students. Aggregate basic skill and academic achievement data were analyzed across extant areas for individual students according to reading group placement. Overall findings revealed a fragmented and narrow curriculum oriented to test skills deliberate academic tracking across two classrooms, divergent academic expectations and opportunities across two classrooms, academic failure among
compensatory education students and others and a highly controlled
behaviour environment throughout the school.

Patel (1987) studied "The Dimensions of Classroom Environment".

He concluded that;

i) Open classrooms were maximum in South Gujarat and closed
classroom were maximum in North Gujarat. The proportion of
intermediate climate classrooms was almost the same in all regions.

ii) The classrooms Environment scores of pupils differed significantly on
sex of the pupils and their parental education. But there was no
significant difference between Classroom Environment scores and
parental occupation.

iii) There was a significant difference between the achievement of pupils
belonging to three categories and the mean classroom environment
scores.

Veeraraghavan, V. (1989) conducted a study on "School Achievement,
Student Motivation and Teacher Effectiveness in Different Types of Schools".

The objective of the study was: to study school achievement as related
to type of schools, students' achievement-motivation and teacher
effectiveness.
Four types of schools were taken as a sample, viz., public school, missionary schools, government-run schools, and government-run rural schools. The tools used were the achievement motivation scales by Rao, and the teacher effectiveness scale by Arora. A rank-order correlation was used to treat the data.

The major findings of the study were: (1) School achievement varied significantly in terms of the four types of schools with public and missionary schools having the highest achievement and government schools schooling the lowest achievement. (2) Students' motivation had no relationship with school achievement. (3) Teacher effectiveness was positively correlated with school achievement.

Chrispeels (1990) undertook "A Study of Factors Contributing to Achieving and Sustaining School Effectiveness in Elementary Schools".

An effective school is one in which there are overall high levels of achievement sustained over time and in which students for the lower socio-economic (SES) subgroups are performing at levels comparable to higher SES groups. Through a case study methodology, the author analyzed the degree of effectives in eight elementary schools and factors that contributed to attaining this level of effectiveness.

Over five years period data were collected at each school through interviews, effective school surveys, CAP test results, and other school records.
The effectiveness of each school was determined by applying three criteria that evaluated the overall level of achievement as well as gains for the lowest SES group. The qualitative data were analyzed using an interactive model of school improvement that encompassed four essential components: (a) school culture and climate, (b) curriculum and instructional practices, (c) organizational structure and procedures (d) leadership by district, principal and staff.

From the cross-case analysis as well as four in-depth case studies, the following conclusions were drawn. First, the school that achieved the highest degree of effectiveness implemented changes in all components; no single element accounted for high levels of achievement. Second, schools that continued to improve had early gains, which raised staff expectation for students' success and efforts. The staff in the schools that made no gains in the five-year period tended to blame parents for the lack of achievement gains. Third, organizational structures such as grade level teams, curriculum committees, and ad hoc task force that enabled the staff to work together were essential to increased achievement. Fourth, in the more effective schools, the organizational structures provided more opportunities for shared leadership and resulted in a clear articulation of a shared mission by staff members. Fifth, the schools that achieved increased effectiveness did so within existing budgets. Sixth, external events such as growth in student population changing demographics, or changes of principal showed improvement efforts. Seventh,
district leadership in terms of goal focus, curriculum alignment, well planned staff development, and test data analysis and achievement targets helped to support site based efforts.

Podgurski (1990) studied "School Effectiveness as it Relates to Group Consensus and Organizational Health of Elementary Schools".

When isolated characteristic of schools are studied by researchers or used by administrators to initiate strategies for organizational change, the results are often inconsistent from setting to setting. What works in one setting doesn't necessarily work in another setting. The complexity of schools calls for the auditing of broad patterns of school processes and the careful documenting of contexts. The application of the concept of climate to the assessment of schools provides a holistic framework appropriate to the subject. Hoy and Feldman (1987) extended the concept of climate by describing to feel tone or culture of a school based on a model of organizational health. Organizational health is a multi-level and multi-dimensional conceptual approach that produces a rich or thick description of a school. This dissertation extends the work of Hoy and Feldman by identifying organizational health dimensions that describe the interaction of elementary teachers, principals, student, and the larger organization and community. The use of factor analyses, reliability analyses, and confirmation across, two independent samples led to the development of an instrument describing six dimensions differentiating internal from external health leading to the
description of four school prototypes. In addition, a relationship between school health and teachers' subjective appraisal of school effectiveness was established with the health dimension of school morale related to perceived effectiveness. Hypothesized relationship between school health and student achievement, and agreement by teachers on education goals were not confirmed. It was concluded that self selection tended to bias the sample toward the highest achieving and effective schools.

Smith (1990) studied "The Relationship between School Effectiveness and Elementary Student Achievement in South West Missouri in Reading and Mathematics".

The objectives of this study were: (1) To determine if there was a statistically significant relationship between school effectiveness and school achievement. (2) To determine if there was a statistically significant relationship between students in schools which are classified as High, Moderate, low effective schools based on ratings by teachers in those schools on the school effectiveness scale and the total school effectiveness scale scores. (3) To determine if there was statistically significant different in achievement between students in schools which are classified as High, Moderate, Low effective school based on rating by teachers in those schools on the school effectiveness scale.
A correlation design was used. The sample for the study consisted of teachers and principals from elementary schools located in Southwest Missouri. Twenty six different schools were involved in the study representing responses for 250 different teachers.

The following statements summarize the findings of the study: (1) There was a statistical significant relationship between school effectiveness and school achievement. (2) There was a statistical significant relationship between scores on the sub-tests of the school effectiveness scale and the total school effectiveness scale score. (3) There was a statistical significant difference in achievement between students in schools which are classified as high, moderate and low effective schools based on ratings by teachers in those schools on the school effectiveness scale.

Negeat (1991) studied "The Relationship of Substitutes for Leadership and Effective School Characteristics".

The main purpose of this study was to determine and compare perceptions of elementary, middle, and high school teachers in the Valley Central School District, Montgomery, New York, concerning the existence of the seven effective school characteristics and the 13 dimensions of the substitutes for leadership. The study also attempted to determine whether significant relationships existed between the demographic characteristics of the combined teacher groups and their perceptions of the existing effective school characteristics and existing substitutes for leadership.
Hashen (1992) studied the "Factors that Influence School Effectiveness in Primary Schools in Sanan – A Republic of Yemen".

The fundamental role of education in the development of nations has led many countries to allocate a significant fraction of their scarce resources to improving their education systems. However, a major difficulty facing these countries is the lack of suitable models that might be used as a basis for their educational development efforts. The problems of educational effectiveness and efficiency tend to be country specific and the indiscriminate applications of models borrowed from industrialized countries may not best serve the interests of developing countries.

The Republic of Yemen is an example of a developing country where schools suffer from lack of effectiveness and efficiency in spite of sizeable investments. This study was undertaken to identify factors that may improve the educational effectiveness and efficacy in primary schools in the capital district of Sana’a Emphasis was placed on identifying characteristics such as teaching practices that might be more widely applied to improve the quality of education.

Survey research was conducted in primary schools in Sana’a. The sample consisted of all schools (40) where the sixth grade math teacher was teaching in the same school in two consecutive years. The survey consisted of teacher interviews, and classroom observations during math lessons. Data
were collected on classroom inputs (student characteristics and physical resources), teacher characteristics, and instructional practices. Students' achievement was measured by percent passing the math sub test National Primary Certificate Exam.

Analysis of the data did not show a significant relationship between teaching practices and student achievement. However, an important finding of this study is the relationship between specific teacher characteristics (Yemeni nationality and in-service training) and student achievement. Additionally, the data showed that most Yemeni teachers in the sample were:

The policy implications of these findings relate to: (1) recruitment and retention of more Yemeni university graduates to replace expatriate teachers' (2) provision of frequent in-service training relating to classroom management and organizational skills; and (3) re-examination of these findings within the context of the recent unification of North and South Yemeni.

Dennis (1994) conducted a study on "Faculty Integration in International Schools: An Application of the Organizational Health Inventory to the East Asia Regional council of Overseas Schools". The study found that the schools studied succeed in creating very healthily school environments: on the average the schools were one standard deviation above the U.S. norms in the measure of school health. The two factors most strongly influencing school health were resource support and academic emphasis. The two
dimensions most limiting to positive school health were institutional integrity and integrating structure. The investigation of the faculty sub groups revealed significance in three areas. The results of the Wilks Lambada test for variance indicated that host national teachers view the school environment more positively than do expatriate teachers (f-3.903, df 7/440, p <.000). The study concludes that the school environments of international schools contain a variety of factors which promote positive school health and that the faculty sub-groups in international schools view their schools differently.

Barnes (1994) conducted a study on "The Organizational Health of Middle Schools, Trust, and Decision Participation (Work Environment)". Six dimensions of organizational health in schools become evident after factor analysis. Those factors were identified as: teacher affiliation, collegial leadership, resource support, academic emphasis, institutional integrity and principal influence. The organizational health inventory - Rutgers Middle (OHI-RM) had high reliability and construct validity. The relationships between the various dimensions of middle school organizational health and faculty trust and between the various dimensions of middle school organizational health and faculty decision deprivation were investigated.

Middle school organizational health was found to be positively related to faculty trust in the principal and faculty trust in colleagues. Middle school organizational health was also found to be inversely related to faculty affirms
the suggested importance of principals as leaders in the development of organizational health.

Warner (1994) studied the "Educational Leadership Styles of Elementary School Principals and the Effect on School Climate and Pupil Achievement".

The main objectives of the study were:

i. to investigate leadership styles of elementary school principals.
ii. and the impact of situational leadership styles upon school climate and pupil achievement from two perspectives: the principals and the teachers.

The sample consists of 121 teachers and administrators in 10 elementary schools randomly chosen from the Department of Defense Dependent schools Directory. For the collecting of data the following tools were used.

i. The Educational Administrative Style Diagnosis Test modified (EASDT-M)
ii. The School Level Environment Questionnaire (SLEQ)
iii. Administration of the Comprehensive Test of Basic skills.

The major findings of the study were:

i. Four principals agree with the perceptions of the teachers in their school as to the principals leadership style and style synthesis.
ii. A significant difference exists in the way that teachers perceive leadership styles of principals in three of the schools.

iii. And no significant difference exists between leadership styles and effectiveness of the school.

iv. Teachers perceive that where a more or less appropriate style is used, there is a significant effect on six of the eight climate scale. Only when principals are viewed a collective group can significance be seen between their perspective of leadership styles and the effect upon climate.

Baughman (1995) conducted a study on "The Contributing Effect of Organizational Health to Organizational Climate in Explaining Public Secondary School Teacher Job Satisfaction (Work Atmosphere)".

The purpose of this study was to examine if organizational health provided a unique contribution to organizational climate in explaining secondary school teacher job satisfaction. Independent variables included organizational health and climate, age, gender, years of teaching experience, educational level, school expenditures per pupil, teacher salary level, socio-economic status and school size.

Results indicated only organizational climate and health were significant in accounting for variance in job satisfaction of secondary teachers ($R^2 = 59.7\%, p < .001$). Five factors of the work atmosphere were
significant in explaining teacher job satisfaction including three from climate engaged teacher, low frustrated teacher and supportive principal, and two health factors: morale and academic emphasis. The two health factors contributed 7.1% to the cumulative explained variance not explained by factors of climate alone. When controlling for each main independent variable, health ($r^2 = 18.8\%$) accounted for more of the variability in teacher job satisfaction than climate ($r^2 = 12.2\%$).

This study supports the potential powerful effect of the work atmosphere on teacher behaviour as well as the decision deprivation in the classroom and faculty decision deprivation in management decisions.

Watts (1997) conducted a study on "The Relationship of School Organizational Health and Teacher Commitment to Student Achievement in Selected West Virginia Elementary Schools". The purposes of the study were to determine whether relationships existed between school health and achievement, teacher commitment and achievement, and the combined variables of school health and teacher commitment and student achievement. A sample of 504 teachers in 29 identified schools in four countries of South Western West Virginia was chose. Each participant was provided a packet, which contained a cover letter, a sheet with five demographic questions, the Organizational Health Inventory for Elementary Schools (OHI-E), and the Organizational Commitment Questionnaire (OCQ). The return rate was 71%.
The data were analyzed using regressing analysis to determine if any significant relationship existed. The level of significance was set at $p<0.05$.

The following findings resulted.

The results of this study provided confirmation to the existing literature which suggests the importance of school climate or health on student achievement. The results did not confirm some literature and the hypothesis of the study pertaining to a significant and positive relationship between teacher commitment and achievement. The study concludes that the creation and maintenance of a healthy school climate, especially the presence of principal leadership that emphasizes both consideration and task initiation and an academic climate that creates a press for achievement were not significantly related in the study, further investigation is recommended. The study also found a strong relationship between SES and achievement in the identified schools.

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Brice (1998) conducted a study on: The Relationship Among School Climate, Teacher Job Satisfaction, and Selected Demographic Variables in Selected High Schools in South Mississippi*

The general purpose of this study was to determine the relationship between school climate and teacher job satisfaction. In addition, the selected
demographic variables of gender and race were examined for their predictive relationship with the criterion variables of school climate and teacher job satisfaction. The ultimate goal of this study was to provide educators with the information about the variables related to school climate.

The multiple linear regression technique was used to test for a significant relationship between the criterion variable of school climate and the predictor variables of teacher job satisfaction, gender, and race. The same technique was used to test for a significant independent relationship between school climate and teacher job satisfaction while controlling the remaining individual variables. In addition, this technique was used to test for a significant interaction between school climate on each of the remaining individual variables.

Farr (1998) undertook a study on "School Climate and Student Achievement during a School Improvement Effort".

The purpose of this study was to examine two aspects of the school improvement process. Student achievement and school climate perceptions of students and staff were studied over a two year period from 1994-1996. The study was designed to explore the relationship between school climate and student achievement as part of the school improvement process.

The site of this study was the Lexington Public Schools, in Lexington, Nebraska. This K-12, public school district, with a 40 percent minority
population was identified as a Nebraska agricultural community with a large beef packing plant.

A total of 375 (84%) of the Lexington Middle School and Morton Elementary students who attended Lexington Schools from 1994-1996 participated in the study.

Sixty six teachers who were continuously employed by the Lexington Public Schools from 1994-96 participated in the study from Morton Elementary and Lexington Middle School.

Analysis of the school climate survey data revealed the staff school climate total mean score decreased 5.0 percent, and the means of the other four subsections of the school climate survey — general school climate, expectations, curriculum and instruction, and discipline — decreased. The student school climate total mean score increased, and the means of the other four subsections of the school climate survey — general school climate, expectations, curriculum and instruction, and discipline — increased.

No significant difference was indicated between the 1994 and 1996 Normal Curve Equivalent (NCE) language means scores. The reading and mathematics NCE mean scores decreased significantly from 1994-1996.

A significant relationship was found between 1996 school climate perceptions in four areas — classroom expectation, curriculum and instruction,
discipline, and school climate total scores and 1996 student achievement reading, language, and mathematics. A negligible relationship was found between "general" 1996 school climate perceptions and 1996 student achievement in reading, language, or mathematics.

Johnson (1998) undertook a study on "The Relationship between Elementary School Teachers; Perceptions of School Climate, Student Achievement, Teacher Characteristics, and Community and School Context".

Teachers' perceptions of school climate in 59 elementary schools in a Southwestern U.S. city were assessed using the School Level Environment Questionnaire. Exploratory and confirmatory factor analyses led to the use of 35 of the original 56 items arranged in five of the original eight factors. Factor scores were calculated and used in further analyses.

Using structural equation modeling, a statistically significant, positive relationship was found between school mean teachers' perceptions of school climate and school mean student achievement. School climate was also found to be related to teachers' perceptions of how good schools were for students and to teacher job satisfaction. A second model, adding school mean teacher characteristics, did not improve the overall model, thought it resulted in a smaller, non significant relationship between school climate and student achievement. A third model, adding community and school context variables also was not a better model. It did, however, show such doing relationships
between community and school context and student achievement that other relationships in the model were overwhelmed.

Overall, schools with higher student achievement; more experienced, non seniority, female teachers; with fewer low income and Limited English prurient students; and in communities with higher family income and higher adult education levels had more positive school climates.

This study revealed the need for better measures of the effectiveness of schools, particularly regarding teacher characteristics and teacher effectiveness. It also pointed out that teachers' perceptions of school climate are important and should be part of school effectiveness assessment as well as focus for school faculty and administration improvement efforts.

Landis (1999) undertook a study on "Looking at the Effective Schools Characteristics and Performance Assessment in Pennsylvania Elementary Schools".

The effective schools line of research has been growing for over twenty years and been employed by schools across the nation as a framework for school improvement. Assessment of academic achievement has expanded during the past decade to include measures of students' ability to think critically and solve problems, in addition to mastery of basic skills. This study measures the impact of the effective schools characteristics on student
achievement based on testing data that includes a performance assessment component.

Two hundred nineteen elementary schools in the commonwealth of Pennsylvania participated in this study—92 rural, 45 urban, and 82 suburban. Student achievement data in reading and mathematics was obtained from the 1997 administration of the Pennsylvania System of School Assessment. The level of the seven characteristics of effective schools was measured by a School Effectiveness Questionnaire administered to each faculty. This tool measured teacher perception of: (1) clear focused mission, (2) high expectations for success, (3) instructional leadership, (4) frequent monitoring of student progress, (5) opportunity to learn and time on task, (6) safe orderly environment and (7) home-school relations.

The data were analyzed using: (a) univariate median test, check for sample bias, (b) forward selection, block entry multiple regression analysis and Chi square analysis, to measure the impact of the effective schools characteristics on student achievement in mathematics and reading, (c) Ancova, to control for the impact of socio-economic background of students and community type, and (d) simple correlation analysis, to determine a rank ordering of importance of the seven effective schools characteristics.

The key finding identified in this study was the significance of effective schools characteristic seven (ESC7), home/school relations, in predicting
student achievement in mathematics and reading. All of the seven effective schools characteristics were positively related to student achievement in mathematics and reading, at a statistically significant level, in the sample correlation analysis. However, the more sophisticated multiple regression analyses revealed that home/school relations was the only characteristic with a p level of less than .05, indicating statistical significance. Home/school relations remained statistically significant even after socio-economic background and community type were statistically controlled.

Heilman, (1999) undertook a study on "Classroom Climate Factors Related to Student Motivation and Effort".

The combined impact of reform efforts, content coverage, the importance of grades, honour roles, and non-school interests of students pressure teachers to replace strategies that motivate students with strategies that promote efficiency and competition. How teachers emphasize learning or competitive goals and regulate the purpose of the class in response to the multitude of influences determines classroom climate. Strategies that motivate students to invest in learning are based on quality student teacher relationships, on tasks that are valued by students, and shared student teacher control over learning tasks.

A researcher developed survey instrument was used to collect data from a random cluster sample of 412 students in eighteen classrooms to
determine the relationship between student effort and self-perceptions of ability to theories of motivation. Scales included in the survey instrument included teacher support, teacher control, organization and rules, and task orientation (socialization theory); task value and self-perceptions of ability (expectancy theory); mastery-orientation and performance-orientation (goal theory); mastery evaluation) self-regulation) and performance evaluation (traditional grading) (behaviourism).

Independent samples t-tests indicated that mastery-orientated experiences of students are related to higher levels of self-perceptions of ability, effort, teacher support, tasks value, organization and rules, and promotion of self-regulation than performance-oriented class experiences (p < .05).

Lybeck (1999) undertook a study on "The Development of a Self-Renewing School Culture: Principal Leadership for Change and Stability in Three Case Studies".

The purpose of the study was to investigate the role of the building principal in maintaining the stability of the school organization as the educational change process was occurring, particularly as the change process related to mandated educational reform efforts in Washington State.

Data were collected across three elementary school sites through semi-structured interviews with the principals, observations of the principals in the
daily aspects of their jobs, and review of relevant documents. The analyses of the data were guided by the work of Bolman and Deal (1984, 1991) related to the use of leadership frames. These leadership frames are characterized by different leadership actions that relate to the different schools of organizational thought. The frames are human resource, symbolic, structural, and political and represent the four major organizational schools of thought.

Findings of the study on principal leadership actions for change and stability indicated extensive use of the human resource leadership frame and, to a lesser degree, the symbolic leadership frame on the part of the principals. Further, the human resource and symbolic leadership frame actions on the part of the principals had the result of creating a self renewing school culture (Schein, 1985) which had a stabilizing effect on the school organization and allowed change projects to prosper. Overall conclusions of the study were: (1) In regard to the principal role in the change process as it related to change/organizational stability, the principal needed to develop a self-renewing school culture (Schein, 1985) in order for change to be a continual part of the school improvement process. (2) The leadership frames and their corresponding actions were utilized by the principals to transmit and embed the school culture for change. (3) Principals with strong curriculum and instruction backgrounds will likely experience success in educational reform efforts in the state of Washington that are focused around issues of curriculum and instruction.
Mucherah (1999) undertook a study on "Dimensions of Classroom Climate in Social Studies Classrooms where Technology is Available".

This study examined dimensions of classroom climate in social studies classrooms using technology as measured by the Classroom Climate Questionnaire (CCQ), classroom observations, and teacher interviews. The questionnaire was administered to 306 students in 3 public urban middle schools, in 15 classrooms. Five statistical analyses (descriptives, zero order correlations, analysis of variance, multivariate analysis of variance, and factor analysis) were conducted. Exploratory factor analysis conducted on the student data revealed six classroom climate dimensions: Teacher Support and Structure, Rule Clarity and Teacher Control, Involvement in Teacher Structured Activities, Innovation, Involvement with Computers, and Competition with Computers. Analyses of variance permitted subscales based on these dimensions to be examined by school or class, and gender. There were significant differences between schools in the subscale mean scores of Involvement in Teacher Structured Activities, Innovation, and Involvement with Computers. Significant class differences were found in the subscale mean scores of Involvement in Teacher Structured Activities, and Rule Clarity and Teacher Control. There were also significant gender differences in the subscale mean scores of Involvement with Computers, and Competition with Computers, with boys scoring higher on both subscales.
The qualitative data from classroom observation and teacher interviews provided interpretive information regarding students' responses on the questionnaire and also helped to explain the observed patterns and differences in the subscale mean scores between and within the three schools. Implications of the study findings and future research are discussed.

Anderson (2003) studied "The Principal's Role in Changing School Culture".

The study describes efforts to implement an effective student portfolio assessment programme in an urban middle school and identifies, describes, and analyzes the strategies used by the principal to influence and support the faculty's implementation of the programme. Strategies used by leaders of change provided the framework of the study. Authentic assessment of students as an educational reform was the catalyst for intervention. The study focused on two areas: student portfolio assessment and leadership strategies.

The study design included both action research and ethnographic research case study. The action research documented how the problem of implementing an effective student portfolio assessment programme was identified, understood, and solved by the practitioners. The ethnographic research was a case study of the culture of the school and the strategies used by the principal to influence and support the implementation of the
programme. Data collection consisted of questionnaires, surveys, notes, interviews, observations, and document reviews.

In surveys completed by parents, teachers, and students, at least 75% of all respondents agreed that portfolios accurately assess growth, learning, progress, and achievement. In the teacher survey, 87% of the teachers agreed that portfolios provided information about whether or not their teaching goals had been achieved and 91% agreed that portfolios helped them make decisions about subsequent teaching techniques. The teachers further reported that 100% of the eighth-grade students had completed and presented their portfolios and 85% of the sixth- and seventh-grade students had started their portfolios.

The teachers identified the following characteristics as the strategies used by the principal to influence them to implement portfolios: providing information, leading by example, encouraging risk taking, and empowering teachers. The teachers also identified the following characteristics as the strategies that supported them in the implementation of portfolios: listening, giving recognition, having high expectations, and providing resources.

The results of the study indicate that an effective student portfolio assessment programme was implemented and that eight strategies used by the principal emerged as the main factors of influencing and supporting teachers in the implementation of student portfolios.
Thayer (2001) conducted a study on “Students’ Experience Being in School: Student Responses to Factors Associated with Motivation to Achieve”.

While there is a breadth of research on student academic motivation, there is a dearth of reporting on behaviours by students who may be highly motivated, but not to achieve the academic standards established by researchers and educators. There is a similar lack of reporting on the choices students make about their own learning. This study explored the students’ thoughts regarding six areas that they identified as influential in their choices about participating in schooling. These areas are belonging, autonomy, feedback, goals, teacher caring, and student strategizing.

The data indicated that students are decidedly strategic in their decision making about participation in school-related expectations, in their valuing of those expectations, and in the development of behaviours to negotiate the expectations presented by the school, including academic, social, and intrapersonal.

Children (N = 141) from grades three through twelve in a relatively wealthy and academically successful district identified choices they made regarding their school learning, based on their perceptions of what was needed to negotiate their experience being in school. In the sample, all students had long-range goals of going to college. Results indicated that as these students increased in grade level, they experienced less autonomy, less
teacher caring and less of a sense of belonging. Most significant was the experience of grade twelve males in the area of belonging. This group reported a marked lack of an experience of belonging in their schools. Feedback was more frequently used by students to identify their lack of competence in an area, rather than ways to improve. Common to all students was the identification of student strategizing as a way to negotiate experience being in school. Student strategizing describes choices students make after evaluating, comparing, contrasting, adjusting responses, managing time, estimating likelihood of success, and determining the worth of succeeding. These responses indicate that students, beginning early in their school experience, demonstrate strategic decision making. This suggests a level of motivation to attend to experiences that support students' perceptions of what is important for them.

Joseph (2000) studied "The Relationship between Teacher Perceptions of High School Climate and Selected Characteristics of Effective Schools as Defined by the state of Oklahoma".

The purpose of this study was to determine if a definable relationship existed between teacher perceptions of high school climate and selected characteristics of effective schools as defined by the State of Oklahoma.

This study was designed in such a way that research questions served as research hypotheses to be tested utilizing the Pearson r test to establish a
correlation coefficient between teacher perceptions of school climate and the primary State of Oklahoma characteristics of effective schools which were standardized test scores, graduation rates, and dropout rates.

It was concluded from the results of this study that teachers' perceptions of a school's climate might not have been a factor in certain correlations of effective schools. This study yielded no significant relationships on 51 of the 54 correlations.

Demery (2000) undertook the study on "The Relationship between Teachers' Perceptions of School Climate, Racial Composition, Socio-economic Status, and Student Achievement in Reading and Mathematics".

The purpose of this study was to examine the relationship between teacher's perceptions of school climate and student achievement. In addition to school climate racial composition and socio-economic status were included as predictors of the student achievement. Data for the school climate variable were taken from school climate questionnaires completed by 646 teachers in 20 elementary and 10 middle schools in the second largest school district in North Carolina. The questionnaire measured three separate dimensions of school climate: academic emphasis, school discipline, and state policy influence. Correlational analysis revealed significant correlations between: academic emphasis and mathematics achievement ($r = -.39, p < .05$); state policy influence and reading achievement ($r = .35, p < .05$) and mathematics
achievement (r = .36, p < .05); racial composition and reading achievement (r = .38, r = -.35, p < .05), socio-economic status and reading achievement (r = -.54, p < .01) and mathematics achievement (r = -.44, p < .01); academic emphasis and racial composition (r = .36, r = -.37, p < .05); school discipline and racial composition (r = -.39, r = -.40, p < .05); and between racial composition and socio-economic status (r = -.75, r = .72, p < .0001). Achievement and academic emphasis were higher in schools that had higher concentrations of Whites in the student body and lower in schools that had higher concentrations of Blacks in the student body. These findings suggest a need for more causal studies to show that school climate actually causes achievement to increase and more qualitative studies are needed to understand why teachers' perceptions of school climate varies school racial composition and socio-economic status.

Benda, et.al. (2000) studied "The Effect of Leadership Styles on the Disciplinary Climate and Culture of Elementary Schools".

The elementary school represents the entry into the public school system for school age students. As students enter the elementary setting, they are exposed to an organized set of regulations and procedures that will see them through the first six years of their formal education.

School climate and culture, discipline, and leadership represent variables of great influence upon the potential success or failure that students
may encounter during their educational experiences. This study sought to examine the effects of leadership upon the disciplinary climate and culture in elementary schools through correlation analysis of faculty and leader perceptions. Specifically, this study focused on the relationship between leadership style and the disciplinary climate and culture of an elementary building as measured by the Organizational Climate Description Questionnaire (OCDQ) and the Leader Behaviour Analysis II (LBA II).

The research population was comprised of faculty and professional staff from 30 rural, suburban, and urban/inner-city elementary schools selected at random from Northeastern Pennsylvania. The sample included regular education teaching faculty, as well as teachers of special subject areas including Music, Art, Physical Education, Library, Learning Support, Gifted Education, Reading and Speech Specialization, Guidance, and School Nursing. Further, the study included the 30 administrators delegated to the daily operation of these schools representing 19 public school districts. The schools included in this study were highly representative of the schools in this region in that they were located in three distinct geographic areas rural, suburban, urban/inner-city serving students from all socio-economic background.

The professional faculties of the 30 elementary schools completed the Organizational Climate Description Questionnaire (OCDQ) by Halpin and Croft. Additionally, the principals of the same 30 schools completed the Leader Behaviour Analysis II (LBA II) by Kenneth Blachard and his associates. The
Primary findings support a direct relationship between a school's disciplinary climate and culture and most pointedly, the flexibility of its leadership.

Cuerbo (2001) made "An Exploratory Study of a Student Achievement, Classroom Environment and School Environment within the Context of an Alternate –day Block Scheduled Suburban High School".

The concept of block scheduling has expanded rapidly in high schools across the United States over the past decade. However, the research on block scheduling is limited. The purpose of this study is to describe the possible association between block scheduling and student achievement, the classroom environment and the school environment. Three research questions were designed to address these issues.

The first research question quantitatively examined how student grades changed since the adoption of an alternate–day block schedule at this high school with respect to student Grade Point Average. Mean G.P.A scores were calculated to determine changes over a three year period. There was an

grand mean scores of the eight sub-tests of the Organizational Climate Description Questionnaire (OCDQ) for the 30 schools and the Effectiveness and Flexibility scores from the Leader Behaviour Analysis II (LBA II) were subjected to a multiple regression analysis.
increase of .07 in mean G.P.A. scores, which was statistically significant at a p < .001 level.

The second research question quantitatively examined students' perceptions of classroom environment in a school in which block scheduling has been implemented. Senior class students responded to perceptions of classroom environments through the Learning Environment Inventory. The students perceived three of the fifteen variables positively evident within their classroom environments: diversity, cohesiveness and satisfaction.

The third research question quantitatively examined teachers' and administrators' perceptions of school environment in a school in which block scheduling has been implemented. Staff members responded to their perceptions of the school environment through the School Level Environment Questionnaire. The staff perceived seven of the eight variables as positively evident within their school environment: affiliation, professional interest, achievement orientation, formalization, innovativeness, resource adequacy and work pressure.

The evidence on G.P.A. scores suggests that student achievement improved over the three year. The findings from this study are consistent with the literature on student satisfaction with the block schedule. The findings are also consistent with the literature on staff satisfaction with the block schedule.
This study provides information which may be useful to districts considering a move toward a block schedule. However, there are limitations to this study. This study did not have a pre post test design and was limited to a selected population. Teacher ability, subjectivity in grading and conditions within the instruments used also posed limitations to this study.

Sullivan (2000) conducted a study on “Expanding the Concept of Effective Schools: Measuring the Instructional Environment for Learning”.

School effectiveness has been difficult to conceptualize because it is a complicated construct. It is multifaceted; it consists of many variables. In schools, the measures used most often to decide effectiveness are standardized tests of student achievement because mastery of basic skills is an important component of effective schools. Although beneficial, these measures alone cannot give a complete picture of the educational process. Students have a large stake in what happens to them at school, and students’ perceptions of and their reactions to their school learning experiences are significant. Students are at a good vantage point to make judgements about classrooms because they encounter learning environments directly and have enough time in a class to form accurate impressions.

In this study, the concept of school effectiveness was investigated and expanded upon by measuring classroom instructional environment. The study also examined the importance of classroom environment, the influence of
classroom environment on student outcomes, and the potential of environmental assessments in guiding educational improvement and school accreditation issues. The study was conducted to ascertain if there was significant influence of the classroom instructional environment on a school's Kentucky Instructional Results Information System (KIRIS) assessments. Elementary school students' perceptions of the classroom instructional environment were recorded on the School Leadership and Diversity Audit. The School Leadership and Diversity Audit produced information for seven variables: Supportive Learning Environment, mathematics Instructional Techniques, Language Arts Instructional Techniques, Social Studies Instructional Techniques, Science Instructional Techniques, Computer Use in Instruction, and Parent Involvement.

Data from the students' responses and the KIRIS assessment results were used in testing both hypotheses which dealt with the influence of the instructional environment factor scores on the KIRIS assessment results and the individual question scores on a school's KIRIS scores.

The data indicated that there was no significant influence of the instructional environment factor scores on a school's KIRIS assessments. The data also indicated that no variable by itself was significant. However, when three variables were combined, they indicated a strong correlation when compared with the KIRIS results.
Patterson (2001) studied "Students' Perceptions of Classroom Climate in Tennessee Public High Schools".

School effects research and school climate research reveal that school environment affects academic achievement. An important aspect of the school environment is classroom climate, which has been found to influence achievement, attitude, behaviour, self-concept, and future aspirations. Students' perceptions have been found to be reliable indicators of classroom climate and predictors of both academic and attitudinal outcomes. There is research evidence that tracking, a widespread and controversial practice in American schools, influences classroom climate. Although some research literature shows for some students small benefits from tracking, most shows negative effects.

At the beginning of the 1994-95 school year, the state of Tennessee implemented in its high schools a new policy, a part of which addressed the tracking issue. While the policy called for tracking by ability to be minimized, it required all students to choose one of two paths, university or technical. To determine whether relationships existed between students' perceptions of classroom climate and their selected tracks, Edison J. Trickett and Rudolf H. Moos' Classroom Environment Scale was administered to 151 high school students. The survey instrument assessed student perceptions of nine subscales of classroom climate: Involvement, Affiliation, Teacher Support, Task
Orientation, Competition, Order and Organization, Rule Clarity, Teacher Control, and Innovation.

The study found that perceptions of classroom climate were not significantly influenced by Curriculum path, either technical or university, although they did appear to be influenced by teachers, schools, race, age, and grade. It was concluded that Tennessee's two-path curriculum appeared to be producing beneficial results evidenced in classroom climates that were perceived to be similarly supportive for both technical and university path students. It was also concluded that the possible influence by teachers, schools, race, age, and grade should be viewed with caution because of the limitations of the study. Further study of relationships between students' perceptions of their classroom experiences and their positions in technical path or university path is recommended. It is recommended that the study be conducted with a large number of schools, classrooms, teachers, and participants.

Eduardo (2001) studied "School Effectiveness: A Study of Elementary Public Schools in a Mexican City".

Little research has been conducted on the effectiveness of Mexican schools. This dissertation attempts to contribute to the study of the determinants of academic achievement among elementary public urban schools in the city of Puebla, Mexican. Some of the questions that this study
attempts to answer are the following: Are there any strong differences in average academic achievement among Mexican public urban elementary schools? How are these differences explained? Which are the main determinants of academic achievement? What is the relative weight of socio-economic versus school factors? Is the effect of average socio-economic status of the schools still significant once family background of the individual students has been controlled for? What are some of the implications of these findings, for a school-based educational reform?

The study has been developed within the theoretical context of the educational production functions and the school effectiveness literatures. A learning-in-schools model is fitted into an educational production function by means of a hierarchical linear model with two levels of aggregation, namely, the student and the classroom-school level. A "One Way ANOVA with Random Effects Model", a "Random Intercepts Model", and a "Means as Outcomes Model" are used in the path to build up the final integrated equation. As an integral part of the study a descriptive and a bivariate analysis are also included. The study uses as criteria for effectiveness test scores in math and Spanish.

Findings from the study are that urban public elementary education in Mexico is indeed of a very poor quality. Roughly, about seventy percent of all students and more than sixty percent of all schools have failing grades. Differences in average academic achievement among schools are very large.
Students are clustered in schools by their socio-economic status (SES) and by the size of the school. A path effect seems to be hidden, behind a multicollinearity problem, by which average SES of the school determines a series of school organizational characteristics, which in turn, determine the level of academic achievement. Important reallocations of resources, effort and attention in favour of small schools have to be implemented in order to improve the quality and equity of education.

Moore (2001) studied "The Relationship between Classroom Climate and Student Achievement".

The purpose of this study was to determine the relationship between sixth grade students' academic achievement levels in math and their perceptions of school climate. Student characteristics of socioeconomic status and gender were used to identify groups for the purpose of data analysis. Data was gathered using the five independent variables of the My Class Inventory (satisfaction, friction, competitiveness, difficulty, and cohesiveness) and the dependent variable of the Stanford Achievement Total Math scores. The results of the data collection were tested using a Pearson product moment analysis and a backward multiple regression analysis. A univariate analysis of variance was also used to compare the five independent variables of the My Class Inventory as well as to compare socioeconomic status and gender with the Stanford Achievement Total Math scores. The schools selected for this
study were from a city in Texas with a population of approximately 100,000. The sample consisted of 262 sixth grade mathematics students.

The findings of this study are as follows: (a) The Pearson product-moment correlation analysis revealed little, if any, correlation for any of the five subscale predictor variables; (b) the multiple regression analysis revealed that all five classroom climate indicators combined together could explain only 10.5% of the variance in mathematics achievement; (c) the univariate analysis of variance revealed that there is a significant relationship between the climate factors of friction and difficulty when compared to mathematics achievement; and (d) the univariate analysis of variance also revealed that mathematics achievement scores vary significantly as a function of economic category membership, but there appears to be no relationship to gender.

Bobbett (2002) conducted a study on "School Culture, Teacher Efficacy, and Decision-Making in Demonstrably Effective and Ineffective Schools".

The purpose of this study was fourfold. First, a conceptual model was developed to help understand teacher perceptions of the schools' professional culture, teachers' self-efficacy beliefs, participation in decision making and linkages to school effectiveness. Second, an original measure of teachers' self-efficacy beliefs about their own teaching effectiveness was developed and tested. Third, characteristics of the measures (quantitative and qualitative) were reported. Fourth differences in the mediating variables related to school
effectiveness were examined. A stratified sample made up of 1,057 total school faculty in 41 elementary schools representing the uppermost and lower most quartiles of poverty in a southern state was used. Complete and useable data were collected from 555 teachers in 34 schools. Three measures were used for quantitative analysis: the Revised School Culture Elements Questionnaire Short Form, the Teachers' Self-Efficacy Beliefs Scale-Short-Form, and the Teacher Decision-Making Scale. Case study research enhanced the study by providing additional data from twelve teachers in two schools. Data collection tools included the focus group protocol, contextual observation checklist, and existing school improvement plans.

Major findings of this study showed: (1) a statistically significant and strong positive relationship between teacher perceptions of the school's professional culture and school effectiveness, (2) that the strength of teachers' self-efficacy beliefs was linked to the schools' professional culture and to school effectiveness, (3) teacher participation in decision-making was not directly related to school effectiveness, but rather to dimensions of the school's professional culture, and (4) qualitative analyses enhanced for quantitative findings and helped provide meaningful explanations, supported the trust-worthiness of the study, and clarified the study findings.

The results in this study supported the theoretical framework used to understand the schools' professional culture, teachers' self-efficacy beliefs, and participation in decision making as part of each school's dynamic social
Collectively, the study variables represent complex process dimensions that can be used to understand how to create a school that demonstrates quality and effectiveness.

Olivier (2001) conducted a study on "Teacher Personal and School Culture Characteristics in Effective Schools: Toward a Model of a Professional Learning Community".

The purpose of this study was to explore personal and organizational factors within schools operating as professional learning communities and the relationships of these variables with intent to stay in teaching and organizational effectiveness. A conceptual framework, a Professional Learning Community Model, was developed to organize and conceptualize linkage among school culture, teacher self-efficacy, collective efficacy, human caring, intent to stay, and organizational effectiveness. Original measures were developed to assess teacher self-efficacy and collective efficacy and revisions/modifications of measures were used for school culture, human caring, and intent to stay. The study used a large sample and quantitative data analysis methods to examine relationships among the variables.

The study was conducted in elementary schools using anonymous self-report teacher surveys. Usable data were received from 1444 teachers in 95 elementary schools. Six measures were used for data collection: the Revised School Culture Elements Questionnaire, the Teacher Efficacy Beliefs Scales,
Self-Form and Collective Form, both developed specifically for the study, the Human Caring Inventory Teacher Form, modified specifically for this study, the Intent to Stay, modified specifically for this study, and the Index of Perceived Organizational Effectiveness.

Major findings of the study showed that: (1) the measures developed and modified for use in the study demonstrated reasonable psychometric qualities; (2) positive relationships were evident among and between the study variables of school culture, teacher efficacy beliefs, and human caring; (3) the human caring element of professional commitment was identified as the strongest predictor of teachers' intentions to remain in the teaching profession; (4) collective efficacy beliefs were identified as the strongest predictor of school organizational effectiveness; (5) organizational effectiveness was identified as the strongest predictor of effective school outcomes (exclusive of socio-economic status) as defined by Louisiana School Performance Scores; and (6) the Professional Learning Community Model developed for this study provided reasonable support for rather strong, positive relationships between the study variables within the model and empirical data to support existing discussions in the professional literature on learning communities.
Christopher (2001) conducted a study on "The Principal's Leadership Style and the School's Culture in Selected St. Paul Public Elementary Schools".

The main purpose for conducting this study was to determine the relationship between principal's leadership style and the school's culture by principals and teachers' ratings in Saint Paul Elementary Schools. This study also gathered demographic information about the principals, school performance, and student enrollment.

The sample population for the study consisted of 29 principals and 229 teachers who subsequently responded to two sets of instruments: the 1957 Leader Behaviour Description Questionnaire and the School Climate Survey. The principal's leadership style was measured by utilizing responses furnished by principals and teachers on the 1957 40-item Leader Behaviour Description Questionnaire. The study also required the respondents to answer the 38-item School Climate Survey.

Pearson Product Moment correlations were computed to determine the relationships between variables in this study. While the relationship between the principal's leadership style and the school's culture was not significant, this study revealed that the leadership of Saint Paul public elementary school principals shows a balance between consideration and initiating styles. Additionally, a significant correlation occurred between teachers' ratings of
school culture and the teachers' perception of initiating structure by their principals.

A corresponding positive and significant relationship was found between teachers' ratings of school culture and length of service to the school. Other significant correlations were those between the principal's length of service and years of experience; the number of students of colour and percentage of reduced price lunches; the percentage of students of colour and the percentage of free lunches; and between school enrollment and principal's ratings of school culture.

Furthermore, the study also found some significant negative relationships. These pertained to the percentage of reduced-price lunches and the principal's rating of school culture and the percentage of students on free lunches and the principal's school culture rating. Besides, there were negative and significant correlations among the following factors: the principal's length of site service and principal's consideration leadership style; the principal's initiating style and length of site service; the teachers' perception of the principal's initiating style and the principal's years of experience; and the teachers' ratings of the principal's consideration leadership style and the school's culture.
Beth (2001) studied "The Perceptions of Elementary Principals Regarding the Relationship between Leadership and School Culture".

Principals are being asked to lead schools to make major systemic changes. For these changes to be successful and long lasting, a principal needs to be aware of and work within the culture of the school. Does the leadership of the principal play any part in the culture of the school?

The purpose of this study was to explore, through the perception of the principals, the relationship between the principal's leadership behaviours and the culture of the school. A survey of a random sample of 250 elementary school principals from throughout the state of Missouri provided the data for the study.

The study was based on the Competing Values Framework provided by Robert Quinn and his associates. The four culture types that make up the dependent variables in the study are: Clan Culture, Adhocracy Culture, Hierarchy Culture, and Market Culture. Each of the Culture types creates a quadrant in the Competing Values Framework.

The Competing Values Framework sets up the independent variables. There are four main domains of leadership behaviour which fit into the quadrant and match up with a specific culture type. The leadership behaviour relating to People is in the Clan Culture quadrant. The leadership behaviour-Leading Change is in the Adhocracy Culture quadrant. The leadership
behaviour—Producing Results is in the Market Culture quadrant. The leadership
behaviour maintaining continuity is in the Hierarchy Culture quadrant.

The data derived from the perceptions of principals support the
association of the Leadership Behaviours and the specific culture type. The
results show that principals rated their highest association between the
Leadership Behaviours Relating to People and the Clan Culture.

The results of this study add to the existing research findings and are
consistent with the Competing Values Framework and other studies that have
been done using this theoretical model.

Pamela (2001) conducted a study on “The Relationship between School
Districts’ Planning Practices, Student Achievement and, the Implementation of
the Correlates of Effective Schools”.

The purpose of this study were threefold: (1) to gather and analyze
information on the perceptions of superintendents about the status of the
strategic planning process and its impact on the quality of planning practices
in school districts in the state of Washington; (2) to gather and analyze data
on student achievement on the fourth grade Washington Assessment of
Student Learning and the Iowa Test of Basic Skills at third grade, to determine
if a relationship exists between school districts’ planning practices and
increased student achievement; and (3) to gather and analyze data on the
implementation of the Correlates of Effective Schools to determine if a
relationship exists between school districts' planning practices and the presence of and the degree of use of the Correlates of Effective Schools.

Variables studied included: size of district; number of years in the planning process; implementation of the action and planning phases of strategic planning; level of stakeholder involvement in the planning process; overall use of the strategic planning process; quality of planning practices; quality of decision making practices; implementation of individual Correlates of Effective Schools; percentage of students at each level and percentage of students moving in all four levels on the Washington Assessment of Student Learning; and percentage of students in each percentile of the Iowa Test of Basic Skills.

The relationship between the presence of the factors that research indicates are evidence of a quality planning practice and student achievement on the Fourth grade WASL was investigated using the percentage of students mastering the essential academic learning requirements in reading and math and the percent of students at or above the 50th percentile on the third grade ITBS.

The relationship between the presence of the Effective Schools Correlates was compared with the presence of the characteristics of quality planning practices to determine if there existed a correlation between quality
district planning practices and the implementation of the characteristics of effective schools.

Edward (2001) conducted a study on "Examining School Effectiveness at the Fourth Grade: A Hierarchical Analysis of the Third International Mathematics and Science Study (TIMSS)".

This study explored school effectiveness in mathematics and science at the fourth grade using data from IEA's Third International Mathematics TIMSS at the fourth grade possessed sufficient between school variability in mathematics achievement to justify the creation of explanatory models of school effectiveness while 13 countries possessed sufficient between school variability in science achievement. Exploratory models were developed using variables drawn from student, teacher, and school questionnaires. The variables were chosen to represent the domains of student involvement, instructional methods, classroom organization, school climate, and school structure. Six explanatory models for each subject were analyzed using two level hierarchical linear modeling (III, M) and were compared to models using only school mean SES as an explanatory variable. The amount of variability in student achievement in mathematics attributable to differences between schools ranged from 16% in Cyprus to 56% in Latvia, while the amount of between school variance in science achievement ranged from 12% in Korea to 59% in Latvia. In general, about one quarter of the variability in mathematics and science achievement was found to lie between schools. The research
findings revealed that after adjusting for differences in student backgrounds across schools, the most effective schools in mathematics and science had students who reported seeing a positive relationship between hard work, belief in their own abilities, and achievement. In addition, more effective schools had students who reported less frequent use of computers and calculators in the classroom. These relationships were found to be stable across explanatory models, cultural contexts, and subject areas. This study has contributed a unique element to the literature by examining school effectiveness at the fourth grade across two subject areas and across 14 different countries. The results indicate that further exploration of the relationship between school effectiveness and student locus of control warrants serious consideration. Future research on school effectiveness is recommended, perhaps using trend and looking at different grade levels.

Mitchell-Lee (2002) conducted a study on "Teacher Perceptions of Factors Impacting on Student Achievement in Effective and Less Effective Urban Elementary Schools".

This study investigated teacher perceptions of factors impacting on student achievement in 18 effective and less effective elementary schools by surveying staff in randomly selected schools located in a large, urban district. Nine schools each were assigned to the effective or less effective groups based on a comparison of their average state assessment scores for a three year period. A total of 389 teacher, 196 assigned to effective schools and 193
assigned to less effective schools, participated in the study by completing an instrument adapted from the Survey of Philadelphia Teachers Spring 1997. The survey measured principal leadership, commitment, parent involvement, curriculum capacity, climate culture, and adequacy of resources. Principal components factor analyses were used to test the instrument for construct validity, with factors that emerged from the analyses used as subscales to address the research questions.

Colin (2001) conducted a study on "The Relationship between Culture and Climate and School Effectiveness".

Business and government leaders have long sought to develop rational systems to manage and control their organizations. Through the years, many diverse management systems and philosophies have been developed to address the social, political, and physical realities of these increasingly complex enterprises. Modern school leaders face many of the same challenges from our rapidly changing society, which has competing, and frequently hostile, elements to contend with. There has been a growing recognition that rational systems are often ill-equipped to deal with the irrational human aspects of organizations, and more attention has been directed toward the interpersonal aspects of organizational culture and climate and their relationship to organizational effectiveness.
School researchers have incorporated the concepts of culture and climate into their efforts to improve schools since the late 1950s. There has often been confusion concerning these two terms, however, related to what they actually mean and how they should be applied to provide the best possible education for children. This research study is an attempt to clarify these two concepts and to provide a unified theory for their application in schools.

This thesis reviews a five-year longitudinal study conducted at two middle schools in western Colorado that considered the issues of school culture, climate, and effectiveness. It sought to determine the relationship between the elements of a positive school culture and effectiveness, and also examined the relationship between school climate and school effectiveness. The relationship between school culture and school climate was also explored. The purpose of the study was to provide data and to make recommendations for school leaders for their efforts to develop and maintain productive learning environments for their students.

Faye (2003) studied "Teacher Assessment of School Climate and its Relationship to Student Achievement".

The purpose of this study was to determine if a relationship existed between teachers' assessment of school climate and student achievement. A secondary purpose was to determine if there was a difference between the
climate assessments of secondary and elementary teachers and between student achievement at the secondary and the elementary levels.

The Organizational Climate Index was distributed to 25% of the teaching staff in the Sioux Falls, South Dakota School District. Systematic random methods were used to select the sample of teachers invited to participate in the study. Of the 317 surveys distributed in the study, 250 were returned for a return rate of 78.9%. Student achievement data were obtained from the Stanford Achievement Tests-9 administered to all 5th, 8th, and 11th grade students in the district in March 2002.

Teacher responses on the surveys were tallied based on the composite school climate score, as well as the scores received for the following dimensions of climate: collegial leadership, professional teacher behaviour, achievement press, and institutional vulnerability. The survey results were grouped by building, and the building scores became part of a composite score for either the elementary or the secondary level.

Analysis of the data indicated that there was not a significant relationship between teachers' overall assessment of school climate and student achievement at either the elementary or the secondary level. No significance was found between any of the four climate dimensions and student achievement at either the elementary or the secondary level. Additionally, there was no significant difference found between the climate
assessments of teachers at the elementary and secondary levels and between student achievement scores at the elementary and secondary levels.

Todd (2003) conducted a study on "How Effective Schools Use Data to Improve Student Achievement".

The primary purpose of this study was to investigate how good schools and districts use data to improve student achievement. This study also sought to find out how schools and districts use data to assess learning and inform instruction across the organization.

The research methods for this study were qualitative in nature. The use of three types of instruments — teacher surveys, self-reports, and interview guides, produced triangulation of data, strengthening the validity of the data findings, thus eliminating biases. District and school archival data such as SAT 9 test results, benchmark tests, the district strategic plan, and the school site action plan supported the primary instruments.

The study was guided by three research questions — What is the district's design for using data, to what extent is the design being implemented at the district, school, and teacher level, and to what extent is the district design a good one? The study found that the district design for using data is rated low. There is no systematic design for data use, which would include how data is distributed to schools, articulated expectation for data use, staff development training to ensure competency, and funding to
ensure that the above was adequately implemented and maintained. Furthermore, the study rated low the district's systemic implementation of the data design, as there was no structured plan to implement. Finally, regarding the question of adequacy, the study found that the district needed to develop a process that would be uniform across all schools.

Abdulaziz (2003) conducted a study on "The Relationship between Principal Leadership Style as Perceived by Teachers and School Climate in High Schools in Riyadh City, Saudi Arabia".

School climate research indicates that teachers' motivation and students' achievement are related to the interpersonal atmosphere of the schools where they teach and learn. One important factor that impacts school climate is principal leadership style.

This study examined how teachers perceive the relationship between principal leadership style and school climate in high schools in Riyadh City, Saudi Arabia. In this research, leadership styles that correlate with open school climates were explored with the intent of learning which leadership style is most effective for producing highly open school climates. Further, the study questioned the effect of teacher and principal demographic variables, as well as several school characteristics, on teachers' perceptions of principal leadership style and school climate.
Quantitative information was gathered from 374 teachers and 25 principals in 25 high schools. Teachers' perceptions of principal leadership style were collected on the Leader Behaviour Description Questionnaire (LBDQ), and their perceptions of school climate were measured on the Organizational Climate Description Questionnaire Revised Secondary (OCDQ-RS), as modified by this researcher. In addition, teachers provided personal demographic information, and principals provided both personal demographic information and data about their school's characteristics.

Six hypotheses and related sub-hypotheses were analyzed using the following statistical formulas: (a) cross tabulation, (b) one-way ANOVA modeling, (c) Spearman's rho, (d) Mann-Whitney U, and (e) Pearson's phi.

Results showed that teachers who perceived their principals' leadership style to be high on consideration and high on initiating structure tended to perceive their school climates to be open. Teachers who perceived their principals to be low in consideration and low in initiating structure also perceived their school climate to be low. There was no significant correlation between teachers' perceptions of principal leadership style or school climate with respect to the type of school building structure. School size, however, was correlated with teachers' perceptions of their principal leadership style and with teachers' perceptions of school climate.
This study concluded that it is important for principals to focus on consideration of their teachers without neglecting the tasks to be done. Where teachers have positive perceptions of their relationships with the principal, the teachers feel more supported and engaged in their work. Principal who maintain supportive and considerate relationships with their teachers positively influence healthy, open school climates.

Lin (2002) studied "Teacher Value as a Determinant of Classroom Climate".

The study was an exploration of teachers' perspectives on teacher value and the relationship between teacher value and classroom climate. The research questions guiding this study were concerned with (1) identification of values important to teachers; (2) the importance of teacher value on teachers' curriculum, teaching strategy, assessment, relationship with students, and classroom climate; (3) students' evaluations of classroom climate; and (4) the correlation between teachers' perceptions and students' evaluations. The school character (public or private), as well as the teachers' gender, country, age and number of years of teaching experience were discussed. Sixteen teachers completed the survey questions designed for the purposes of this study, and their 459 students completed the College and University Classroom Environment Inventory developed by Fraser and Treagust (1986). The researcher collected teachers' responses and implemented the investigations with students in the classroom on the
appointed day. The gathered data were analyzed using the Statistical package for the Social Science (SPSS) Version 10.0 for Microsoft Windows. Descriptive statistics were used to summarize demographic information and teachers' perspectives on teacher value. Pearson's Correlation Coefficient was used to analyze the relationship between each teacher's perceptions and students' evaluations. The findings of this study indicate that responsibility and enthusiasm are the two most important teacher values, and teacher value is most important in teachers' relationship with students and least important in assessment of the values and functions considered. Although all participating teachers ranked teacher value to be important in classroom climate, the research results show that there is no significant relationship between them.

Thomas (2002) studied "Organizational Climate and Student Achievement in Middle Schools within New York City".

Hoy, Hannum and Tschanen-Moran (1998) examined health and openness to develop measures of organizational climate. The researchers studied the effects of socio-economic status (SES), and four, second-order climate variables, Collegial Leadership, Teacher Professionalism, Academic Press, and environmental press upon student achievement. They theorized that each of these variables makes significant, independent contributions to student achievement as measured by standardized test scores and that the predictor variables explain a substantial amount of variance in the hypothesized model. Further, the researchers used a parsimonious view of
climate in the examination of important linkages at the institutional, managerial, and technical levels of schools. In response to their call for additional study of their theory, suggested in their conclusion, this researcher attempts to use their theory to replicate their findings using recent data from a large urban sample of middle schools within New York City. In addition, the researcher proposes a revised path analysis model to better explain the effects of climate factors upon student achievement.

Ling (2003) studied "The Relationship of Organizational Health and School Safety to Student Achievement".

Educators are compelled by federal and state legislation to investigate multiple aspects of the school organization to address factors that may increase student achievement. This study addressed this issue by investigating organizational health and school safety in urban elementary schools and their relationships to student achievement. The study explored elementary school teachers' perceptions regarding organizational health and school safety. These data were correlated to student achievement on the Virginia Standards of Learning Tests in English and mathematics for fifth grade.

The Organizational Health Inventory (OHI) for elementary schools was used to survey teachers' perceptions of institutional integrity, collegial leadership, resource influence, teacher affiliation, and academic emphasis in
24 urban elementary schools in Virginia. The School Safety Survey (SSS) gathered data on teachers' perceptions of school safety. The fifth grade Virginia Standards of Learning (SOL) tests in the areas of English and mathematics were the measurement tools for student achievement. This study compared the overall health indices and the subscale scores of organizational health to school safety, achievement in English, and achievement in mathematics. It further investigated the relationship between school safety and achievement in English as well as achievement in mathematics.

The study showed that there was a strong positive relationship between organizational health and safety, organizational health and student achievement in both English and mathematics, and school safety and student achievement in both English and mathematics. Regression analysis of the subscales of organizational health revealed that academic emphasis had a strong independent effect on student achievement in English and mathematics. Correlation and regression analysis with regard to organizational health and safety indicated that organizational health had an independent effect on English, but not mathematics.

Elisa (2003) studied "The Relationship between School Climate and Student Achievement in Low-Income Elementary Schools".

Researchers have identified a number of factors associated with school achievement. Social class is by far the most pervasive influence, but a variety
of other variables, such as parental involvement, student engagement in learning, instructional methods, expectations for student achievement and school leadership, are all believed to be important correlates. Some investigators argue that another factor, school climate, is also an important predictor of achievement. The purpose of the current investigation is to learn more about the relationship between school climate and student achievement especially in schools that serve children from low income homes. More specifically this study is intended to: (a) test the notion that a positive school climate is associated with student achievement among economically disadvantaged schools; (b) determine the extent to which each of eight dimensions of school climate—trust, respect, high morale, opportunities for input, continuous academic and social growth, cohesiveness, school renewal and caring—individually or in combination, predict student achievement; and (c) further explore the domain through a qualitative investigation of other factors identified in the educational literature as being associated with achievement.

Mean pass-rate percentages of third-grades were obtained from four elementary schools in southeastern Virginia. To control for differences in district policy and configuration, these schools were all in the same school district and served children in the same grades. Social class was controlled by selecting schools with similar proportions to students receiving free or reduced price lunches. Based on an analysis of third grade SOL scores, the
schools were classified as high-achieving (one school), medium-achieving (two schools), or low-achieving (one school). The Charles F. Kettering Limited School Climate Profile (CFK) was administered to 170 teachers, staff, and administrators at all four schools. In addition, 17 of these participants answered a series of open-ended questions about school climate.

The results supported the first speculation of the study. School climate and student achievement were positively (almost linearly) related ($p < .001$). When ranked by achievement, the climate means of the four schools fell in perfect rank-order. Moreover, significant ($p < .05$) effects were found on all 8 CFK domain subscales (trust, respect, etc.). However, the subscales were so inter-correlated that the respective contributions of the climate domains could not be disentangled. The open-ended inquiry generally supported the quantitative findings and yielded insights into school effectiveness correlates as they exist in this sample of schools.

El-Sibai (2003) conducted a study on “The Relationship of Motivation, Goal Theory, and Perceptions of School Culture of Seventh Grade Arab American Students”.

A pervasive issue facing American education today is teaching unmotivated students. The linguistic and cultural diversity represented in the student body poses a challenging task to educators. The purpose of this study is to investigate the relationship between Arab American seventh-grade
students' achievement, goal orientations, and perceptions of school culture, as well as the relevance and applicability of goal theory to explain their motivation toward learning.

A total of 125 Arab American seventh grade students participated in the study by completing selected subscales of the Patterns of Adaptive Learning Survey (PALS). The variables measured included school culture, personal achievement goal orientation, academic self-efficacy, self-handicapping strategies, and skepticism about relevance of school for future success. In addition, students self-reported their academic achievement.

Results of the study showed that perceptions of performance goal school culture was positively related to performance approach and avoidance goals and negatively related to mastery goals. In contrast, mastery goal school culture was positively related to mastery goals and negatively related to performance approach goals. Statistically significant results were found for differences in mastery and performance goal structure of the school when compared by personal achievement goal orientations categorized as low mastery/low performance, low mastery/high performance, high mastery/low performance, and high mastery/high performance. No significant differences were found for academic self-efficacy and academic self-handicapping strategies. Students in the four groups differed significantly on skepticism for the relevance of school for future success. Academic self-efficacy and performance approach goal orientation were significant predictors of academic
achievement. When the variables were compared between male and female students, no statistically significant differences were found.

School culture can have an important effect on students’ adoption of a personal mastery or performance goal orientation. Educators and parents should attempt to promote a school culture that encourages mastery of content areas and skills, and improvement of competence as goals of education.

Alyne (2003) conducted a study on “Correlates of Effective Schools as Predictors of Elementary Magnet School Academic Success:.

Since the publication of A Nation at Risk in 1983, parents have been searching for alternative choices in education to take the place of neighborhood schools that were not performing at the standards of meet the individual needs of students. One alternative choice has been the concept of magnet schools, schools that are formed with a specialized focus and innovative programmes to implement that focus. Magnet schools have also been used as a means of desegregating schools that were suffering from minority isolation in hopes of drawing in a greater diversity of student clientele.

Studies have shown that magnet schools are often perceived to be schools for the brightest, the smartest children. In fact, magnet school students often perform in the median range on standardized tests. The
perception remains by parents and the community that magnet schools hold the best students.

Using 13 elementary magnet schools that were formed for the purpose of desegregation in the state of Louisiana, the study examined the presence of Effective Schools Correlates using the more effective Schools Staff Survey of 226 staff members. These correlates are (a) identified school mission statement, (b) high expectations for students, (c) strong instructional leadership, (d) frequent monitoring of student progress, (e) opportunity for learning and time n task (f) safe orderly climate, and (g) positive home/school relationship. The School Performance Score (SPS) assigned to each school in 2002 by the Louisiana State Department of Education determines the level of success of student achievement. The SPS is calculated based upon scores from the Iowa Test of Basic Skills, state designed LEAP 21, and average daily attendance. The purpose of the study was to determine which, if any, of the Effective School Correlates could be used to predict the SPS in elementary magnet school.

Christopher (2003) undertook "A Study of Climate and Achievement in Elementary Schools".

The purpose of this study was to determine the extent to which achievement varies in low SES schools that differ in climate. More specifically the study sought to (a) determine teacher perceptions of school climate in low
SES elementary schools. (b) determine the relationship between climate and achievement on the Virginia Standards of Learning assessments, and (c) determine the extent to which schools that differ in climate differ in achievement.

Survey research methodology was used to collect school climate data needed to answer the research questions. The Organizational Health Inventory for Elementary Schools, or OHI-E (Hoy and Tarter, 1997), was administered to 286 faculty members from 11 sample schools. The OHI-E measured total climate as well as 5 dimensions of climate – Institutional Integrity, Resource Influence, Collegial Leadership, Teacher Affiliation, and Academic Emphasis. As a measure of student achievement, grade level mean scaled scores on the Virginia Standards of Learning tests were utilized.

Candice (2004) studied “Organizational Effectiveness: Its Relationship to Teacher Efficacy and School Climate”.

The focus of this researcher is an examination of the relationship between school climate, teacher efficacy, and school effectiveness in New York City middle schools. For the purpose of this researcher, personal teaching efficacy is distinguished from collective teaching efficacy. In empirical studies, researchers have examined these variables in pairs, and they have determined that significant relationships exist between two variables.
However, these researchers do not examine the relationship between all three variables. This is the reason for the present study.

Thirty-nine New York City public middle schools representing a wide variety of socio-economic status throughout the five boroughs were surveyed using the parsimonious version of the Organizational Health Inventory and the Organizational Climate Descriptive Questionnaire, the Index of Perceived Organizational Effectiveness, the Teacher Efficacy Scale and the Collective Efficacy Scale. A teacher distributed the instruments at Faculty Conferences, and completed surveys were given to the school secretary for collection by the researchers. In total, 1450 teachers responded to the survey. All respondents participated knowingly and voluntarily.

The three hypotheses tested were: H1: The more positive the school climate, the greater the teacher efficacy. H2: The more positive the school climate, the greater the collective efficacy. H3: As climate and collective efficacy increase, school effectiveness increases.

The resulting data correlations indicate that teacher efficacy: teacher professionalism academic efficacy. Only environmental press and collective efficacy were related to teacher efficacy. The elements of school climate included teacher professionalism, academic press, collegial leadership, and environmental press. The results of the multiple regression of school effectiveness on school climate, collective efficacy, and teacher efficacy
showed that only academic press was a significant predictor of positive school effectiveness. This validates what one would consider to be a logical prerequisite for an effective school. However, the combined variables of efficacy and school climate did not predict school effectiveness as originally hypothesized. It is possible that collective efficacy is not actually as influential as school climate, and therefore, the combined variables do not predict school effectiveness.

Kevin (2004) conducted a study on "Relationships Among Parent Involvement, Organizational Health and Student Achievement in Middle Schools".

The primary purpose of this study is to bring the 2 constructs, parent involvement and organizational health, together by analyzing the relationship between them, as well as their combined effects on student achievement. An examination of these two constructs necessarily includes a study of the relationships of various types of parent involvement and dimensions of organizational health.

Within 5 suburban school districts in Georgia, 44 middle schools in metro-Atlanta participated in the study. With the school as the unit of analysis, over 2000 teachers and administrators completed either the Organizational Health Inventory for Middle Schools developed by Hoy and Sabo (1998), or the Measure of School, Family, and Community Partnerships.
based on Joyce Epstein's 6-part typology of parent involvement and developed by Salinas et al. (1999). The Criterion-Referenced Competency Test provides a measure of student achievement.

Parent involvement and organizational health had a direct relationship \((p < .001)\), and parent involvement Types 2 (communicating), 3 (volunteering), and 5 (decision-making) had significant positive correlations with organizational health components of teacher affiliation, academic emphasis, principal influence, and resource support, even after controlling alpha at .05 using the Holm-Bonferroni technique. Further, parent involvement Types 2 and 5 predicted 45% \((p < .001)\) of the variance in organizational health. Finally, while organizational health dimensions of academic emphasis and institutional integrity combined with parent volunteering, and parent decision-making to predict 71% \((p < .001)\) of the variance in student achievement, they also added significantly to the variance in achievement explained by SES alone.

The study takes an initial step in more clearly defining the relationships among parent involvement, organizational health, and student achievement. Such an understanding opens the door to multiple lines of research, with the potential to provide practitioners new insight into how various types of parent involvement may enable schools to survive and develop no matter how complex and unstable their environments.
Marianne (2003) studied "Administrators’ Perspectives: The Effect of Change on School Culture".

This case study was planned to determine (a) how the culture of a public school district may be impacted by a change in a superintendent, (b) how the culture of a public school may be impacted by a change in building principals, (c) what specific areas regarding school culture are impacted, and (d) how the impact of school culture differs due to internal promotion or external hiring of superintendents and/or building principals. Research has found that school culture involves understanding the faculty and staff, effective leadership, open communication among the district faculty and staff, community, and parents. This study examined how administrative changes impact the culture of public school districts and found that change in administration, specifically superintendents and building principals tends to be positive when there is common vision, mutual respect, and open communication throughout the public school district. When administrators are hired internally, they have an understanding of the district and can effect consistent development by continuing district initiatives. When administrators are hired externally, they bring new ideas to the district.
Moye (2004) studied "Organizational Citizenship Behaviours of Middle School Teachers: A Study of their Relationship to School Climate and Student Achievement".

In response to accountability issues mandated by federal and state legislation, educators are looking at various aspects within schools to identify relationships between school variables and student performance. This study addressed this issue by investigating the relationship between organizational citizenship behaviours of middle school teachers and student achievement, and organizational citizenship behaviours of middle school teachers and school climate within 82 middle schools throughout the state of Virginia. This study also explored the relative effects of student socio-economic status (SES) and organizational citizenship behaviours on student achievement. The Organizational Citizenship Behaviour in School Scale (OCBS) was used to measure teacher organizational citizenship behaviour. The School Climate Index (SCI) was used to measure school climate. The eighth grade Virginia Standards of Learning math and English Tests were the measurement tools for student achievement.

A significant relationship was found between organizational citizenship behaviour (OCB) and student achievement in both English and math. There was also a significant relationship between OCB and school climate. Additional correlational analysis found significance between organizational citizenship behaviours and each of the four dimensions of school climate:
collegial leadership, teacher professionalism, academic press, and community engagement. Further stepwise regression analysis indicated that SES had a significant independent effect on student achievement in both math and English. Organizational citizenship behaviours had a significant independent effect on student achievement in English when controlling for SES.

Mendez (2005) studied "Organizational Climate and Organizational Learning in Schools".

Organizational climate, the unique interactions among teachers, principals, and students, was operationalized by four variables: Collegial Leadership, Teacher Professionalism, Academic Press, and Environmental Press. Organizational learning, the capacity to do something new, embeds, and share it school wide, was measured on three levels: individual, team, and school wide. In spring 2001, teachers from 41 NYC public middle schools responded to climate and learning surveys during faculty meetings.

It was hypothesized that climate variables would predict organizational learning and Academic and Environmental Press would contribute the most. First, a simple correlation was conducted to verify a positive relationship between climate and organizational variables. Then, a multiple regression was conducted to see whether Academic and Environmental press would make the greatest contribution to organizational learning.
Overall, the bivariate correlations affirmed a positive relationship among climate and learning variables at significant levels (p < .05), with the exception of Environmental press and Individual Organizational Learning. Moreover, a multiple regression rejected the hypothesis that Academic Press and Environmental Press would make the greatest contribution to organizational learning. Finally, a review of the beta scores shows Collegial leadership to significantly influence Organizational Learning School wide.

Cristy (2005) conducted a study on "Organizational Climate and Elementary Student Achievement in a Small, Rural Delaware School District".

Using an analytical survey research methodology, this descriptive study further investigated the climate construct by examining the organizational climate and elementary student achievement in the areas of reading, mathematics and writing. Faculty and administration in one elementary school in a small, rural Delaware school district were administered two climate survey instruments at the beginning and ending of the 2002-2003 school year. The Organizational Climate Description Questionnaire for Elementary Schools (OCDQ-RE) measured the openness of professional interactions and the Organizational Health Inventory for Elementary Schools (OHI-E) measured the health of interpersonal relationships in the school surveyed.

Data were collected using surveys procedures (Kerlinger, 1986) and were scored, standardized, analyzed and compared to fully examine and
describe this school's organizational climate in terms of its "openness" and "health". Student achievement was measured in Grade 3 using Spring 2003 DSTP (Delaware State Testing Programme) results in Reading, Math and Writing as well as the school's 2003 state accountability rating.

The organizational climate in this school was found to be "open" and "Healthy" as measured by teachers' and principals' perceptions on the OCDQ-RE and OHI-E survey questionnaires on both the August 2002 and the June 2003 administrations. Teachers' and principals' perceptions of this school's organizational climate were similar as measured by the OCDQ-RE and the OHI-E scales in both August 2002 and June 2003. Student achievement, as measured by third grade students' performance on the 2003 DSTP (Delaware State Testing Programme) assessment in Reading, Mathematics and Writing, was found to be below the mean state scores in all three core curriculum areas with students not meeting the standards at adequate levels. This school's 2003 state accountability rating was under "Academic Review".

Based on standardized mean composite scores of teachers and principals on the OCDQ-RE and the OHI-E in both August 2002 and June 2003, and the results of the 2003 DSTP scores and this school's state accountability rating, no practical connection was found between the organizational climate, as measured by its "openness" and "health", and its student achievement.
Jane (2005) conducted "A Case Study of a Successful Urban School: Climate, Culture and Leadership Factors that Impact student Achievement".

The literature on organizations emphasizes that leadership and strong organizational culture are central to development of successful organizations. Schools are increasingly facing government controls, accountability and financial restraints. California has invested in major public focus on its schools through its accountability system of Academic Performance Index scores and comparisons between and among schools. California has made the high stakes testing programme the public indicator of successful schools. Schools are given Academic Performance Index scores and growth targets for the year.

Research has also focused on the many challenges of urban schools with high minority and high poverty communities. Many schools are failing. Many schools have not met their growth targets and are sanctioned by the state as underperforming. In the face of this public accountability and scrutiny, what is the role of the site administrator and school leaders in successful schools? What programmes contribute to success in schools that exceed their expectations? What factors of school culture and climate impact successful schools that exceed expectation?

This qualitative case study focused on an urban elementary school in Southern California that exceeded expectations over a three-year period. The study examined programmes, leadership practices, and the climate and
culture of the school for factors that impact academic achievement. Field observations, interviews, surveys and documentation were instruments used in the research.

The study focused on "thick descriptions" of the participants, their environment, contextual factors that influenced their life within the school. The results of the study included: (1) Successful schools have strong academic focus, (2) Teachers work collaboratively with shared decision making and teamwork, (3) Principals are leaders, (4) High expectations are held by all stakeholders, (5) The school was a community or village with caring and commitment.

The themes were examined through the Deal and Bolman's Four Frames. The findings supported good and successful school research. The challenges of urban schools require the same structures and practices as effective schools research. The sense of community, commitment, respect and focus were strength in this case study school.

Anne (2004) studied "Successful Urban Schools: A Case Study on the Impact of Leadership and Culture on Student Achievement".

The purpose of this study was to identify the relationship between leadership and culture in schools whose student achievement exceeded expectations. Three research questions guided the study: (1) What programmes are in place in schools which have exceeded academic
expectations? (2) What leadership practices are in place in schools which have exceeded academic expectations?

A qualitative case study method was employed and a triangulated approach to data collection enabled the researcher to capture and explore the intricate details of the phenomena.

The study focused on a K-6 elementary school located on the urban fringe of a larger city in Southern California. The school population consists of a large English Language Learner population and significant participation in the National School Lunch Programme. The school was selected for making significant progress towards its California Academic Performance Index growth target consistently over a three year period.

Data analysis revealed a school that is academically charged and data driven. Intervention programmes that provide individual student instruction and assessment helped the school gauge accomplishment of the standards. The Principal guided the school from a toxic and complacent culture to a culture of sharing a vision that strives for academic excellence.

Six common themes emerged from the findings: (1) a caring and dedicated staff significantly contributes to the development of a successful school; (2) programmes that meet the individual needs of students result in improved achievement; (3) attention to student achievement data to drive school change; (4) leadership driven by the Principal can positively or
negatively affect the school’s culture; (5) the development of a culture based on academic excellence will enhance the learning experience for all stakeholders; (6) leadership that is shared and valued between the school and District will enable the school to take risks in order to improve achievement.

David (2005) studied “School Climate: Creating an Environment for Learning”.

The climate of a student’s school has a large impact on his or her academic success. The purpose of this study is to identify those dimensions of a school principal’s work that contributes to the elementary school climate. This exploratory research used a mixed-methods study design to examine stakeholders' perspectives and experiences in regard to school climate. The sample was limited to six Midwestern elementary schools. The schools were diverse in size and location. In addition, the staff at these schools completed the Organizational Climate Descriptions Questionnaire (OCDQ) survey instrument. Interviews were also conducted with selected parents, students, community members, and staff to identify strategies and techniques that help the school create a climate that is conducive to learning. Through the data collected a grounded theory emerged that generated thoughts and ideas that had not surfaced in past school climate studies. First, the study found that schools where community involvement is high had higher test scores. Second, student enrollment size was a factor in the parents' ability to connect effectively with principals and teachers, and in the principal’s relationship
with the staff. Finally, the principal's leadership style is determined by the student body's overall socio-economic status and level of diversity. Although these findings are somewhat disparate, they can all contribute insight into the ways a principal can promote a positive school climate. In summary, these findings suggest a principal must encourage community involvement; work to build strong relationships between him/herself and parents and staff even where the school is large; and be sensitive to the leadership skills needed when working in diverse schools.

Margaret (2005) conducted a study on "Principal Leadership and Effective Schooling for ESL Students".

Three purposes guided this study. One specific purpose was to identify the extent to which leadership styles and management differ among principals in elementary schools with different percentages of English as a second language students.

The second purpose of the study was to identify differences in principals' responses explained by self-reported levels of formal educational training in second language acquisition in elementary schools with different percentages of ESL student enrolment. The third purpose of the study was to identify differences in frame utilization and management goals explained by demographic differences in schools with different percentages of ESL student enrollment.
The Principal's Survey on English Language Learning, designed by the researcher, and the Bolman and Deal Leadership Orientation (Self) Survey were used to identify differences in frame utilization among the 103 elementary principals. The conceptual framework of leadership orientation was based on Bolman and Deal's (1997) book, Reframing Organizations.

Data collection was conducted in the spring of 2004. The combined survey also provided demographic descriptors on the sample of principals who responded. Ninety-three of the 103 principals sampled responded to the survey, a response rate of 90%.

The data analysis indicated that there were no statistically significant differences based on the four frames of the Principal's Survey on English Language Learning. Second, there were no statistically significant differences based on the four frames of the Bolman and Deal leadership Orientation (Self) Survey. The third research question was based on self-reported levels of formal educational training in four areas of educating ELL students. The data collected indicate that none of the 93 principals had any training in the area of bilingual education.

Additional statistical analysis was computed based on the number of years in the principalship, race, age, level of education, and gender. With one exception, there were no statistically significant differences for any of the variables. There were statistically significant differences based on level of education for programme management and instructional goals on the
Principal's Survey. The differences indicated that the higher the degree held by the principal, the more frequently the principal used those two leadership behaviours.

Hefer (2005) conducted a study on “Predicting Homework Completion and Academic Achievement: The Role of Motivational Beliefs and Self-Regulatory Processes”.

This study sought to examine the roles of motivational beliefs and self-regulatory processes on predicting homework completion and academic achievement among college students enrolled in an urban technological college. This investigation was conceptualized under the umbrella of Zimmerman’s (2000) cyclical model of self-regulation. Specifically, the aim of the present study was to find answers to the following questions: (a) Are self-regulatory processes associated with the quality of students’ homework completion? (b) Is a willingness to delay gratification important in students’ homework completion? (c) What are the motivational sources of students’ use of self-regulated learning strategies, delay of gratification, and homework completion? To answer these questions, participants responded to a questionnaire and maintained homework logs. A path analysis was conducted to test a self-regulated model of homework completion.

As it was hypothesized, highly self-efficacious students engaged in academic tasks for the sake of learning and mastering homework assignments. Students who reported completing their homework assignments
indicated that they (a) used diverse and effective self-regulatory learning strategies, (b) were willing to delay gratification for the sake of long-term academic goals, (c) were more motivated as indicated by their high self-efficacy, outcome expectancy, and intrinsic interest, and (d) obtained higher grades than students who did not successfully complete their homework assignments. These results provide support for Zimmerman's cyclical view of the role of self-regulatory processes in college students' homework practices and engagement. More specifically, these results indicate that high self-regulated learners with high self-efficacy beliefs and intrinsic interest in the course adopted a proactive approach to complete their homework.

3.3 Conclusion

The findings of school effectiveness research consistently demonstrate that schools can make a difference on their students education outcomes and that the difference can be substantial. They provide a guide to what factors about students and about schools help to make that difference. In other words, it is possible to begin to explain why some schools are more effective that others.

In India there are few studies on school effectiveness indirectly on academic achievement as an indicator in relation to school climate, classroom climate, leadership behaviour, teacher morale and so on. Hence the present study.