CHAPTER - II
REVIEW OF RELATED LITERATURE

In this chapter, an attempt has been made to review researches directly or indirectly related to the present study and have been classified under three major sub-heads.

1. Role Expectation
2. Organisational Climate
3. Leadership Behaviour

2.1 ROLE EXPECTATION

Role expectation is the pattern of behaviour expected of an individual in a certain group or situation. It is this expectation which decides what part an individual is required to play in a particular situation or group to which he belongs. To study the role expectation of physical education teachers, following literature has been scanned and presented

Kelliher (1956) in his study on 'Job analysis of the duties of athletic directors', analysed the roles of athletic directors and evaluated their roles in terms of frequency, importance and difficulty of performance in institutions of different sizes. His master list of duties includes: (i) miscellaneous administrative duties, (ii) financial duties, (iii) duties related to property and equipment, (iv) public relation duties, (v) duties related to coaches and contests
and, (vi) duties related to athletes.

A study conducted by Mary (1968) on 'Role expectations and teacher's effectiveness in college education', found that the following roles were emphasised by professors (i) teaching, (ii) advising students, (iii) public service, (iv) research, (v) publishing and (vi) administrative work.

Smith (1974) in his 'Analysis of role behaviour and role expectations of faculty athletic committees and association of inter collegiate athletic colleges and universities', tried to explore the role expectations and role behaviour of presidents, faculty representatives and athletic directors of the institutions that excelled in sports and compared their role expectations and role behaviour with their counterparts in other institutions. The results indicated significant differences in personnel of the two categories of institution on both the dimensions.

Bryson (1975) conducted a study on 'Job analysis of the directors of spring sports within the university division of the national collegiate athletic association.' The results indicated following six jobs to be of significant importance, (i) general administration, (ii) public relations and community services, (iii) professional activities, (iv) budget and finance, (v) equipment and facilities and (vi) specialised
Webber (1975) analysed 'The role of women high school physical education teachers as viewed by selected university and public school personnel in Wisconsin.' She identified the following roles expected from them: (i) programme manager, (ii) teacher and promoter of health, (iii) promoter of human relations, (iv) evaluator, (v) teacher of physical skill, (vi) movement analyst, (vii) student mentor (viii) programme planner, (ix) physical education specialist, (x) equipment manager and (xi) member of the faculty.

Hruska (1976) in 'A study of role perception of faculty of University of Massachusetts / Amherst', enlisted the following roles: (i) information processor, (ii) guide, (iii) example/model, (iv) recruiter, (v) catalyst, (vi) task master, (vii) authority figure, (viii) screener, (ix) learner, (x) resource manager, (xi) facilitator, (xii) credentialling agent, and (xiii) teacher.

Hunter (1976) studied the 'Role expectations of selected secondary physical education teachers and principals in Illinois.' The study indicated that principals were divergent and physical education teachers were convergent in their perception of the magnitude of the ideal role expectations. The relationship between physical education
teachers and principals personal satisfaction and congruence between principals and physical education teachers, perceived ideal role expectation.

Sutton (1976) while exploring 'Function and professional preparations of men inter-collegiate athletic directors' as perceived by subordinates, head football coaches and athletic directors themselves', concluded, (on the basis of consensus of all the four groups) that the following four functions were most prominent: (i) planning of future athletic facilities, (ii) preparation of yearly schedule for all sports, (iii) approving departmental requisitions, and (iv) disbursement of budget finances for various inter collegiate sports.

Wallat (1976) in 'An exploratory study of expectations relative to professional role of teachers', discovered the following professional roles: (i) developing public expectations of teachers as professionals, (ii) developing public expectations for educational studies, (iii) establishing the nature of professional services and criteria for performance, and (iv) establishing the nature of professional codes of behaviour and regulatory mechanism.

Smith (1978) in her study on 'An analysis of the duties performed by public high school head athletic coaches',
demonstrated that athletic coaches spent their time in areas of:
(i) sports administration, (ii) rules and regulations, (iii) facilities, (iv) equipment and supplies, and (v) public relations with athletic teams, and professionals.

Berg (1978) in his comparative study on 'Comparison of professional preparations, experience and functions of male-female athletic administrators', explored the areas of (i) planning, (ii) organising, (iii) staffing, (iv) scheduling, (v) coordinating, (vi) directing, (vii) supervising and (viii) budgeting. He concluded that there were no significant differences.

Michael (1979) in his study attempted to examine the relationship between perception, expectations and priorities of physical education chairmen as perceived by the faculty members and the physical education chairmen. The areas included in his study were, (i) administration, (ii) curriculum and, (iii) public and staff relations.

Jackson (1981) examined the 'Role expectations held for physical education supervisors as perceived by physical education teachers and school principals' and found that there exists a conflict in perception of physical education teachers, school principals and supervisors on the role expectations.
Curcio (1981) in her study on 'The male and female head coach's perception of the role of women athletic directors in selected midwestern universities', attempted to discover if demographic differences influenced the perception. No significant difference were found.

Alford (1987) tried to determine whether differences exist between the perceptions of physical education supervisors and secondary school principals, regarding actual and expected job roles. The results indicated that physical education supervisors and principals agree on the actual and expected job responsibility roles of physical education supervisors in staff scheduling, in-service education, general administration and public relations, and curriculum development. Physical education supervisors and principals disagree on role of physical education supervisors in facilities and equipment.

The review of related literature presented here pertaining to role expectation, reveals certain general trends:

1. The principals were divergent and physical education teachers were convergent in their perception of the magnitude of ideal role expectations.
2. The role expectations of authorities of institutes which
excelled in sports were different from their counterparts in other institutions.

3. Different studies indicated that role expectations of physical education teachers were wide in range and varied in nature however the few common roles indicated were planning, implementation, evaluation and reporting.

2.2 ORGANISATIONAL CLIMATE

The organisational climate constitutes the most important element for determining the nature, character and performance of an institution, since it can have a major influence on employee’s motivation, productivity and performance. It represents the entire social system of a working group. The related literature studied is as follows:

Muhm (1968) reports in his study that: (i) teachers in schools characterised by low esprit tended to perceive the principal as being co-operative and dependable and in schools, characterised by high esprit, teachers tended to perceive the principal as enthusiastic; (ii) teachers in the schools characterised by high intimacy tended to perceive the principal as being creative, imaginative, charming and resourceful and schools characterised by low intimacy tended to perceive the principal as considerate, cooperative, dependable
and emotionally stable; (iii) the teachers in schools characterised by high hindrance tended to perceive the principal as being verbally fluent. Low hindrance tended to perceive the principal as fair, flexible, personally charming and being sound in Judgement; (iv) where the teachers tended to perceive the principal as being high in emphasizing production, there they perceived him as ambitious, imaginative, original, persuasive, resourceful and high in self-control, and if principal was perceived as being low in production-emphasis, teachers tended to perceive him as considerate, co-operative, emotionally stable, fairly sound in Judgement: and (v) some relationships do exist between certain occupational characteristics of elementary school principals and certain dimensions of organisational climate.

Lindemuth (1969) analysed the leader behaviour of academic deans as related to campus climate, in selected colleges of Michigan University of America. The reports indicated the following findings; (i) a relationship was found between campus climate and dean’s leadership behaviour; (ii) the self perception of leadership behaviour by academic deans differed in a large measure from perceptions of their behaviour as viewed by other responding groups and, (iii) academic deans disagreed more amongst themselves on the balance perceived between initiating structure and consideration in their
In 1969, Berends studied the 'Perception of the principal's personality: A study of the relationships to organisational climate,' in Michigan State University. The results indicated, (i) the climate is important for effective goal accomplishment; (ii) the leader is a vital factor in determining the climate; and (iii) perceptions of leaders and group members on climate are often incongruent. The possibility existed that principal-staff perceptions of the principal might also be incongruent. Leadership appears to be not a matter of passive status of possession of traits but a working relationship among members of a group. If leaders are to function effectively, they need to understand their own selves and also be aware of how they are perceived by those with whom they interact. Organisational climate may vary according to the way the person in authority is perceived.

In an 'Analysis of administrative leadership in physical education departments', Douglas (1970) tried to analyse the development of administrative theory in related disciplines in order that it might be applied to administration in physical education. The results indicated a statistically significant difference between the department chairman and the faculties with regard to the point in which each group behaviour than did the members of all other referent groups.
perceived the administrators present behaviour and where they would like it to be. In each instance, these differences were in the direction of a desire for greater faculty participation in the governance of the organisation. In conclusion, it was suggested that if physical education organisations are to become more effective, the gap between the administrator’s present behaviour and where the faculty would like it to be, must be reduced. Also, since faculty members are desirous of having greater interaction and influence in the administration of physical education organisations, administrators must rely on a participative form of governance for the sake of organisational compatibility.

Brickner’s (1971) study revealed that; (i) there were no significant differences between the principals’ and faculties’ perceptions of leadership behaviour, in a North Dakota School System; (ii) the principals perceived significantly higher esprit and consideration, and lower disengagement and hindrance than did their faculties; (iii) leadership behaviour was significantly related to organisational climate; (iv) leadership behaviour was not significantly related to faculty size; and (v) esprit was the only dimension significantly related to faculty size.

In an attempt to identify the relationship of
principal's leader behaviour, teachers' behaviour and organisation climate in St. Paul Secondary Schools of Catholic University of America, Corpus (1971) observed that; (i) initiating-structure, consideration and thrust in ascending order, were functionally related to esprit in a positive direction; (ii) consideration and thrust were functionally related to disengagement in a negative direction; (iii) teachers who perceived their principals as being high above the mean on initiating structure, consideration and thrust have a significantly higher mean on esprit than teachers who perceived their principal as low on these leader behaviour dimensions; (iv) principals tended to perceive their behaviour on consideration more favourably than did their staff; and (v) principals in the most open schools had a significantly higher mean score on consideration than the principals in the least open schools.

A study on leadership behaviour, group interaction and organisational climate was conducted by Waldenberger (1976) on 20 Chairmen and 116 faculty members in physical education departments of selected Canadian universities. The results indicated that the pleasant and satisfying atmosphere within the department as a measure of openness was positively correlated with the leader's considerate behaviour and open and sharing atmosphere within the group.
Bukhiar (1978) studied relationship between school climate and leadership behaviour of elementary and secondary school principals. No statistically significant relationship between school climate and leadership behaviour was observed.

In an attempt to identify relationships amongst philosophy of physical education, leader behaviour and organisational climate in selected Brazilian faculties of physical education, Mariz (1980) concluded that; (i) the faculty member's perception of the directors' leader behaviour and of the organisational climate prevailing in the educational institutions were significantly related to the director's philosophy of physical education; (ii) the relationship between the perceived organisational climate prevailing in the educational institutions and the director's philosophy of physical education was mostly influenced by two organisational climate dimensions - esprit and consideration; (iii) production emphasis was the most important perceived leadership behaviour dimension in determining relationship with perceived organisational climate dimensions.

In a study titled, 'An investigation of perceptions of the relationship between selected characteristics of principals, teachers and schools, relative to organisational climate,' Sisson (1980) concluded that difference was
determined to exist between principals' and teachers' perception of school climate.

Maddern (1981) while working on the problem of leadership behaviour and teacher perceptions of organisational climate in public schools, in Melbourne, Australia, indicated that the independent variable was leader behaviour which was measured by the sub-tests of Leader Behaviour Description Questionnaire, i.e., initiating structure and consideration, the dependent variable was organisational climate which was measured by the salient sub-tests of the Organisational Climate Description Questionnaire, i.e., thrust, esprit and consideration. The data analysis showed that a statistically significant relationship existed between $H_2$: initiating-structure and thrust, $H_4$: consideration LBDQ and consideration OCDQ, $H_5$: consideration and Thrust, $H_6$: consideration and esprit.

The investigation done by Tanner (1981) on the sample of 52 C level and public elementary school principals, revealed that; (i) leadership style and climate account for a greater proportion of the variance than do the attribute variables that were principal's age and experience; (ii) the single most critical variable in determining school effectiveness was the leadership style of the principals; (iii) teachers tended to be
more productive in schools whose principals exercised leadership through interaction.

A study conducted by Burke (1982) on 18 principals drawn from a population of 60 elementary and secondary school principals. Ten teachers were chosen at random from each of the 18 buildings. He reported that the study could not support the relationship between leadership style and climate. However teachers were generally satisfied with their work and co-workers and openness of the building climate was directly correlated to higher satisfaction scores.

In a study conducted by Washington (1982) the following conclusions emerged: (i) four of the five open education schools had more open organizational climate than the traditional schools; (ii) four of the five open education schools were more open in organisational climate; (iii) four of the five open education schools had lower disengagement scores, however, there was perceived low disengagement in two of the five traditional schools; (iv) esprit scores were higher in four of the five open education schools; (v) thrust scores were higher in all of the open education schools.

Hudson's (1983) study revealed that; (i) the teacher's perceptions of the principals' leadership have an effect on the organisational climate of the schools; (ii)
teachers who have a healthy perception of the principals' leadership behaviour have a healthy perception of school organisational climate; (iii) the principals who are high in both dimensions of initiating structure and consideration will have a high openness climate with in their schools.

In a study conducted on 30 department heads and 234 faculty members of physical education departments of selected colleges and universities in Canada and United States, Palmer (1983) reported that no statistically significant relationships were found between leadership behaviour and organisational climate.

The investigation done by Calzini (1984) on 170 subjects, observed that; (i) the school climate as perceived by the teaching staff tended to fall in two categories; open and closed; (ii) there was a relationship between the teachers' perceptions of their school climate and their principals' leadership behaviour; but the relationship was low; (iii) the 8 sub-tests of the OCDQ showed no consistent relationship.

Ogbuokiri's (1984) study revealed that there was significant relationship between the organisational climate of the school and the leadership style of the principal, and educational administration background, experience, higher student enrollment, improved the organisational climate of a
In an attempt to examine the relationship between school climate and leadership style of school principals in a suburban school district in Oklahoma, on a randomly selected group of 61 elementary and 61 secondary school teachers, plus the principals of 17 schools, Sellars (1985) concluded that; (i) there were significant differences between the way teachers and principals perceived the climate of the schools; (ii) there was a significant difference between the climate of elementary and secondary schools; (iii) there was a significant correlation between the leadership style of school principals and school climate.

Snyder (1985) while determining the effects of organisational climate and leader behaviour on coaches' job satisfaction in selected departments of inter-collegiate athletics in America, on 117 subjects, reported, that the behaviour of athletic director and climate had direct as well as indirect effect on job satisfaction. The degree of consideration shown by the athletic directors had a strong effect on job satisfaction and supervision. Respondent coaches' feeling of detachment and lack of administrative support showed a negative relationship to job satisfaction and supervision.
In a study on leadership behaviour and organisational climate as related to the effectiveness of elementary schools conducted by Barton (1985), on 30 principals and 295 teachers, it was found that leader behaviour and climate were significantly related to school effectiveness. It was also found that there were significantly more differences in climate perceptions between teachers and principals of ineffective school than in an average effective school, teachers and principals of effective schools share common perceptions of their school climate.

Vrable (1985) studied the relationship between organisational climate and certain personal characteristics of selected elementary schools principals; using OCDQ and the Sixteen Personality Factor Questionnaire. The analysis of the data showed that the way a leader behaves does have some effect on the school climate. It was also noted that there was a statistically significant difference between the principal’s perception of the organisational climate and the perceptions of the faculty of the same schools.

In a study on relationships between principals’ leadership styles and school climate, in senior industrial high schools in Taiwan, the Republic of China with 280 subjects, Chen (1991) found out that senior high school climate was
correlated to the principals leadership behaviour.

In an attempt to analyse the relationship between school climate and principal's leadership vision, on a data of principals and teachers of 30 elementary and secondary schools, Braun (1991) concluded that, a positive relationship exists between teacher's perception of leadership vision and school climate.

In his study on school climate variables in selected elementary schools, implementing effective school correlates with a sample of 147 teachers in the first phase of data collecting and 30 teachers in the second phase, Nanos (1991) tried to investigate the school climate variables in five selected elementary schools. Results indicated that smaller elementary schools with open classroom organisation, participative and collaborative organisational structures, strong principal leadership among other things, will experience more positive and productive climates.

Dial (1992) in a study tried to investigate organisational climate at a suburban community college in Oklahoma. The data consisted of all full-time employees of the college. The results indicated that to have sound organisational climate, there must be an improved flow of
In an attempt to identify the relationship between organizational climate and pupil control in selected public secondary schools, with a sample of 232 teachers and 2322 students from seven public secondary schools, Mizelle (1992) came to the conclusion that climate, among other things, affects many teacher and student outcomes including their behaviour and ideology.

Stewart (1992) studied the relationship among perceptions of organisational climate, leadership quality and institutional values, in a community college, using Commitment to Excellence Survey (CCES), the College Leadership Commitment to Excellence Survey (CLCES), and the Howard Community College Values Survey (HCCVS). The analysis of the data showed relatively strong correlations between leadership and climate variables.

The review of related literature presented here pertaining to organisational climate, reveals certain general trends.

1. Teachers characterised by high esprit tended to perceive the principal as being enthusiastic while those characterised by low esprit tended to perceive the principal as being cooperative and dependable.
2. The leader's open behaviour within the organisation makes the overall climate of the institution satisfying and pleasant.

3. There are significant differences in the perception of principals and physical education teachers regarding organisational climate of the institutes.

4. A positive flow of communication between administrators, staff and faculty results in better organisational climate.

5. The leadership style of principal is an important variable in determining the organisational climate of an institution.

2.3 LEADERSHIP BEHAVIOUR

Leadership in education implies efficient ways of achieving institutional goals. So an effective leader is one who can skillfully direct the programme planning process, set comprehensive goals with emphasis on healthy life-styles. To review the leadership behaviour, the following literature has been studied.

Bell (1969) observed that there were no significant differences of personality characteristics between the superintendents rated high in consideration and high in initiating-structure; between the superintendents rated high in consideration and low in initiating-structure; and between the
superintendents rated low in consideration and high in initiating-structure.

Lambert (1969) in determining the relationship between teachers' morale and principals' leadership behaviour reported that the teachers' morale and leadership behaviour of principals were significantly related. Level of position, years of experience and school size affected the correlation between morale and leader behaviour.

Lindemuth (1969) in his 'Analysis of the leader behaviour of academic deans as related to campus climate', in selected colleges of Michigan University of America, reported: (i) a relationship between campus climate and dean's leadership behaviour; (2) the self-perception of leadership behaviour by academic deans differed in a large measure from perceptions of their behaviour viewed by other responding groups and, (3) academic deans disagreed more among themselves on the balance perceived between initiating structure and consideration in their behaviour than did the members of all other referent groups.

Olafson (1969) in his study 'Leadership behaviour of junior college and university physical education administrators', concluded; (i) the junior college and university departments of physical education had different
dimensions; (ii) the overall leader behaviour of the department chairmen at both levels of higher education followed a consistent pattern; and (iii) the superiors as a group perceived the leader behaviour of the department chairmen differently as compared to the behaviour of the faculty as a group.

In 'An analysis of administrative leadership in physical education departments', John (1970) reported among other things that if physical education departments are to become more effective, the gap between the administrators' present behaviour, and where the faculty would like it to be, must be reduced. Since the faculty members are desirous of having greater interaction and influence in the administration of physical education organisations, administrators must rely on a participative form of governance for the sake of organisational compatibility.

By employing a sample of 20 physical education chairmen and their faculties in a study, Carlson (1974) concluded that there were no significant differences between chairmen’s leader behaviour as self-perceived and as perceived by their faculties.

Jack Cee (1974) studied the leadership styles of college level head football coaches from five Mid-Western
States. He concluded that (i) successful and unsuccessful coaches employ the same leadership style; (ii) the percentage of coaches from both groups was similar in each leadership classification.

The investigation by Sprandel (1974) on seven athletic departments in colleges of a selected Mid-Western Athletics conference observed that college athletic directors; (i) failed to view their leaders' behaviour as staff viewed them; (ii) favoured a consideration style of leadership in their actual administrative behaviour; (iii) failed to conform to the standards of leadership that they had set for themselves; and (iv) felt most comfortable with a dominant style of leadership.

Buckiwicz (1975) in his study 'An analysis of leader behaviour in the physical education departments of the community colleges of California, Oregon and Washington', using LBDQ reported that (i) department chairpersons were more considerate than their faculty members; (ii) faculty differed significantly in their perception of leader behaviour on the dimensions of initiating structure and consideration; (iii) leader maturity did not seem to affect faculty perception of leader behaviour since there were significant differences reported on consideration.
Orr (1975) in his study of selected administrative behaviours of secondary school athletic directors identified the existence of perceptual differences between athletic directors and coaches in certain areas. He observed further that the athletic director was subjected to limitations, the biggest being communication. However, the knowledge gained of areas of possible contention between directors and coaches could assist future athletic directors in their preparation of strategies for intra and intergroup work.

Hedrick (1976) tried to ascertain the relationship that existed between the leadership behaviour of department chairpersons and organisational climate. Results indicated that administrators tend to agree and subordinates disagree among themselves as to role expectations and need dispositions. The person demonstrating those characteristics applicable to person orientation will be able to provide a more effective climate than the system oriented person.

In a study by Milner (1976) on 29 heads of universities and colleges of physical education and 427 faculty members, it was reported that (i) heads described their leadership behaviour as exhibiting more consideration and initiating structure than that of the faculty members; (ii) both department heads and faculty members placed a higher value
on the consideration dimension of leadership behaviour than on
the initiating structure dimension; (iii) there were no
differences between the two dimensions of leadership behaviour
of department heads as described by men or women faculty
members.

Finley (1977) conducted a study on 13 principals, 36
assistant principals, 70 department chairmen and 132 classroom
teachers of Missouri high schools. It revealed no significant
differences between principals and their subordinates on the
perceptions of the former's leadership behaviour.

Cumming (1979) in his study on 'Inter-relationships
of principal's knowledge of reading, principals' leader
behaviour, teacher morale and academic achievement', reported
that there was a significant relationship between teachers' perception of the principals' leadership behaviour and the
morale of teaching staff. The deeper the regard for the leader
behaviour of the principal, the higher was the morale of the
staff.

Thomson (1981) studied the relationship of leadership
behaviour of secondary school principals to educational
experimental variables. The sample consisted of 28 principals
of class III and 161 teachers. Using LBDQ, he reported, among
other findings, that there was a statically significant
interaction between principal's leadership dimension initiating-structure with principal's experience and size of the school.

A study conducted by DeVault (1983) on the relationship between principal's leadership style and teacher morale in the secondary school of Virginia, reported that there was statically significant relationship between leadership styles of principals and teacher morale.

Case (1982) observed in his study that the leadership behaviour of high school principals in the dimensions of consideration and initiating structure was influenced by their teachers' perceptions of the organisational climate.

Khoury (1982) compared 'Leader behaviour of university department chairpersons, secondary school principals and elementary school principals'. The results indicated, among other things, that as a group, the administrators perceived that they exhibited consideration and initiating structure behaviours more frequently than did their respective teachers.

In Catlin's (1983) study, conducted on 378 randomly selected teachers from 51 schools in Alabama, the results revealed that the principals who exhibited strength in both initiating-structure and consideration supervised teachers with
the widest professional zone of acceptance and initiating-structure was more strongly related to teachers' professional zone of acceptance than consideration.

Hudson (1983) in his study of 'The relationship between middle school principal's perceived leadership behaviour and the organisational climate,' revealed that (i) the teachers perceptions of the principals' leadership behaviour have an effect on the organisational climate of the schools; (ii) teachers who have a healthy perception of the principal's leadership behaviour have healthy perception of school organisational climate; (iii) the principals who are high in both initiating-structure and consideration will have a high openness climate in their schools.

Knight's (1984) study revealed that most effective department chairpersons with the highest performance ratings by their faculty were the ones who had high rating on both initiating structure and consideration. The least effective had low ratings on both.

Watkins (1984) studied 'Leadership behaviour of directors of athletics at eight liberal arts colleges', and concluded that; (i) leader behaviour indicated significant differences at the .05 level of confidence among the four groups on leader behaviour; (ii) it was found that 107 sports
coaches tended to differ from the directors of athletics on how they perceived the leader behaviour of the directors of athletics.

Sellars (1985) in a comparative study of leadership style of school principals on a sample of 17 principals and 66 elementary and 66 secondary school teachers found that (i) there were significant differences between the way the teachers and principals perceived the leadership style of the school principals; (ii) there were no significant differences between the leadership style of elementary and secondary school principals.

In Silalahi’s (1985) study conducted on 24 department heads and 116 other faculty members from universities of East Texas State, reported (i) there were significant differences in department heads perceived ideal and perceived real head’s behaviour in both initiating structure and consideration; (ii) there were significant differences in the faculty’s rating of perceived real and perceived ideal head’s leader behaviour in both initiating structure and consideration; (iii) there were no significant differences between department heads and faculty perceptions of the head’s real leader behaviour in both initiating structure and consideration; (iv) there were no significant differences between department heads and faculty’s
perception of the head’s ideal leader behaviour in both initiating structure and consideration.

Kleinsasser (1986) compared the ideal and real leader behaviour of South Dakota elementary principals as perceived by teachers and principals. It was noted that (i) significant differences existed on the consideration and initiating structure dimensions between principals and teachers perceptions of the ideal leader behaviour; (ii) no significant differences were found on the principal’s ideal and the teachers’ real perceptions on either dimension; and (iii) there was a significant difference on the consideration and initiating structure when the teachers’ ideal and real perceptions of the principals were compared.

In Carr’s (1988), study conducted on 280 principals in 37 randomly selected counties in California, the results revealed that (i) male and female secondary public school principals in California are similar in attitudes involving a leadership style characterised by mutual trust, respect, friendship and warmth between themselves and their respective staff; and (ii) male and female secondary school principals in California demonstrated similar attitudes involving a leadership style characterised by leader organisation, clear definitions of group relationships and well-defined patterns of
McCoy (1988) tried to examine the relationship that existed between superintendent's leadership behaviour, teacher satisfaction and organisational effectiveness. The results indicated that if superintendents demonstrate a supportive style of leadership, they can have a significant effect on teacher satisfaction and organizational effectiveness.

In his study, Clark (1991) tried to analyse the relationship that existed between leadership behaviour of principals and organizational climate within selected middle schools. The results indicated a significant relationship between teachers' perception of the leadership behaviour of the middle school principals and the organizational climate of their schools.

Haymon (1991) studied the relationships among elementary school principal's leadership style and school climate, among other things. The study indicated that principal's leadership style is positively related to teachers' perception of school climate.

In an attempt to analyse the relationships among perceptions of principal's conflict management behaviours, level of conflict and organizational climate in high schools, Hoover (1991) observed that principals who successfully display
concern for both the personal and professional needs of their faculties will create a school ethos characterised by lower, more manageable conflict levels.

In (1991) Husaini conducted a study on 'Effective leadership behaviour of senior secondary school principals as perceived by principals and teachers,' in Sokota states of Nigeria, to investigate the perceptions of principals and teachers on effective leadership behaviours of secondary school principals. The results indicated that most principals perceived all categories important, specifically supervision and evaluation, orientation towards people and communication whereas teachers perceived respect of teachers as professionals, orientation toward people and communication as important leadership categories.

Murray (1991) in a case study of one superintendent's leadership behaviour and its relationship to school climate in one school district tried to describe, document and assess the manner in which leadership behaviours exhibited by a selected superintendent were perceived to influence the school climate. The respondents who participated in this case study, affirmed the notion that they believed the superintendent under investigation exhibited behaviours that influenced school climate.
A study conducted by Rice (1991) in five Central Savannah River area school districts in Georgia, aimed at studying the leadership behaviour of elementary school principals as perceived by school principals and teachers. The results indicated significant differences between elementary school teachers and principals in their perceptions of leadership behaviour of school principals in the areas of persuasiveness, consideration, production emphasis and integration.

Callahan (1992) tried to determine the relationship between leadership and school effectiveness. The results indicated that principals in effective schools function at high levels of effectiveness. They exhibit wide range of behaviours in response to environmental stimuli.

In (1992) Hagerman tried to conduct 'A comparative analysis of leader personality type and work environment', to determine the relationship between principal management type derived from Myers Briggs Type Indicator and the organizational health of the elementary schools. The results indicated that principals with sensing judging management personality temperament have higher scores on goal focus and resources utilization.

McGill (1992) studied the relationship of leadership
behaviour of principal and effective school characteristics in vocational educational schools, using LBDQ form XII and Connecticut Secondary School Staff Questionnaire. The findings suggested that leadership behaviour of principals can be a relatively important variable in relation to effective school characteristics.

The review of related literature presented here pertaining to leadership behaviour, reveals certain general trends:

1. There was a significant relationship between teachers' perception of principal's leadership behaviour and morale of teaching staff.
2. The principals who showed strength in both initiating structure and consideration supervised teachers with widest professional acceptance.
3. Significant differences existed on the consideration and initiating structure dimensions between principal's and teachers' perceptions of ideal leader behaviour.
4. There were no significant differences between the male and female principals towards attitudes involving leadership style.
5. Significant relationship existed between teachers' perception of the leadership behaviour of principals and organizational climate of the institution.