CHAPTER II

A SURVEY OF THE RELATED LITERATURE
A survey of the related literature is an important pre-requisite to planning and execution of any research work as it helps the researcher in acquiring information about the studies already done in the field. An attempt has been made in this chapter to survey researches directly or indirectly related to the present study and have been classified under three major sub-heads: (1) leadership behaviour; (2) organizational climate; (3) demographic characteristics.

2.1 Leadership Behaviour

An administrator provides the constructive leadership that plans and maintains and also enables the programme to function effectively in accomplishing the established and worthwhile goals. To review the abilities of leadership, the related literature has been scanned and presented as follows:

Bell (1967), 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 (1968), 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.

In an attempt to identify different methods of administrative leadership that might be evidenced in undergraduate physical education departments representing institutions of high education in Ohio, Douglas (1969), observed that the faculty members were desirous of having greater inaction-influence in the administration of physical education organizations and that administrators ought to rely on a participation form of governance for the sake of organizational compatibility.

Olafson (1969), in his study "Leader Behaviour of Junior College on 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.

The investigation by Sprandel (1973), on seven athletic departments in colleges of a selected Mid-Western Athletic Conference, observed that college athletic directors; (i) failed to view their leader behaviour as their 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.

By employing a sample of 20 physical education chairmen and their faculties in a study, Carlson (1973), concluded that there were no significant differences between chairmen's leader behaviour as self-perceived and as perceived by their faculties.

Grimed (1973), reported that the perception of instructional leadership behaviour varied with the personality, attitudes, needs and roles of teachers and administrators.

In a study on administrative control and its effect on interpersonal behaviour conducted by Swafford (1973), involving 29 administrators and 292 subordinates representing 29 institutions, it was found that perceptual differences did occur between subordinates and administrators and that overall subordinates in 20 of the 29 institutions rated the administrators' behaviour more controlling than did the administrators.

In a study conducted by Buckiewicz (1974), on 24 athletic directors of colleges and universities' athletic departments and 103 coaches, it was reported that athletic directors and coaches as groups, generally perceived the leader behaviour of athletic directors as quite similar.
Jack Cee (1974), studied the leadership styles of college level head football coaches from 5 Mid-Western States. He concluded that, (i) successful and unsuccessful coaches employ the same leadership style; (ii) the percentage of coaches from both groups were similar in each leadership classification.

Buckiewicz (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 dimension 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.
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 head's 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.

Gumming (1979), in his study on "Inter-relationships of Principals's Knowledge of Reading, Principal's Leader Behaviour, Teacher Morale and Academic Achievement", reported that there was a significant relationship between teachers' perception of the principals' leader 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 (1980), studied the relationships of leadership behaviour of secondary school principals of
education. The sample consisted of 28 principals of class III and 161 teachers. Using LBDQ he reported that: (i) there was no significant interaction between principal's leadership dimensions, consideration, and initiating-structure with past administrative experience; (ii) there was a statistical significant interaction between principal's leadership dimension initiating-structure with principal's experience and size of the school.

Case (1981), observed that the leader behaviour of high school principals in the dimensions of consideration and initiating-structure was influenced by their teachers' perceptions of the organizational climate and leadership of the school.

Khoury (1981), compared "Leader Behaviour of University Department Chairperson, Secondary School Principals and Elementary School Principals". The results indicated that, as a group, the administrators perceived that they exhibited consideration and initiating-structure behaviours more frequently than did their respective teachers. With respect to initiating-structure behaviour, this discrepancy existed at all the three levels of educational organizations, and was compared at all the three levels. Consideration behaviour discrepancy, too, existed at all the three levels but the differences in perceptions were significant only in secondary schools and universities.
A study conducted by DeVault (1981), on the relationships between principals' leadership style and teacher morale in the secondary schools of Virginia, reported that there was a statistically significant relationship between leadership styles of principals and teacher morale in Virginia's secondary schools.

In Catlin's (1982), 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.

Knight's (1983), study revealed that most effective department chairpersons with the highest performance ratings by their faculty were the ones who had high ratings on both initiating-structure and consideration. While the least effective had low ratings on both. These results were later confirmed by Barnard (1983).

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 sport coaches tended to differ from the directors of athletics on how they perceived the leader behaviour of the directors of athletics.
A study conducted by Seils (1985) on leadership style of men's athletic directors in the Ohio athletic conference, using LBDQ, reported that task complexity positively moderated the relationship between both leadership dimensions initiating-structure and consideration and subordinates satisfaction with supervision. Success positively moderated the relationship of initiating-structure and all measures of satisfaction.

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 real and perceived ideal of head's behaviour in both initiating-structure and consideration; (ii) there were significant differences in the faculty's ratings of perceived real and perceived ideal heads' leader behaviour in both initiating-structure and consideration; (iii) there were no significant differences between department heads' and faculty's perceptions of the head's real leader behaviour in both initiating-structure and consideration; (iv) there were no significant differences between department head's and faculty's perceptions of the head's ideal leader behaviour in both initiating-structure and consideration.

Landfair (1985), studied comparative leadership styles of women administrators in institutions of higher education and corporate business. Results indicated that
(i) there were no significant differences in the leadership behaviour styles of women administrators in corporate business. Both groups of women used high task/high relations as their predominant leadership style. Therefore, both groups of women administrators characteristically exhibited self-motivation organizational ability, goal orientation, and productivity; (ii) there were no significant differences in the two groups of women administrators in their use of leadership style range, thus both groups were more effective in their leadership style.

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.

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 on the ideal leader behaviour; (ii) no significant differences were found on the principals' 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 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 characterized 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 characterized by leader organization, clear definitions of group relationships and well-defined patterns of goal attainment.

The review of literature pertaining to the leadership behaviour leads to some general trends in findings, which are:

1. Administrators who exhibit strong ability in both initiating-structure and consideration were considered to be more effective as leaders.
2. The college athletic directors favoured consideration style of leadership behaviour.
3. Leadership behaviour varied with the personality, attitudes, needs and roles of teachers and administrators.
4. The principals' personality and personal relations had more effect on teacher morale.

5. There were significant differences between the way teachers and principals perceived the leadership style of the school principals.

2.2 Organizational Climate

The leadership behaviour and organizational climate are very closely linked. The success or failure of the institutional programmes is leader's responsibility.

The following studies review the relationship between leadership behaviour and organizational climate.

Muhm (1968), reports in his study that; (i) teachers in schools characterized by low esprit tended to perceive the principal as being co-operative and dependable, characterized by high esprit teachers tended to perceive the principal as being enthusiastic; (ii) teachers in the schools characterized by high intimacy tended to perceive the principal as being creative, imaginative, charming and resourceful, low intimacy tended to perceive the principal as considerate, co-operative, dependable and emotionally stable; (iii) the teachers in schools characterized 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) the teachers tended to perceive the principal as emphasizing production also perceived him
as ambitious, imaginative, original, persuasive, resourceful and high in self-control, if the 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 organizational climate.

Lindemuth (1969), examined the analysis of the leader behaviour to academic deans as related to the campus climate in selected colleges of Michigan University of America, reported; (i) a relationship 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 among themselves on the balance perceived between initiating-structure and consideration in their behaviour than did the members of all other referent groups.

In 1969, Berends studied the "Perception of the Principals' Personality: A Study of the Relationships to Organizational Climate", in Michigan State University, concluded that; (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 perceived by those with whom they interact. Organizational climate might vary according to the way the person in authority is perceived.

Erickner'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 organizational 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 principals' leader behaviour, teachers' behaviour and organizational 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 those 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 of leadership behaviour, group interaction and organizational climate was studied by Waldenberger (1976), on 20 chairmen and 116 faculty members in physical education departments of selected Canadian Universities. Results are; (i) the leader perceived the climate of department more favourably than did the faculty member; (ii) the pleasant, satisfying climate within the department, as a measure of openness was positively correlated with the leaders considerate behaviour and the open and sharing atmosphere within the group and was negatively related to the amount of authority the leader had; (iii) the leaders were found to be at ease in the group and had good leader-member relationships with their faculty; and (iv) both leadership dimensions initiating-structure and consideration scored high.

Bukhari (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.
Mariz's (1980), study on 27 directors and 187 faculty members concluded that; (i) the faculty members' perception of the directors' leader behaviour and of the organizational climate prevailing in the educational institutions were significantly related to director's philosophy of physical education; (ii) the leadership between the perceived organizational climate prevailing in the educational institutions and the director's philosophy of physical education was mostly influenced by two organizational climate dimensions esprit and consideration; (iii) production emphasis was the most important perceived leadership behaviour dimension in determining relationship with perceived organizational climate dimensions.

Sisson (1980), concluded in his study conducted on "An Investigation of Perceptions and of the Relationship Between Selected Characteristics of Principals, Teachers And Schools Relative to Organizational Climate", that difference was determined to exist between principals' and teachers' perception of school climate.

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

Maddern (1981), while working on the problem of leadership behaviour and teacher perceptions of organizational 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 organizational climate which was measured by the salient sub-tests of the Organizational 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 and Consideration OCDQ, $H_5$: Consideration and Thrust, $H_6$: Consideration and Esprit.

In Leonard's (1981), study conducted on 118 teachers and 6 principals from elementary schools, the results revealed that differences between self-reported and teacher perceived leadership style existed. Also, it was found that little agreement existed between principal's self-reported leadership styles and organizational climate of each school.

In 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, leadership and satisfaction. However, the leadership style among the 18 sample principals were differentiated. Most of the schools' climate was perceived by the teachers as more closed than open. Teachers were generally satisfied with their work, their co-workers. The openness of 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 school had more open organizational climate than the traditional schools; (ii) four of the five open education schools were both more open in organizational 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.

Palmer (1983), conducted a study on 30 department heads and 234 faculty members of Physical Education Departments of selected colleges and universities in Canada and United States. He reported that no statistical significant relationships were found between leadership behaviour and organizational climate.
In a study of relationship between leadership of principals and organizational climate conducted by Edwin (1983), involving 478 teachers and 50 principals of secondary schools of the Imo State of Nigeria, it was found that: (i) the dimensions of OCD of this study fell between Halpin's "Open" and "Closed"; (ii) intimacy was found to be the best characteristic of the teachers and thrust the best of the principals; (iii) the principal's age, experience, and size of the school affected improvement of organizational climate.

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

Ogbukiri's (1984), study revealed that there was a significant relationship between the organizational climate of the school and the leadership style of the principal, educational administration background, experience. Higher student enrolment improved the organizational climate of a school.

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 climates and their principals' leadership behaviours, but the relationship was low; and (iii) the 8 sub-tests of the CCDI showed no consistent relationship.

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 teachers, plus the principals of the 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), in determining the effects of organizational 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 effects on job satisfaction. The degree of consideration shown by the athletic director had a strong effect on job satisfaction and supervision. Respondent coaches' feelings of detachment and a lack of administrative
support showed a negative relationship to job satisfaction and supervision.

In a study on leadership behavior and organizational climate as related to the effectiveness of elementary schools conducted by Barton (1985), on 30 principals and 295 teachers, it was found that leader behavior and climate were significantly related to school effectiveness. It was also found that there were significantly more differences in climate perceptions between teachers and principal's of ineffective school than in average of effective schools, teachers and principals of effective schools share common perceptions of their school climate.

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

In a study conducted by Leake (1988), on 23 principals and 340 teachers from 20 buildings in the public school system of the midsized city located in the northeastern part of Ohio, he reported that the perceptual congruence of the elementary principals and teachers did not differ at a statistically significant level (p < .05)
The review of related literature presented here pertaining to organizational climate, reveals certain general trends:

1. Teachers characterized by low esprit tended to perceive the principals as being co-operative and dependable.

2. For effective goal accomplishments, the leader was a vital factor in determining the climate of an institution.

3. Satisfying climate within the department was positively correlated with the leader consideration behaviour.

4. Leadership behaviour and organizational climate prevailing in an institution was significantly related to leader's philosophy of physical education.

5. Leaders perceived the climate of physical education department more favourable than did the faculty members.

2.3 Demographic Characteristics

Demographic characteristics age, rural and urban background in terms of residence directly affect the leadership behaviour and organizational climate as an older person has better administrative ability to improve the
organizational climate due to his past experience. At the same time, younger persons are more democratic than the older ones. Relevant studies are presented to review the literature.

Franklin's (1975) study reveals that; (i) no significant differences were found in morale of teacher educators with an urban background and those with rural background; (ii) the organizational climate and the background of teacher educators did not show any marked differences.

Discussing the problem related to organizational climate, teacher morale, and pupil motivation towards institutions in secondary schools of Baroda District, Shalat (1975), concluded that (i) the organizational climate in rural schools was autonomous and paternal while in urban schools closed and open type were predominant, closed-climate schools had low teacher morale while schools of open climate had higher teacher morale; (ii) there was no relationship between the age of the teachers and school climate.

Gonzalez Marcano (1980), conducted a study on 20 school principals and 451 teachers in the Venezuelan elementary schools and the results indicated that the age of principals did not bear relationship to the organizational climate of the school.

Bell (1981), while exploring the factors of administrative effectiveness, collected the data on 179
senior administrative officials of 47 Southern Baptist Colleges and Universities of the United States. The analysis of data showed that age was not likely predictor of administrative style and effectiveness.

Paul (1981), compared the leadership behaviour of middle and junior high school principals in the East Baton Rouge Parish Public Schools. It was noted that there were no significant differences in the teachers' perception of leadership behaviour of principals based upon age. Highly significant differences were found in the basic leadership style and style adaptability of principals among the black and the white teachers.

Calzini (1983), in his study observed that the age of the principal did not seem to have an effect on the teachers perceptions of leadership behaviour, nor the school climate.

The problem related to demographic variables was analysed by Knautz, Robert Francis (1983), in his study entitled "The Relationship of Occupational Stress to Selected Personality, Demographic and Situational Variables Descriptive of High School Principals". He reported that age had the most explanatory power, although it accounted for 1.4 of the explained variance with a correlation of $r = -.16$.

In a study of leadership style in community education, Blackburn (1985) concluded that no significant differences
were found between the older, better educated, more experienced leaders and younger, less educated and less experienced leaders in community education.

Cressy (1986), reported that older principals and counselling backgrounds were correlated with more participatory leadership styles. Smaller schools were administered by younger and less experienced principals, correlated with higher climate scores.

Blanton (1986), examined the age factor in leadership and reported the significant relationship between age and consideration (b = .116, p < .01).

Amstein (1986), while working on the problem of principal's perceptions of superintendents' leadership ability was affected by selected demographic variables in Tennessee, found that principals from city and county school systems do perceive a difference in the leadership behaviour of their superintendents when assessing 12 dimensions of leadership behaviour.

In considering the problem of leadership behaviour of physical education department heads in Egypt, Hassan (1987), emphasized that the young and less experienced teachers had more positive perceptions of leadership behaviour than the older and the more experienced ones.

Bennett (1988), reported that the younger and less experienced administrators tended to perceive the presidents' leadership style, effectiveness and flexibility similar to
the way the presidents themselves perceived their leadership styles.

Administrators 40 year and above, and who had more experience, perceived the presidents to be less effective and more flexible than the presidents perceived themselves. Also, the presidents' self-perception of their leadership style was higher than the ratings of administrators.

In a study of leadership characteristics of district directors of Co-operative Extension Programmes in Idaho, Washington and Oregon, on a sample of 17 directors and 280 agents, Porter (1988), observed; (i) the significant differences by age on the extension agents perceptions of an effective leader; (ii) men held that consideration was significantly more important than did women.

The trends identified through the related literature of demographic characteristics are mentioned below:

1. The age of the principal did not seem to have any effect on the teachers perception of leadership behaviour nor the school climate.

2. Young and less experienced teachers were considered to have more positive perceptions on physical education department heads' leadership behaviour than older and more experienced teachers.

3. The age of principals did not bear relationship to the organizational climate of the school.