CHAPTER - II

SURVEY OF RELATED LITERATURE
History reveals that man learns from the experience of others. Man always seeks help and guidance from his ancestors.

The survey of the related literature is a crucial aspect of the planning of the study, and the time spent in such a survey invariably is a wide investment. The review of the literature is an exacting task calling for deep insight, and clear perspective of the overall field. It is a crucial step which invariably minimizes the risk of dead ends, rejected topics, reflected studies, wasted efforts discarded by previous investigators and even more important erroneous findings based on a faculty research design.

The review of the literature promotes a greater understanding of the problem and its crucial aspects and ensure the avoidance of unnecessary duplication. It also provides comparative data on the basis of which to evaluate and interpret the significance of one's findings.

Emphasizing the importance of the survey of the related literature Good (1959) and others have pointed out "Survey of related literature helps us to show whether evidence already available solves problem, adequately without further investigation and thus, may save
duplication. It may contribute to the general scholarship of the investigator by providing ideas, theories and explanations valuable in formulating the problem and may also suggest the appropriate methods of research."

According to Best (1963) "......a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what attacking methods have been promising and disappointing and what problems remain to be solved."

Due to lack of resources and time it was not possible for the investigator to get access to the entire published and unpublished research in this field. Still an attempt was made to study the literature concerned with the investigation at hand. For the sake of convenience the investigator has divided the work into three (3) parts:

2.1 Organizational Climate.
2.2 Organizational Climate and Leadership Behaviour
2.3 Organizational Climate and Self Concept.

2.1 ORGANIZATIONAL CLIMATE

Even prior to Halpin and Croft's significant study, other researchers such as Cornell (1955), Vroom (1964), and Argyris (1958) have also studied and had found
significance in the climate of an organization and its effect upon the level of performance of individuals within the organization.

Cornell (1955) defined organizational climate as "a delicate blending of interpretations (or perceptions as Social Psychologists would call it) by persons in the organization of their jobs or roles in relationship to others and their interpretations of the roles of others in the organization" (Cornell, 1955, p.222). Cornell concluded that no two schools had the same climate, and that organizational climate had important effects on the performance of the school.

Argyris (1958) arrived at a similar concept of organizational climate in a more general study of social organization, using the organizational behaviour in a bank for his model. Climate was seen by him to add a meaningful pattern for the formal organizational variables and complicated informal variables making up any organization. He defined organizational climate as the "homeostatic state of an organization composed of elements representing many different levels of analysis".

In still another setting, Pace and Stern (1958) developed an instrument, The College Characteristics Index, in order to measure the climate of a college. This
instrument examined the environment in the college as perceived by the students. In contrast, Cornell (1955) and Argyris (1958) considered the environment as perceived by the staff of the organizations. Lonsdale (1964) defined organizational climate as a global index of the task-achievement and the needs-satisfaction integration. Halpin (1966) defined climate as the "personality" of an organization. School climate was the "personality" of a school described in terms of the social interactions between the teachers and the principal and among members of the teaching staff.

A study by Halpin and Croft had as its purpose the construction of an instrument to make possible the description of the "Organizational Climate" or "Personality" of an elementary school (Halpin, 1966).

An Organizational Climate Description Questionnaire (OCDQ) was constructed to analyze the climate of a fortuitous sample of 71 schools (1151 respondents) from six different regions of the United States. Starting with 1000 items obtained from graduate students, "live" school situations, "arm-chaired" items and other instruments in the literature, the authors screened for clarity and redundancy and chose to pre-test 600 items in four different, but similar, forms of the OCDQ, each of which contained 150 items. An item analysis was made to determine which items
differentiated among schools. Then a separate inter-item correlation matrix was computed for each of the four versions, and each was cluster analyzed by inspection. Finally, the intrinsic content of those items which the statistical analysis had shown to cluster together was analyzed. Only 160 items survived.

Form II of the OCDQ, composed of these 160 items, was administered to a fresh sample of extremely heterogeneous schools and analysis similar to the above reduced the number of items to 80, which composed Form III of the OCDQ. Sixteen items were eliminated in this testing, which reduced the OCDQ to 64 items - that composed the final form, Form IV, of the questionnaire. The cluster analysis of these 64 items substantiated previous classification of the items into eight subtests, which could be divided into two sets of four subtests each. The subtests were the following:

1. Disengagement (Teachers' Behaviour),
2. Hindrance (Teachers' Behaviour),
3. Esprit (Teachers' Behaviour),
4. Intimacy (Teachers' Behaviour),
5. Aloofness (Principal's Behaviour),
6. Production Emphasis (Principal's Behaviour),
7. Thrust (Principal's Behaviour), and
8. Consideration (Principal's Behaviour).

Three general factors of organizational climate -- Social Needs, Esprit, and Social Control -- were identified by factor analysis. Each of the eight subtests reflected a different "saturation" of each of these three major types of behaviour. Thus, the three factor solution provided an effective way of "explaining" the composition of the eight subtests which defined the organizational climate profile.

Six major Patterns of factor loadings were found among the 71 profiles. These were designated as prototypic profiles and six Organizational Climates were defined in terms of these six prototypes. These were ranked in respect of Openness versus Closedness. The six climates named and defined were Open, Autonomous, Controlled, Familiar, Paternal, and Closed. The 71 schools in the sample were classified with respect to these six Organizational Climates.

This study was conceived from the start as a feasibility study. It answered the question of feasibility by constructing the Organizational Climate Description Questionnaire, identifying the eight dimensions of behaviour within the domain tapped by the questionnaire, analyzing the subtest profiles for 71 elementary schools, and classifying these profiles in respect of six Organizational Climates.
The author realizes that the findings of the study would need to be "cross validated" on a broader and independent sample of schools. A careful evaluation should be made of what outside criteria might be used as a true check on the climate scores. Since the sample of 71 schools was a fortuitous sample not drawn at random from a clearly defined population, the present data on OCDQ could not be used for normative purposes, but only for analyzing internal relationships and for estimating the relationships between OCDQ scores and whatever measures might be selected as external criteria. The study was extremely valuable in paving the way for further research.

According to Halpin (1967) the OCDQ is used in not less than 1100 schools in United States and Canada. Korea, India, Pakistan and Australia have also made use of OCDQ. Being an authentic source of organizational climate, the OCDQ has been used quite extensively since its development. Studies made in Minnesota by Anderson (1964) and Brown (1964), supported the validity and reliability of this instrument.

Brown (1964) found that: (1) principals tend to view the climate of their schools in a more favourable light than do teachers, (2) no clear pattern of perceptual differences appeared to exist between males and females, (3)
younger teachers tend to feel stronger social ties with other staff members than the older teachers but the older ones had a generally more favourable perception of the morale than the younger teachers, and (4) the more experienced staff members generally had a stronger opinion than did the new teachers.

Gentry and Kenny (1965) compared the organizational climates of 45 Negro and 66 white elementary schools in an urban school district located in a south-eastern state. The student enrolment in the school district was rather evenly divided between members of the two races. The OCDQ was given to the faculties of all the schools in the system during the last quarter of the school year 1964. Negro and white faculties differed significantly in their perception of the organizational climate of their schools. A large majority of Negro faculties perceived their schools as either "closed" or "paternalistic", while white faculties saw their schools as "open" or "paternalistic".

Sargent (1966) conducted a study to ascertain the perception of the teachers and principals about the organizational climate of the high schools. The sample of the study constituted 33 schools of the Twin Cities Metropolitan and suburban areas. The OCDQ was administered to the principals of all the schools and 1034 teachers
selected at random. The study revealed that the high schools climate and faculty size were related. While comparing "most closed" and "most open" schools it was found that 40 per cent of open school teachers related their schools effectiveness as outstanding. 5 percent and 19 percent were the comparable figures. The schools having intermediate climate had corresponding figures fall between these extremes.

Mehra (1967) carried out a study of the organizational climate of secondary schools, State of Delhi, India in his research in the University of California, Berkeley. In this study he reported that institutions with open or autonomous climate were popular with the staff and students and these institutions attracted the best talent.

Watkins (1968) studied the implication and application of the OCDQ and reported that a principal's perceptions expressed through the OCDQ tend to be significantly different from the perceptions of teachers in the same school.

Sharma (1968) conducted a comparative study of organizational climate of the Government and Private Secondary Schools in Rajasthan in India. Sharma in this study reported the following findings: (1) Staff members of a large number of girls secondary schools perceived the
climate of their schools as controlled, as compared with the boys' secondary schools. (2) The dimension Disengagement was found to be high in the boys' secondary schools. Differences on the remaining dimensions associated with group behaviour were found to be significant. (3) The intensity of Thrust was found significantly high in girls' secondary schools and the rest of the three dimensions associated with leaders' behaviour were found to be insignificant. (4) Schools having open and autonomous climates were found to have a significantly high achievement index compared with closed climate schools.

Rogers (1969) made a comparative study of organizational climate in disadvantaged and affluent schools. In this study OCDQ was used. A significant tendency towards a closed climate in the disadvantaged and affluent secondary schools, and in the disadvantaged elementary schools was found. Teachers in affluent elementary schools did not perceive the climate to tend towards either openness or closedness. Teachers in the disadvantaged schools and teachers in the affluent schools differed significantly with respect to perceptions of organizational climate.

Garrett (1970) studied the organizational climate of Colorado High Schools. The purposes of this study were
to determine the climate of high schools and further to determine the relationship between school size and climate in Colorado High Schools. The findings of the study showed that 60 percent of small schools had open climate, medium schools were split. 50 percent had open climate while other 50 per cent had closed climate. 80 per cent of the large schools had closed climate. The findings revealed that overall 47 percent of schools had open climate and 53 percent of the schools had closed climate. No relationship between the school size and climate was found. It was concluded that no generalization can be made about climate in Colorado High Schools since the schools were nearly evenly divided between open and closed climates. It was stated that when school size exceeds 1000 students, the climate is more likely to be closed.

Gunn (1971) in a study of organizational climate of selected high schools in the State of Mississippi found that out of 61 high schools, 13 schools had an open climate, 5 schools had autonomous climate, 7 schools had controlled climate, 8 schools had familiar climate, 13 schools had paternal climate and 15 schools were found with closed climate. The findings revealed that significant relationship existed between the organizational climate and each of the variables of principals and teachers. Significant relationship also existed between the
Aderunmu (1977) in a study of teacher and principal perceptions of the organizational climate of Secondary Schools, Logas State, Nigeria concluded that significant relationship existed between teacher morale and the degree of control and thrust that a principal displayed. There was a relationship between closed climate and low morale and high disengagement of teachers. It was further concluded that age was a factor in perceived organizational climate.

Ganzalez and Geovalis (1980) in a study of organizational climate in the Venezuelan elementary schools found that female principals were positively correlated with more open climate whereas as a male principal tended to be associated with less open schools. There was no significant relationship between age of principals and the degree of openness of the school climate. A significant relationship was found between the openness score of the school and the length of the principal's educational experience. No relationship was found between the number of years the principal has been at the school and the degree of openness of the school climate. The findings revealed that a substantial difference was found between the way the principals perceived the climate of their schools as compared with that of their teachers. The findings further
indicated that principals tended to give much more positive assessment of their schools than did the teachers. When perceptions of teachers and principals were analysed it was found that all the 29 schools exhibited closed climate.

Gaba (1980) conducted a comparative study on organizational climate of government and privately managed higher secondary schools in Jullundur District. In addition to this he also attempted to study the effect of organizational climate on teachers job satisfaction. It was concluded that the organizational climate of a school affects the job satisfaction of teachers. If the climate is favourable, teachers feel satisfied and perform their duties in a self contented manner.

Crane's (1981) study of organizational climate showed that there were no significant differences in the perception of school climate by principals and perceptions by teachers. It was concluded that experience, tenure and position in a school title influence one's perception of school climate, but not with sufficient magnitude to say that they are contributions to one's perception of school climate. It was further concluded that principals perceived climate more positively than teachers.

In a study of perceptions of organizational climate of elementary regular and special education teachers
York (1982) found that more elementary teachers reported closed building climates than special education teachers. Greater number of open building climates were reported by teachers who were older, employed for a greater number of years and within a building of smaller school enrolment.

Al-Derhim (1984) conducted a "A study of organizational climate perceptions in elementary and intermediate schools in Qatar".

The purpose of this study was to investigate the school climate of elementary and intermediate schools in the State of Qatar as perceived by the school staff, in relation to their position (teachers and administrators), type of schools (elementary boys, elementary girls, intermediate boys, intermediate girls), location of schools (city, suburbs, and villages), and their nationality (Qatari, and non-Qatari).

The data of this study were obtained by utilizing the Form IV of Organizational Climate Description Questionnaire (OCDQ), developed by Halpin and Croft (1963). This instrument was translated into the Arabic language with some minor modifications.

Forty-eight elementary and intermediate schools for boys and girls were randomly selected from three locations; the city, the suburbs, and the villages.
Five hundred thirty-three teachers, principals and vice-principals participated in the study. The statistical procedures used to analyze the data and research hypotheses were tested by analysis of variance (ANOVA) techniques. The significance level of testing the research hypotheses was 0.05 level. Each of the five hypotheses was tested for eight subtest dimensions of the organizational climate; Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production, Emphasis, Thrust, and Consideration.

The results and conclusions are as follows:

(1) Generally, the school climate in elementary and intermediate schools in Qatar is moderate. The relationship of the school administrators and teachers may be described as reasonably satisfactory, but relatively formal in character. (2) The interaction among teachers in suburban schools was more limited when compared with relationships among teachers in city and village schools. (3) The schools located in the city are more open climate than schools located in the suburbs and the rural areas. (4) The school administrators in rural schools demonstrated closer supervision of teachers than administrators in the city and suburban schools. (5) The social atmosphere in girls' schools is more intimate than in boys' schools. (6) Qatari and non-Qatari teachers have similar feelings about the social climate in Qatari schools.
Clover (1984) studied "Organizational climates of elementary schools: A revision of the Organizational Climate Description Questionnaire."

The purpose of this study was to revise and expand the Organizational Climate Description Questionnaire, designed by Halpin and Croft in 1962. They defined eight dimensions that comprised organizational climates of schools and grouped schools on a climate continuum from open to closed. School profiles were based on characteristics of teachers as a group and of principals as leaders. The revision of the instrument addressed recommendations and limitations cited in the literature. Hypotheses and research questions were also generated to investigate relationships among the revised OCDQ, pupil control and academic press.

A descriptive questionnaire was administered to a sample of 70 elementary schools in New Jersey. Each faculty was subdivided at random so that two-thirds responded to the new OCDQ and one-third to the Pupil Control Ideology form (PCI). The PCI was used in its original form and was also rewritten to reflect control behaviour. After the data were collected, a pilot group was established for preliminary analysis and data reduction. Factor analysis were performed, and both the conceptual framework and the climate
instrument were refined. Final analysis of the revised instrument was performed, using all 70 schools. The factor structure of the new OCDQ remained stable, and a set of hypotheses and research questions were tested using the revised instruments.

A new climate measure, the OCDQ-R, was developed. The domain of the organizational climate of elementary schools was mapped in terms of Six Concepts, describing teacher/teacher and teacher/principal relationship.

Teacher/principal interactions were described by Supportive, Directive and Restrictive Behaviours; teacher/teacher interactions were described by Collegial, Intimate and Disengaged Behaviours. Secondary analysis also indicated that schools could be arrayed along a continuum based on the openness of interactions. Finally, openness in school climate was significantly related to humanistic pupil control ideology and a strong academic press.

Mulhern (1984) studied "Organizational climate of secondary schools: Revision of the OCDQ."

A characteristic of schools that is frequently found to be of common interest to educators, parents and students is a quality described as the "atmosphere", "tone", "feel", "personality", or "climate" of the school. The concept of organizational climate has been found to be
useful in analyzing human behaviour in organizational settings. Halpin and Croft (1962) identified the social interactions that occur among the teachers and between the teachers and the principal as primary indicators of school climate. Following their work on elementary schools, climate dimensions describing the social interactions that occur among teachers and between teachers and the principal were identified using the secondary school as the unit of study. Because social interactions between students and teachers seem to be of particular importance when addressing the climate of secondary schools, a component for describing these interactions was also included in this work. As a result of factor analyses, reliability analyses, and persistent assessment of the conceptual integrity of the climate dimensions, as a concise instrument describing five dimensions of school climate was developed. Two dimensions pertain to the behaviour of the principal as a leader and three dimensions pertain to the behaviour of teachers as a group. In addition, a means for calculating an index to depict the openness of school climate openness, expectancy motivation and pupil control ideology were tested.

Niroomandi (1984) conducted "A study of the relationship between the organizational climate and pupil control ideology of the professional staffs in selected secondary schools in Shiraz, Iran".
This study was undertaken to: (1) identify the organizational climates of the public secondary schools (Middle and High) in the city of Shiraz, Iran, and its related outlying areas; (2) investigate pupil control ideology of these schools' professional staffs; (3) discover possible relationships between the schools' climate and the pupil control ideology of their professional staffs; and (4) examine if the schools' professional staffs' perceptions of their school climate and their pupil control ideologies are influenced by the: grade levels, students' gender, and schools' geographical locations.

Eight major null hypotheses were formulated to be tested. The Organizational Climate Description Questionnaire Form IV, and the Pupil Control Ideology Form were distributed among 435 randomly selected Iranian Public Schools' educators in thirty-seven selected schools in Shiraz Township. 424 completed and usable returned questionnaires were analyzed by means of three-way ANOVA, and Pearson Correlation techniques, using the Statistical Analysis System Computer Programme.

The results indicated that: (1) There were no significant relationships between the sampled Iranian teachers' and administrators' mean scores, respectively, on pupil control ideologies and their perceptions of their
school climate, based on the openness index of the climate; nor between their mean scores on pupil control ideologies and the eight dimensions of the school climate. (2) There were no significant differences between the mean scores of administrators' perceptions of their school's climate; nor between their mean scores on their pupil control ideologies within the eight different groups included in relation to the geographical location, students' gender, and grade levels of the schools. (3) Significant differences were found between the mean scores of teachers' perceptions of their school climate within the eight different groups included in relation to the geographical locations of the schools. (4) Significant differences were found between the mean scores of teachers' pupil control ideologies within the eight different groups, included in relation to the gender of students attending the schools.

On the basis of these findings, it was concluded that: the sampled Iranian teachers' perceptions of their schools climate are significantly affected by the geographical location of the schools; and their pupil control ideologies seemed to be affected by the gender of the students they taught.

Brooks (1984) studied "Perceived factors of organizational climate in elementary schools".

This study utilizes the Delphi Technique for the
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purpose of identifying the major factors of school climate as perceived by teachers and principals in the elementary schools of Baltimore City. The study is a modification of a study conducted by Thomas Fegley (1980) in the high schools of Illinois.

This study sought to answer three fundamental questions: (1) What factors will emerge as major factors of school climate as perceived by teachers and building principals in the elementary schools of Baltimore City; (2) Which factors will receive the strongest consensus rating from participants; and (3) Will the major factors taken from Fegley's (1980) study receive similar ratings from participants in the present study?

The respondents were asked to participate in three rounds of a Delphi probe in an effort to identify major factors of school climate as they perceived them. They responded to three questionnaires, each one developed from the preceding one in this study. By the Final Round, the sample consisted of 104 teachers and 25 principals. The original sample consisted of 240 teachers and 40 principals from 40 schools.

Thirty-two of the 100 items emerged as major factors of school climate as perceived by principals and teachers. It was concluded that the respondents in both
studies rated the major factors similarly, but those in the present study tended to rate them slightly higher than those in Fegley's study. It was also concluded that when the hypotheses of independence were tested, using the chi-square statistic and the .05 level of significance, "years of experience in education"; "position (principal or teacher) of respondents"; and "formal education" were the demographic variables shown to be statistically associated with the greatest number of identified major factors of school climate.

Moran (1985) studied "Organizational climate in institutions of higher education: construct determination and theoretical dimensions."

Two major questions related to organizational climate appear repeatedly in the organizational theory literature. First, at what level of analysis should the climate construct be operationalised (i.e., does climate have greater relevance at an organization-wide or sub-unit level)? Second, what process or "composition theory" explains how the perceptions of individuals are transformed into the organizational attribute of organizational climate.

This study examines organizational climate in nine public colleges and utilizes data from 2937 respondents. It analyzes whether climate has greater significance as an
attribute of organizations or sub-units. Also, the characteristics of organizations with more positive climates, are explored. Additionally, a model is developed that interprets a process by which individual perceptions are transformed into an organizational entity. The model posits that organizational climate arises from the inter-objectivity of members as they interact within a context established by the organization's culture.

The most significant findings are: (1) climate does have relevance at the organizational level in that it distinguishes organizations from one another, but in institutions of higher education sub-units, particularly workgroups related to departments, account for the largest proportion of variance, (2) administrators have significantly more positive perceptions of organizational climate than do faculty, (3) organizations with more positive climates display greater "adequacy of goal focus and performance standards." These findings and their implications for theory and administrative practice are discussed.

Bader (1985) studied "Principals' and teachers' perceptions of the organizational climate of Bahraini elementary schools."

This study investigated the organizational climate
of Bahraini elementary schools as perceived by principals and teachers and the relationships among school climate and principals' and teachers' gender, qualifications, and years of experience, and three types of schools in relation to the gender composition of principals, teachers and students.

The Organizational Climate Description Questionnaire by Andrew W. Halpin and Don B. Croft was translated into Arabic by the researcher and was the instrument used to assess principals' and teachers' perceptions of their school climates. A demographic data sheet was used to collect information about principals' and teachers' gender, experience, and qualifications.

A random sample of twenty-nine elementary school principals and 290 teachers was selected from twenty-nine elementary schools. All of the principals and 98.9 percent of the teachers completed and returned the study instruments.

Statistical analyses of the collected data indicated that principals perceived their schools' organizational climates to be more open than their teachers did. Also, it was found that boys' schools with male principals and teachers had the most open climates, boys' schools with female principals and teachers had the least open climates, and girls' schools with female principals and
teachers had climates that fell between the previous two school groups. Male teachers perceived their climates as more open than female teachers, while male and female principals perceived their climates similarly. Finally, the findings of this study revealed that teachers' and principals' years of experience and qualifications had no relation to their perceptions of the organizational climates of their elementary schools.

Al-Hossaini (1985) conducted "A study of Saudi elementary school administrative communication and organizational climate in the district of Riyadh."

The purpose of this study was two-fold. First, to ascertain the kind of organizational climate that exists in the public elementary schools in Riyadh, Saudi Arabia. Secondly, to ascertain the relationships between the administrative communication behaviour and the organizational climate of the schools as perceived by teachers.

Data were gathered using the Organizational Climate Index and the Audit of Administrator Communication Questionnaires. Forty-seven schools of fifty-two randomly selected schools participated. The principals were asked to answer the Organizational Climate Index Questionnaires. The randomly selected teachers were asked to answer both the
Organizational Climate Index and the Audit of Administrator Communication Questionnaires. Data were processed by use of a Computer programme at the University of Missouri - Columbia. The results of this processing were subjected to testing using MANOVA and canonical correlation.

The following conclusions were made: (1) Saudi male elementary school climates tend to run from high Development, high Task-Effectiveness, to low Development, low Task Effectiveness. (2) In Saudi male elementary schools, both teachers and principals hold similar perceptions of their schools' climate. (3) Communication and organizational climate factors are very positively related.

Vrable (1985) studied "Relationship between organizational climate of selected elementary schools and personal characteristics of their principals."

This researcher's purpose was to identify possible relationships between certain personnel characteristics of selected elementary school principals and the organizational climate of their respective schools.

For this study, data-gathering instruments were sent to forty-three randomly selected elementary schools in northeastern Ohio. The instruments were the Organizational Climate Description Questionnaire, The Sixteen Personality
Factor Questionnaire, and a Biographical Sheet. Thirty-six schools returned their materials.

To process the data, multiple t-tests were run on a computer, testing the hypotheses for significance. The .05 alpha level, commonly used in this type of research, was selected as the level of acceptance.

The results of this suggested that the way a leader behaves does have some effect on the building climate. Although some of the findings implied a relationship, the majority of findings implied that these relationships only exist minimally.

These findings further suggested that principals should become more aware of group processes, those forces unique to a group which ultimately result in its success or failure. Educational leaders must be concerned with personality, leadership skills, communication, and the appropriate use of group dynamics, without which it would be difficult to create and maintain a desirable organizational climate.

There was a statistically significant difference between the principals' perception of organizational climate and the perceptions held by the faculty of the same schools. This was the most important finding in the study.
Teachers in twelve of the buildings perceived their buildings having a closed climate, while only five of the building administrators agreed. These data suggested the principals need to be more in tune with their staff in order to be more aware of the Staffs' perceptions of the building climates.

Emery (1986) studied "Interpersonal characteristics of principals and the organizational climate of schools."

The principal traditionally has been viewed as the person who most significantly affects what happens in the school. Productivity and satisfaction of students and staff as well as the presence of a healthy and positive school climate have been seen as commensurate with the principal's positive leadership role (Brown and House, 1967). Similarly, organizational climate has been viewed as an important factor in affecting student attitudes and achievement (Kelley, 1980). Consequently, school climate and the manner in which principals shape that climate, become issues of concern for educators.

Although many characteristics influence the way in which a principal behaves in the role, several key variables were selected for investigation: dogmatism, locus of
control, Machiavellianism, bureaucratic orientation, and career mobility promotion. The present study assesses the extent to which these characteristics of principals are related to school climate.

Assessment of the variables was achieved using measures of proven validity and reliability, and the climates of the sample schools were identified using the Rutgers Secondary School Climate Index measure (RSSCI). The empirical phase of the investigation was guided by seven hypotheses and two research questions that related personal and social characteristics of principals with the climates of their schools. Data were collected from the principals and teachers in 68 high schools in New Jersey. Correlation analyses, analysis of variance procedures, and multiple regression analyses were used to test the seven hypotheses and explore the two with the climate of the schools.

The results of the study suggest that, except for locus of control, the selected personal and social characteristics of this study, are not related to school climate. The lack of strong relationships suggests that the structure of the school may have important moderating consequence for the behaviour of principals, irrespective of the principal's personal characteristics.
Barahimi (1986) investigated "The relationship between organizational climate and teachers' job satisfaction in Iranian Middle Schools."

The purpose of this study was to determine the relationship between the organizational climate and job satisfaction among teachers in middle schools in Iran. Four hypotheses were developed: two tested extrinsic job satisfaction and two were related to general job satisfaction against organizational climate, with respect to demographic variables: age, sex, marital status, location of school, years of teaching, salary, and type of school.

The participants of the study were all teachers in six middle schools randomly selected from each of three different socio-economic districts. Each participant was given a cover letter and two survey instruments. The Organizational Climate Description Questionnaire, developed by Halpin and Croft was used to collect data on organizational climate perceptions. The Minnesota Satisfaction Questionnaire was used to collect data on the job satisfaction perceptions.

A total of 150 usable questionnaires (75 percent) were returned. Responses were analysed by an analysis of variance technique to test the difference between means and
when a significant F-value was found the Neuman-Keuls multiple comparison test was used to determine the specific groups involved in the difference. An analysis of covariance was employed to test for differences in Extrinsic and Intrinsic job satisfaction. To test the relationship of school climate to general job satisfaction, Pearson correlations were determined. The data were also subdivided by demographic variables and separate correlations were run.

The findings of the study were as follows:

1. The more open the school climate was, the greater were teachers' general, extrinsic and intrinsic levels of job satisfaction,
2. Very open organizational climates tended to be associated with the highest levels of teachers' general job satisfaction,
3. School climate was perceived to be most open in communities of the highest socio-economic levels but least open by teachers having the high level of education. The other demographic variables demonstrated no significant relationships with either dependent variable.


This study assessed the perceptions of high school principals and teachers relative to school climate in Indiana high schools. The instrument employed in the study...
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to answer the research questions was the Organizational Climate Description Questionnaire (OCDQ). Responses were received from 325 Indiana high school teachers and 76 high school principals selected at random.

The chi square test, the t-test, F-test, and Duncan and Scheffe tests were employed as statistical procedures for analyzing the data. The level of significance for the study was established at .05.

Four conclusions made in earlier research studies were supported by findings in this study. These four conclusions were (1) A difference exists between the perceptions of principals and teachers regarding the school climate in Indiana high schools. (2) In some schools principals and teachers tended to perceive the school climate as being different. One group tended to perceive the climate as open, while another group perceived it as closed. In some schools teachers and principals hold the same perceptions of the school climate as being closed. (3) The school climate as perceived by principals and teachers did not indicate significant differences regarding the size of the school. (4) The school climate as perceived by principals and teachers did not indicate significant differences regarding the population make-up of the school.

Two findings made in this study were not
previously observed and as a consequence contributed substantially to this body of knowledge. These two findings are: (1) The school climate as perceived by principals and teachers did not indicate significant differences regarding the wealth of the school. (2) The school climate as perceived by principals and teachers did not indicate significant differences regarding the population make-up of the school.

Winter (1987) conducted "A qualitative study of teachers' perceptions of school climate utilizing the interview method."

The purpose of this study was to examine the perceptions of teachers regarding school climate and their perceptions as to the principal determinants of climate. The results represent the attitudes and beliefs of 32 randomly selected high school teachers in a midwestern city.

The study took place between August 1986 and June 1987. A qualitative approach was employed using interviews as the primary data gathering technique. A total of 32 secondary school teachers were interviewed. The subjects were randomly selected from a group of 200 volunteers from six urban public high schools. Analysis revealed seven prevalent themes which help us to understand school climate. Of these seven listed below, the first two appear to be most
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influential: (1) The principal is the prime mover in establishing a school climate. (2) The extent and nature of staff cohesiveness exert a strong impact on school climate. (3) Support for teachers from the principal was reported to be an important source for climate satisfaction. (4) Community perceptions and parental support are important factors in influencing climate. (5) Key leaders among the staff play an important role in shaping school climate. (6) The impact of central offices, school board directors and local politics is often perceived negatively. (7) Teachers tend to perceive a negative shift in climate over the past decade.

The results of this study are presented in three journal articles. Liberal use of direct quotations help describe the perceptions and opinions of the teachers.

Leake (1987) made "A comparative analysis of teachers' and administrators' perceptions of school climate and organizational dimensions."

The concept of climate is frequently used to describe the environment in schools. Climate seems to emerge from a confluence of consistent and predictable relationships between factors in the school environment. With respect to these school climate factors, this study examined the perceptions of teachers and principals within
the same buildings at the elementary level with those of teachers and principals within the same buildings at the secondary level.

The sample for this study was drawn from 20 buildings in the public school system of a midsized city located in the northeastern part of Ohio. The 340 teachers and 23 principals responded to an amended version of the School Assessment Survey (SAS) developed by Wilson, Firestone, and Herriott (1985). The dimensions examined in the study were: goal consensus, facilitative leadership, horizontal and vertical communication, centralization of influence, staff conflict, teaching behaviour, student academic behaviour and student discipline.

Responses by teachers within a building were aggregated to produce a composite score for each dimension. A composite dimension score for each principal was also generated. An analysis of variance and two "a posteriori" procedures were used to examine the relationships within and among the buildings. Since the study focused on similarities, and differences in perceptual responses, the concept of "congruence" was operationally defined. In eight of the nine dimensions, when comparing the responses of the teachers and principals, "congruence was measured by the difference between the principal's composite mean score and the aggregated mean response of the teachers. In the
remaining dimension (goal consensus), "congruence" was determined by the dispersion of responses.

Generally speaking, the perceptual congruence of elementary principals and teachers did not differ at a statistically significant level (P<.05) from that of secondary principals and teachers with reference to the school climate and organizational dimensions. An interesting and alarming finding which emerged from the data suggested that the teachers seemed to have low expectations for the academic behaviour of their students. Also, the findings seemed to infer, that the size of the staff tended to affect the frequency of vertical communication.

Vilaichone (1987) conducted a study on "The organizational climate of elementary schools in Changwat Chachoengsao, Thailand."

The purposes of this study were to determine the following relative to principal and teacher perception of the organizational climate of elementary schools in Changwat Chachoengsao, Thailand: (a) the Employee Type by school size interactions; (b) the differences between the principals and teachers; and (c) the differences between the schools with enrolments of 300 students or less and schools with enrolments of more than 300 students. These interactions
and differences pertained to the overall organizational climate of the schools.

The sample consisted of 287 principals and teachers who returned sufficiently completed responses to the Organizational Climate Description Questionnaire (OCDQ) that consisted of the following sub tests: Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, and Consideration. One principal and two randomly selected teachers were selected from each of 50 randomly selected small schools and 50 randomly selected large schools. Ninety-six percent of the subjects selected returned sufficiently completed instruments.

The results of the study were as follows:
(1) Principals in small and large schools perceived the organizational climate of the schools to be significantly different from the perceptions of the teachers in small and large schools. (2) The Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, and Consideration means for the principals were significantly greater than the corresponding means for the teachers, P<.05. (3) The Disengagement mean for the teachers was significantly greater than the mean for the principals, P<.05. (4) Principals and teachers in small schools perceived the organizational climate of the schools to be significantly different from the perceptions of the
principals and teachers in large schools. (5) The Hindrance, Esprit, and Thrust means for the large schools were significantly greater than the corresponding means for small schools, P<.05.

Conclusions, implications for educational administration practice, and recommendations for further study were also provided.

Lightle (1987) studied "The relationship between principal communication and the organizational climate of the schools."

The main purpose of this study was to examine the relationship between principal communication style and the organizational climate of the school.

The major conclusions of this study were as follows: (1) A relatively high percentage (68%) of the respondents to this survey reported having 13+ years of teaching experience. This could indicate that there has been a generally stable pattern of employment for a number of years at the secondary level in the schools surveyed. It might be projected that if student populations remain stable, there will be a significant number of retiring secondary teachers that will need to be replaced in a relatively short span of time. (2) The high percentage
(74%) of the randomly selected teachers have advanced degrees, implying strong professional commitment and willingness to invest personal resources in pursuit of advanced study. (3) Teachers having some type of administration responsibility appear to have a greater appreciation for the role and responsibilities of the principal than do the teachers not having administrative responsibilities. (4) Administrators appear to hire teachers with attitudes and expectations similar to their own. Teachers view more positively those principals who were responsible for their employment than those who were not. (5) The principal's verbal administrative communication style has a significant relationship to the organizational climate of schools.

The principal must be aware that his/her communication style is important in establishing a climate that encourages the achievement of positive goals.

Frothingham, Elizabeth Mason (1988) made a study under the title, "Teacher collegiality: Its relationship to professionalism and organizational climate in public and private schools."

The purpose of this study was to determine the relationship between teachers' perceptions of their school climate and collegial communication and their professional
attitudes. These variables were examined in regular public schools, alternative public schools, private parochial schools, and private independent schools in order to determine if collegial communication produced any kind of variance in the professional attitudes of teachers towards their clients and their work or in the teachers' perceptions of their school climate.

The diversity of schools located in Manhattan provided an optimal setting for this study of teacher attitudes at a variety of school organizational types. The area from which the schools were selected randomly to participate in the study extended from East 124th Street to East 69th street and from Fifth Avenue to the East River. The unit of analysis was the school which ideally included 10 teachers selected randomly from the respective total teacher populations at each of 40 participating schools.

The teachers completed the short version of the Organizational Climate Index designed by Stern and Steinhoff, the Lateral Reciprocity Scale which was part of the Task Communication Questionnaire by Harkin, and the Professional Orientation Scale developed by Corwin. The statistical analysis of the data included the one way analysis of variance, pooled variance estimates, correlations, and post hoc Turkey comparisons.
Results of this investigation of our types of school organization suggest that significant differences between these private and public schools do exist in ways that can be identified and measured. Perhaps the most important implications of this study were the sharp contrasts drawn between the regular public schools and the alternative public schools. Although the type of pupils, the socio-economic levels of the families, and the certification requirements for the teachers were the same, the organizational climate factors and areas as perceived by the teachers were significantly different between these two school types.
2.2 ORGANIZATIONAL CLIMATE AND LEADERSHIP BEHAVIOUR:

A lot of literature is available regarding leadership behaviour in relation to different variables. But the researcher concentrated on Leadership behaviour with one dependent variable i.e., organizational climate.

Stephan (1969) conducted a study on the leadership behaviour and administrative action patterns of principals of public elementary schools. The following were the conclusions: (1) There was a marked degree of similarity in the perceptions of the respondents, that is, as to what leadership behaviour was expected of this key management role. It was concluded that the principals must be aware of the leadership dimensions in their work. (2) The principals' appraisals of their own leadership behaviour was realistic, in view of the comparison of their perception of their own role with the perceptions of the other three groups of respondents. (3) The leadership behaviour of the principals did not seem to influence significantly their administrative actions.

Louis (1969) studied the relationship of principal's leadership training and personality to organizational climate of schools. He found that: (1) A Principal's participation in a leadership development programme is related beneficially to the maintenance of a more open school climate. (2) Personality of a principal is
not a major determiner of the openness or the closedness of the school climate. (3) Neither size of the school nor lengths of the principal's tenure is related to school climate.

Steve (1969) conducted a study on the relationship between perceptions of leadership behaviour and certain dimensions of teacher morale. One hundred thirteen secondary school teachers from eight building units responded to the Leader Behaviour Description Questionnaire and the Purdue Teacher Questionnaire. The Leader Behaviour Description questionnaire measured the dimensions of the leader behaviour. 'Initiating Structure' and 'Consideration' and Purdue Teacher Opinionnaire measured ten dimensions of faculty morale. The following conclusions were drawn: (1) Group members do not agree on descriptions of their principal's behaviour. The perception of leader behaviour appears to be affected by group members' frame of reference. (2) There appears to be three possible reasons for the significant, relationship between 'consideration' and initiative of structure." The instrument may not measure independent dimensions. Second, a carry over effect may be involved. Third, respondents may not have provided honest reactions to the instrument. (3)'Consideration' is the leader behaviour most highly associated with member satisfaction. Consideration behaviour appears to represent
the organizational purpose of member satisfaction. (4) The primary influence of leader behaviour on morale is related with the morale dimension, 'Rapport with Principal.' There are some dimensions of morale with which the Principal's perceived behaviour has little or no relationship. (5) 'Initiating structure' is most strongly associated with satisfaction with teaching and rapport among teachers. (6) The behaviour of the principal does have a strong relationship of morale status, but is not the sole determinant of morale status. Principal's behaviour is a critical aspect of morale status, but not the only aspect.

Coopert (1969) studied the relationship between the leader behaviour of elementary school principals and organizational climate of the schools in Thailand. He found that the leader behaviour of elementary school principals exhibited bivariate correlation to the organizational climate of their schools especially the observed behaviour of elementary school principals.

Sullivan Bloomer Don (1970) studied the correlates of leadership behaviour of Chief Administrative Officers in selected junior colleges. The following conclusions were arrived at: (1) The personality needs of junior colleges chief administrator were related to both the organizational
(2) The leader behaviour of the Chief Administrator was related to the junior college's organizational climate. (3) The organizational climate of the junior colleges was different from that of junior college with differing administrator/faculty ratio. (4) 'Structure Initiating' leader behaviour was related to certain personality needs of the chief administrator and to certain aspects of the organizational climate of the college. (5) Junior colleges with different organizational climates did differ from one another on the personality needs and leader behaviour of the chief administrator.

Brickner Charles Elias (1971) conducted an analysis of organizational climate and leader behaviour in a North Dakota School system. He found that: (1) There were no significant differences between the principals' and faculty's perceptions of leadership behaviour. (2) The principals perceived significantly higher 'Esprit' and 'Consideration and Thrust', 'Disengagement' and 'Hindrance' than did their faculties. (3) Leadership behaviour was significantly related to organizational climate. (4) Leadership behaviour was not significantly related to faculty size. (5) 'Esprit' was the only dimension significantly related to faculty size.
Wales Richard Frederick (1971) studied relationship between the leader behaviour style of elementary school principals and morale of teaching staff. The findings were: (1) Elementary school principals' leader behaviour had no statistical significant impact upon the level of morale among the teaching staff. (2) The morale scores for the primary and upper grade teachers came from the same population. (3) The principal came from the same population as the teachers relative to 'Initiating structure' and 'Consideration' dimensions of his leader behaviour. (4) The reliability indices of the leader behaviour questionnaire and the morale questionnaire were questionable when used in an educational setting. (5) The level of teacher morale was a fluctuating phenomenon.

Corpus (1971) studied the relationship of principal's leader behaviour to teacher's behaviour and the relationship of leader behaviour to organizational climate in secondary schools. It was found that: (1) 'Initiating structure', 'Consideration', and 'Thrust' (in ascending order were functionally related to 'Esprit' in a positive direction. (2) 'Consideration' and 'Thrust' were functionally related to disengagement in a negative direction. (3) Teachers who perceived their principals as being high above the mean on 'Initiating structure', 'Consideration' and 'Thrust' have a significantly higher
mean score on Esprit than teachers who perceived their principals as low on those leader behaviour dimensions. (4) Principals tended to perceive their behaviour on 'Consideration' more favourably than did their staff. (5) Principals in the most open schools had a significantly higher mean score on 'Consideration', than the principals in the least open schools.

Vanmeir (1971) conducted a study of leadership behaviour of male and female elementary school principals. By random method twenty-five elementary principals, ten females and fifteen males, were selected to participate in the study from seven sub-urban school districts located in north and west of Chicago from predominantly white middle and upper middle class socio-economic communities. The female principals as compared to the male principals were perceived by their teachers as exhibiting a higher pattern of leader behaviour characterised by (a) ability to reduce conflicts and disorders, (b) being persuasive in argument, while exhibiting strong convictions, (c) by being readily assuming and exercising the role of leadership rather than surrendering leadership to others, (d) exhibiting the foresight and ability to accurately predict the outcome of further activities. Finally it was suggested that since few significant leader behaviour differences were found between the two sexes, and that those few which were significant
were in favour of the female, the contention that men are better suited than women to become elementary school principals was not supported.

Espiritu (1973) studied teachers' perception of professional leadership of public elementary school principals, its relationship to teacher morale, teacher performance and pupil learning. The study yielded the following results: (1) Teachers perceived their principals as exercising a 'high' level of professional leadership, (2) Teachers' perceptions of an elementary school principals' professional leadership were largely a function of the professional needs of the study, (3) Effective professional leadership behaviour was strongly associated with efforts exerted in, (4) Teachers seemed to feel that their principals were not maximizing the different skills of the faculty, (5) Teachers had definite conceptions of effective and ineffective professional leadership, (6) There was direct relationship between professional leadership and teacher morale, (7) Teacher morale was positively influenced by a humanistic relationship between the teacher and the principal as the latter functioned in his role of professional leader.

Mondschein (1974) studied leadership styles of school superintendents. A review of the literature pertaining to the leadership role within groups revealed
that there were two main points of view on this subject. One was that the leader of the group could direct the group so that the two main group functions of goal achievements and group maintenance could be attained. The other contended that there was inherent conflict in this role and that two different members of the group were required to fulfil these functions. The latter stance was the basic hypothesis of this study. In this study the two different members of the group were the superintendent and the staff member with whom the superintendent worked closest. The latter was designated as the team staff member. The researcher used the sixteen item LPC scale developed by Fred Fielder and his associates to ascertain the leadership style of the superintendent and the team staff members. The leadership styles were designated as task oriented or relationship oriented. The following were the findings:

There was no statistically significant relationship between overall staff functioning and the paired leadership styles. More of the superintendents and team staff members were relationship oriented than task oriented. The relationship oriented style of leadership was more associated with longer periods of time as an administrator, longer period of time in the present school, and with the older administrators. The task-oriented leadership style was more connected with being a member of
larger staff groups and having held more positions as an administrator.

Peters (1974) studied some aspects of leader style, adaptability and effectiveness among western Massachusetts principals. The study investigated the relationships between staff and self-perceptions of the principal's leader behaviour as that behaviour was seen to be either dominant in style or adaptable to situational changes. The study attempted to assess the relationship between perceived leader style, dominant or adaptable, and perceived leader effectiveness. Seventeen western Massachusetts principals and their staff were selected to participate in the study. They were administered similar forms of the Leader Behaviour Description Questionnaire to obtain data concerning staff and self-perceptions of principal's leader style. The principals and their members of the staff were administered the leader adaptability and style inventory to obtain data concerning staff and self perceptions of the adaptability of the principal's leader behaviour. The following were the findings: (1) There was a significant and positive relationship between the principal's self-perceived adaptability scores and the mean of the staff perceived adaptability scores. The staff rated their principals higher in adaptability than did the principals themselves. (2) There was a significant agreement
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between the staff perception of the principal's use of consideration behaviour. (3) There was a significant agreement between the staff perceived use of 'Initiating structure' behaviour and the principals self-perception of 'Initiating structure' behaviour. (4) The study was unable to demonstrate that adaptable leader behaviour is significantly related to being either an effective or an ineffective principal. (5) There was a close relationship demonstrated between the staff and self on Leader Behaviour Description Questionnaire dimensions scores.

Zackrie (1974) studied a descriptive analysis of activities in educational leadership and of appellate problems of elementary school principals in the Saginaw public school system and their variability with the school's socio-economic setting. A certain amount of appellate problems is inherent in the principal's role. He cannot retreat to an ivory tower, refusing to deal with less glamorous problems of every day school life. Too many principals have the opposite problems. They become so enmeshed in the day-to-day problems that they are unable to perform the critical tasks of leadership. A principal severely afflicted with appellate problem is dealing almost entirely with issues raised by others each of whom is concerned with only part of the school operations or with his own personal interests. When a principal responds only
to issues raised by others, his actions become random movements in terms of the school programme as a whole. The direct observation method was utilized in ascertaining the data. The stratified sampling method was employed. The following were the findings: (1) There is no significant difference between principals in high and low socio-economic settings in the execution of overall educational leadership activities during a normal work day, (2) There is no significant difference between elementary school principals in high and low socio-economic settings in the overall frequency of educational leadership activities during a normal work day, (3) Elementary school principals in low socio-economic setting have a higher frequency of appellate problems, (4) There is no significant difference between elementary school principals in high and low socio-economic setting in the kinds of educational leadership activities.

Maniudakis (1974) made a comparative study of teachers' perception of principal's leadership style and teacher performance between Greek and American schools. More specifically, the study examines the relationship between teacher perception of principals' democratic or authoritarian leadership style and teacher morale and instructional performance. A comparison is made between four secondary schools in Greece and four secondary schools in western New York. This study was concerned with the
perception of the leadership style, which the teachers have regarding their principals, and the relationship which exists between that perception and the teachers' job performance. The perceived leadership style of the principals was the dependent variable of the study and it was examined in a continuum from democratic to authoritarian leadership style. The teacher job performance was the major dependent variable of the study, and it was examined as teacher morale and teacher instructional performance. A strong relationship between teacher perception of principal's leadership style and teacher job performance was found in schools of both Greece and America. In both the countries teachers who indicated democratic principal leadership style were rated high in teacher job performance, while teachers who indicated authoritarian principal leadership style were rated low in teacher job performance. In both the countries teachers who indicated democratic principal leadership style were found to have a higher score on teacher job performance than teachers who indicated authoritarian principal leadership style.

Burns (1974) studied a descriptive analysis of the perception of leader behaviour of principals in selected secondary schools in Kentucky. The purpose was to describe the leader behaviour of the principals. He used Likert's profile of a school to study the organizational climate in a
sample of thirty secondary schools to determine the effect of certain variables on the resultant climate of the school. Goal commitment, Decision process and Team co-operation were identified as climate variables. Leadership variables were, supported by the leader, leader's receptivity to ideas, goal emphasis, team building, work facilitation, decision making and principal's receptivity to students ideas. It was found that there is a difference between the way superintendents and students perceive the leader behaviour of the principals, but little difference between the way superintendents and principals themselves perceive the principal's leader behaviour. Students held a significantly different perception of the leader behaviour of principal's self-perceptions in ten out of twelve variables compared. Teachers held a significantly different perception of the leader behaviour of principals from the principal's self perception in eleven out of seventeen variables compared. Only the principals differed significantly in their perception of the organizational climate. Results showed that 50 percent of the comprehensive school, 15 percent of the standard schools, 38 percent of basic schools were rated most democratic. Sixty percent of private schools, 24 percent of public schools in the sample were rated among the most democratic. Students were as highly motivated as principals and teachers but their general attitude towards
school was lower. Certain personality traits were characteristics of the principals in schools having the most democratic organizational climate.

Huddleston (1975) studied the relationship between organizational climate and leadership behaviour and reciprocal communication in selected Missouri elementary schools. The purpose was to investigate the relationship between leadership behaviour of elementary school principals as perceived by the principals themselves, the organizational climate of the school as perceived by their teachers and reciprocal communication between the principals and teachers. The following were the conclusions: (1) There was no positive or significant correlation between the teacher's perception of the organizational climate and the principal's perception of their leadership behaviour, (2) There was no positive or significant correlation between the organizational climate and the reciprocal communication between the teachers and the principals, (3) There was no positive or significant correlation between the principal's behaviour and the reciprocal communication between teachers and principals.

Alden, Robert Thomas (1977) studied informal communications as related to organizational climate and inferred leader behaviour. It was found that there is a significant relationship between a principal's informal
communication level and teacher's perceptions of his leader
behaviour and that there is a significant relationship
between principal's information communication level and the
organizational climate as perceived by teachers.

Bukhair (1978) studied relationship between school
climate and leadership behaviour of elementary and secondary
school principals. There was no statistically significant
relationship between school climate and leadership
behaviour. The hypothesis that the higher the leadership
skills of the principal better the climate was also not
verified. The individual factors of school climate were
analysed for significance. The seven factors of climate
identified by James Tunney and James Jenkins from the CPK
Ltd. School climate profile were found independent of the
leadership ability of the principal.

Criag (1979) studied "The Effect of Organizational
Climate and Leadership Behaviour on Teacher Job Satisfaction
in Selected Schools." The study was designed to investigate
possible relationships of organizational climate, leader
behaviour and job satisfaction. The population for this
study was 271 teachers from 21 schools of two (2) Suburban
school districts in Dallas Metropolex area. The instruments
used were the OCDQ, LBDQ and MSQ. Some of the findings
were: Teachers in the open climate had higher mean scores
for teachers job satisfaction than did the teachers identified in schools of closed climate. Teachers in the closed climate identified ability, social service and morale values as important aspects of job satisfaction. Teachers in the open climate identified creativity, morale and social service as important aspects of job satisfaction.

Thomson (1980) studied the relationships of leadership behaviour of secondary school principals of education experimental variables. The sample consisted of twenty-eight secondary school principals of class III and 161 teachers from the schools included in the study.

The Leader Behaviour Description Questionnaire and the questionnaire about secondary school principals were used to gather data. Findings were: (1) There was no significant interaction between principal's leadership dimensions 'consideration' and 'initiating structure' with principal's formal training, (2) There was no significant interaction between principal's leadership dimensions, 'consideration' and 'initiating structure', with past administrative experience, (3) There was no significant interaction between principals leadership dimensions with the number of teachers supervised, (4) There was a statistical significant interaction between principal's leadership dimension 'Initiating Structure', with principal's experience and size of the school.
Robinson (1980) studied influences of leader personality and compatibility of leader follower personalities on the leadership effectiveness of male public secondary school principals in Lousiana. Forty male secondary school principals employed in public schools in Lousiana during the 1979-1980 year were randomly selected as the invited sample of the study. Six faculty members under the direct supervision of each principal were randomly selected in order to gather data related to the sample.

The Gordon personal profile and Gordon personal inventory were the instruments used to collect data for the independent variables of personality characteristics of the leader and compatibility of leader follower personalities. The Leader Behaviour Description Questionnaire Form XII was used to collect data for the dependent variable of leadership effectiveness. Three components of leadership effectiveness were measured: overall, group-oriented, and task-oriented.

Among the primary conclusions of this study were the following: (1) Male secondary school principals who exhibit characteristics of ascendancy, original thinking, and vigour demonstrate more effective leadership behaviour than male secondary school principals who do not exhibit such characteristics, (2) The single most accurate predictor
variable of leadership effectiveness of a male secondary school principal is his vigour, (3) Leadership effectiveness is not significantly affected by a male secondary school principal's responsibility, emotional stability, sociability, cautiousness or personal relations skills.

Tanner (1981) studied effects of leadership, climate and demographic factors on school effectiveness. School effectiveness is defined as consisting of two interrelated dimensions, productivity and teacher satisfaction with school working environment.

The sample of the study consisted of the fifty-two Cleveland Public elementary school principals and their schools. Data for the analysis were obtained from official records of the school system and through instruments used in programme for leadership in urban schools. The findings are: (1) The inter-related set of factors included in the study account for more than three-fourth of the variance in both dimensions of school effectiveness, (2) Leadership style and climate account for a greater proportion of the variance than do the attribute variables, that is, principal's age, sex, race, experience, (3) The single most critical variable in determining school effectiveness is the leadership style of the principal, (4) Teachers tend to be more productive in schools whose principals exercise leadership through interaction, (5) The programme for
leadership in urban schools is an appropriate and effective strategy for producing change in principal's leadership style and hence in school effectiveness.

Leonard (1981) studied organizational climate of elementary schools and leadership styles of their principals. Data were collected from 118 teachers and six principals from eleven elementary schools. The Organizational Climate Description Questionnaire was used to determine openness of organizational climate of each school. The style of leadership survey was used to determine leadership styles and teacher's perception of principal's leadership style. It was found that differences between self-reported and teacher perceived leadership styles existed. Also, it was found that little agreement existed between principal's self-reported leadership styles and organizational climate of each school. The style of leadership survey was used to determine leadership styles and teacher's perception principal's leadership style. It was found that differences between self-reported and teacher perceived leadership styles existed. Also it was found that little agreement existed between principal's self-reported leadership styles and organizational climate, but that agreement did exist between teacher's perception of principal's leadership and organizational climate.
Burke (1982) studied leadership styles of school principal as predictors of organizational climate and teacher job satisfaction. The sample consisted of eighteen principals drawn from a population of sixty elementary and secondary principals in the school district. The independent variable leadership style of the principal was determined by Fielder's least preferred co-worker scale. In order to test the two dependent variables of climate and satisfaction, ten teachers were chosen at random from each of the eighteen buildings. These teachers were administered Halpin and Croft's Organizational Climate Description Questionnaire and Smith, Kendall, and Hulin's Job Descriptive index. The following were the conclusions:

This study could not support a relationship between leadership style and climate, leadership and satisfaction. However, the leadership styles among the eighteen sample principals were differentiated. Most of the schools' climates were perceived by the teachers as more closed than open. Most of the teachers were generally satisfied with their work, their supervisors and their co-workers. Teachers were less satisfied with their pay. The openness of the building climate was directly correlated with high satisfaction scores.
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Dhanasobhon (1982) studied leadership styles of secondary school principals as perceived by selected principals and teachers in Bangkok, Thailand. The Demographic Data Questionnaire and the LEAD instruments were used to collect the data for this investigation. The instruments were distributed to thirty-four secondary school principals and 340 secondary school teachers. The following were the conclusions: (1) The principals were perceived more frequently by themselves and their teachers as utilizing leadership style, (2) There was agreement among the perceptions of principals and teachers about leader effectiveness of secondary school principals, (3) Only one principal perceived himself as ineffective, but none of the teachers considered his principal ineffective, (4) Sex, educational background and the number of years served in the current profession had no effect on the perceptions of the leadership styles of secondary school principals.

Nwadike (1982) conducted a study on administrative and leadership behaviour of secondary school principals in Nigeria. Thirty schools in the division constituted the population. All thirty principals and random sample of ten teachers and ten parents from each of the schools were asked to complete two American-made instruments: Administrative Behaviour Questionnaire and the Leader Behaviour Description Questionnaire. Results showed that principals and teachers
saw the principals as better administrator than leaders. Teachers were significantly more negative in their ratings of five categories of principals administrative behaviours than were the principals themselves, and significantly more negative on five categories of leader behaviour. Teachers and principals were in agreement about the principal's relative administrative strength over the five categories. Parents were generally positive towards the principal's administrative behaviour but saw some specific areas of weakness.

Schulte (1983) studied relationship between administrators communication and leadership behaviour of school principals. Data were gathered using the Audit of Administrator Communication and the teachers form of the profile of a school. Subjects were comprised of 885 teachers, representing ninety-six AAA rated elementary schools in Missouri. Scores were averaged to obtain building score resulting in a sample size of ninety-six. The following were conclusions: (1) The existence of the significant relationship between leadership and communication were substantiated in this study, (2) It was concluded that specific characteristics of leadership were directly related to specific characteristics of communication, (3) Significant degrees of commonality were observed to exist between characteristics of leadership and
communication, (4) Relationships found in the study tended to confirm the assertion that leadership is a two dimensional phenomenon.

Hunter (1983) studied the relationship between administrative leadership effectiveness and style on teacher morale in selected urban secondary schools in the greater Washington area. Sample group included 108 administrators (principals and vice principals) and all teachers from public secondary schools. Two instruments, Leadership Ability Evaluation and Purdue Teacher Opinionnaire were used. The following were the conclusions: (1) None of the leadership or demographic variables were related to morale, (2) 67.5 percent of the principals were rated as ineffective leaders and 50 per cent of the schools had low morale.

Edvin (1983) studied the relationship between leadership of principals and organizational climate of secondary schools of the Imo State of Nigeria. Two questionnaires - the Organizational Climate Description Questionnaire and Leader Behaviour Description Questionnaire were distributed to 478 teachers, the demographic questionnaire was developed and distributed to fifty principals. The following were the results: (1) The dimensions of OCDQ of this study fall between Halpin's 'Open' and 'Closed', (2) 'Intimacy' was found to be best
characteristic of the teachers and 'Thrust' the best of the principals, (3) The principal's age, experience, educational background, and size of the school affected improvement of organizational climate.

Isome (1983) conducted an analysis of the relationship among the organizational climate of selected high schools, the principal's leadership behaviour, and teacher decision involvement. Data were collected from thirteen high schools located in three counties in Ohio, and included 521 teachers respondents. Four instruments were used (a) the Charles F. Kettering Ltd. School Climate Profile, (b) the Principal Behaviour Descriptive Questionnaire, (c) the Decision Involvement Analysis Questionnaire and (d) the Personal Data Questionnaire. Their major conclusions were: (1) Instrumental and supportive leadership behaviour contribute significantly in the variance in respect of trust, (2) Supportive leadership behaviour and teacher involvement in setting and revising the goals of the schools contributes significantly to the variance in high morale, (3) Supportive and participative leadership behaviour and teacher involvement in determining the administrative and organizational structure of the school and developing procedure for reporting students progress to parents contributes significantly to the variance in opportunity for input.
Hudson (1983) conducted an analysis of the relationship between middle school principal's perceived leadership behaviour and the organizational climate. Two instruments, Organizational Climate Description Questionnaire and Leader Behaviour Description Questionnaire were administered to the teachers of middle schools. The findings were as follows: (1) The teacher's perceptions of the principal's leadership does have an effect on the organizational climate of the schools, (2) Teachers who have a healthy perception of the principal's leadership behaviour, have a healthy perception of the school's organizational climate, (3) The principals who are high in both dimensions of Initiating structure and Consideration will have a high open climate within their schools.

James (1983) conducted a comparative study of leadership behaviour and school climate of selected elementary schools in the department of defense dependents schools in England. Teachers in schools with a student population of 170 or more completed the Leadership Behaviour Description Questionnaire - Form XII and Organizational Climate Description Questionnaire. The following were the conclusions: (1) The school organizational climate, as perceived by the teaching staff, tended to fall into two categories open and closed, (2) No conclusions could be reached in respect to how the faculties viewed a female
verses male principal, (3) The size of the school did not seem to be a factor in the frequency of leadership behaviour as perceived by the teachers, (4) There was a relationship between the teachers perceptions of their school climate and their principal's leader behaviour, (5) The age of the principal did not seem to have an effect on the teachers perception of leadership behaviour nor the school climate.

Debella (1984) studied "An analysis of elementary Yeshiva school principals' and faculties' perceived leadership behaviour and organizational climate in New Jersey and the New York City Boroughs of Brooklyn, Manhattan, and Staten Island."

To investigate elementary Yeshiva school principals' and faculties' leadership and climate perceptions; and to examine the relationship between these perceptions and demographic characteristics related to the principal (gender, experience, age, training) and the school (size, pupil/teacher ratio, socio-economic status, percentage of pupils bussed). Each characteristic selected was based on literature reviewed.

The LBDQ measures subjects' perceptions of principals' concern for Initiating Structure and Consideration. The OCDQ measured subjects climate type from open to closed.
New Jersey's and an equivalent number of New York City's principals reported school and personal demographics. The identification resulted in selecting schools from equivalent rural, urban, and suburban communities and full-time principals of either gender who employed ten or more teachers. Thus, 31 principals and 179 randomly selected teachers returned questionnaires.

An ex-post facto design was used to investigate hypotheses. A .05 level of significance was set a priori. The t-test tested for significant differences between leadership and climate means. Pearson-product-moment and Kendall's tau correlations tested for significant relationships. Climate perceptions were illustrated by a histogram and a scatter diagram. Stepwise Multiple Regression assessed the joint effect of independent variables (principals/teachers position) on each dependent variable (scores, climate types).

The investigator concluded that: (1) Principals perceived leadership and climate types more favourably than teachers, (2) Leadership was significantly related to climate. Teachers who perceived principals as effective leaders perceived an open climate. Principals, who perceived themselves as considerate leaders, perceived an open climate, (3) Principals' biographical characteristics
significantly related to leadership, not climate, perceptions. Teachers perceived female principals as more effective than males. Principals perceived young females as more effective leaders than older males. (4) School demographics significantly related to open climate. Teachers perceived small percentages of bussed pupils (under 40) relating to open climate. Principals' open climate perceptions related to smaller schools (under 2000), (5) Socio-economic location was unrelated to leadership or climate.

Awareness of these findings for employers of prospective Yeshiva administrators, and more qualitative and quantitative research (Participant Observation) was recommended. Researchers should determine additional variables which help schools become productive and pleasant environments.

Krueger (1984) conducted a study of the secondary school climate relative to building leadership behaviour. As a result of this study, the correlations were significant in all cases, with one exception. For each hypothesis tested for the combined total of the twenty-two schools, there was no significant correlation recorded between the school climate profile and the leader behaviour factor identified as "Production emphasis". The rationale for this latter occurrence can only be speculated.

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The study defined an increased awareness of the leadership role of the building principal and outlined the need for this person to bring strength and vitality to the position. It also determined a correlation between the perception of the leader's role and the perception of the productivity and satisfaction existing within a school, as measured by its climate profile.

Singh (1985) conducted a study of school climate, leadership behaviour and moral development of the heads of elementary and secondary schools. He concluded that the two types of schools do not differ in leadership behaviour. In both the dimensions, i.e., 'Initiating Structure' and 'Consideration', the principals of both the types of schools are alike. 12% elementary and 18% secondary schools are high on 'Thrust' showing that in these few schools the principal sets the example by working himself.

Sledge (1986) conducted an investigation on "A study of the views of principals and classroom teachers towards selected principals of educational leadership and their relationship to school climate within the Muscogee County School District, Columbus, Georgia."

The views of 25 principals and 163 classroom teachers of the Muscogee County School District, Columbus, Georgia, towards principals of educational leadership and
their perceptions of school climate were investigated to determine what relationship, if any existed among selected variables.

It was concluded that, significant differences existed between the views of principals and classroom teachers in regard to educational principals of leadership within the type of schools studied and the school system overall. A difference also existed in perceptions of educational climate by principals and teachers in all cases. Principals perceived a climate somewhere between controlled and autonomous on the open side of the climate scale. On the other hand, a majority of teachers perceived that educational climate of the schools surveyed was closed.

Emenalom (1986) made a study under the title, "Relationship of teacher expectations to the principal perception of leadership behaviours of secondary school principals in Nigeria.

The purpose of this study was to determine the relationship of principals' leader behaviour as perceived by classroom teachers as well as principals' perception of themselves in selected secondary schools in Nigeria.

Teachers' mean percentages on principals' ranged from 81.4% to 61.1% with principals rated highest, on the average, on Initiation of structure and lowest on Tolerance.
of Uncertainty. Principals' self-ratings ranged from 91.2% to 69.5%, rating themselves highest on Integration and lowest on Tolerance of Uncertainty.

The relative ratings of the principals and teachers were very similar. As shown in the data of Emenalom, the number of male and female principals indicated a balance in both groups; showing that the government was encouraging females to undertake leadership roles in education.

It was concluded that, there was a strong relationship between the teachers' perception of the principals' leadership behaviour and the principals' perceptions of them.

Lopez (1987) studied the relationship of selected dimensions of leadership behaviour of principals to effective school characteristics.

The two instruments i.e., LBDQ and CSEQ were completed by the teacher respondents, and the data was analyzed using Pearson Product Moment Correlation. The .05 level of significance was employed. The LBDQ was used to identify teachers' perceptions of their principals' leadership behaviour with respect to twelve variables significantly correlated with leader effectiveness. These
variables including representation, demand reconciliation, tolerance of uncertainty, persuasiveness, initiating structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration, and superior orientation. The CSEQ was employed to obtain data regarding seven characteristics linked by research to effective schools. These characteristics including safe and orderly environment, clear school mission, instructional leadership, high expectations, opportunity to learn and student time on task, frequent monitoring of student progress, and home school relations.

The study concluded that ten specific leadership behaviours appeared to be directly related to school effectiveness. Only two leadership behaviours, tolerance of freedom and tolerance of uncertainty appeared not to be directly related to school effectiveness.

The findings of the study have implications of school improvement efforts concerned with the effective school characteristics. In addition, the findings possess implications for the selection, training and assessment of principals.

Sams (1987) studied the leadership styles of successful middle school principals. The purpose of this
study was to investigate the relationship between the principals' leadership style and the successful school. Furthermore, this study specifically examined the leadership style of the successful principal in the middle school.

Authoritative middle school specialists throughout North Carolina submitted names of principals whom they considered to be exemplary middle school leaders. Eighteen principals, along with five teachers from each of their schools, completed the Strength Deployment Inventory Battery. Since each of the principals studied has been identified as a successful leader, these findings appear to be significant in the following area: (1) When circumstances are favourable, the principals do employ a variety of styles, yet all behave in a more relationship orientation, (2) When circumstances are unfavourable, the principals also employ a variety of styles; yet all behave in a more task-oriented model, (3) The principals' employment style is clearly situational, (4) The teachers' perceptions of their principal's leadership style tend to be more closely aligned when things are going well, (5) Although they are successful, most of the principals do indicate some incongruence in their perception of their leadership style and in their expectation of job requirements.

Successful leadership hinges on the principal's capacity to bind vision to goals, goals to commitment, and
commitment to practices, strong, consistent, capable, and inspired leadership is essential in the successful school.

Pelc (1987) made a study under the title, "The role of affective characteristics in the effective leadership of elementary school principals."

The purpose of this research was to explore the role effective characteristics play in the effective leadership of elementary school principals. The themes of effective leadership, the effective principal, and effective characteristics (feelings and emotions) with emphasis on the male-female dichotomy were reviewed. A conceptual framework placing the three themes in a context to aid fuller understanding was developed. Qualitative methodology utilizing observations and unstructured interviews was the research paradigm followed in the study. Portraits were drawn of three (3) elementary school principals whose students scored in the top 25% of those in the Winston-Salem/Forsyth County Schools on the California Achievement Test, whose schools were among the 25% most requested by parents for student transfers, and who were recommended by Central Office Administrators because they had consistently received very positive evaluations. An analysis of the portraits showed that although effective characteristics were not displayed identically by all three effective
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principals, they did play an important role in the leadership of each.

Waweru (1987) studied "Leader behaviour characteristics associated with headmasters of successful rural primary schools in Kenya." Given that over 80 percent of the Kenyan population lives in the rural areas, this study was undertaken to investigate leader behaviour characteristics associated with headmasters of successful rural primary schools in Kenya. Both quantitative and qualitative methods were used for data collection.

Six headmasters of successful and six headmasters of less successful rural schools were randomly selected from 291 schools in the Kiambu District of Central Kenya. The Leader Behaviour Descriptive Questionnaire - XII (LBDQ-XII) was administered to 181 teachers from these 12 schools to rate their headmasters on 12 leader behaviour dimensions. Data were also gathered using non-participant observer and unstructured interview techniques.

The results were obtained by testing 13 hypotheses which were based on the 12 dimensions of the LBDQ-XII and the analysis of data obtained by qualitative techniques. The results indicate that: (1) headmasters of successful schools were rated significantly higher than headmasters of less successful schools in eleven of the 12 leader
behaviour characteristics; (2) Compared to headmasters of less successful schools, headmasters of successful schools were able to maintain their schools in an atmosphere conducive to learning.

Carr (1987) conducted "A comparative analysis of leadership attitudes of male and female California Secondary Public School principals." The purpose of this study was to compare the attitudes of male and female secondary public school principals in California using the leadership dimensions of Consideration and Initiation of Structure. A second purpose of this study was to compare the leadership attitudes of male and female secondary public school principals with certain demographic variables which might have an effect on leadership attitudes.

From the study it was determined that no significant difference exists between male and female secondary public school principals in California. In the leadership dimensions of Consideration and Initiation of Structure, male and female principals demonstrated similar attitudes towards leadership.

The following conclusions were drawn from this study: (1) 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, (2) Male and female secondary public school principals in California are similar in attitudes involving a leadership style characterized by leader organization, clear definitions of group relationships and well defined patterns of goal attainment, (3) Varying demographic variables describing the age, education, and experience of secondary public school principals do not have a significant impact on the leadership attitudes of principals when considering the sex of the individuals.

It is recommended here, based on this research project, that women be provided with ample opportunity to secure administrative positions. Women's attitudes about leadership are similar to those of men; thus, sex should not be used as a factor in assessing a principal's attitudes or determining a principal's potential effectiveness.

Stebbins (1987) studied "Educational leadership; A study of principals' leadership of eight Michigan elementary schools selected for national recognition in 1985-1986 as perceived by the principals and teachers."

The purpose of this study was to examine the principals' leadership of the eight Michigan elementary schools recognised by the U.S. Department of Education in the 1985-1986 school Recognition Programme based on the
principals' and teachers' perceptions. The characteristics of leadership were "instructional leadership; monitoring of student progress; clear and focused school mission; emphasis of student attainment of basic skills; positive school climate for learning; high level of effectiveness; high expectations for students and teachers; and general behaviours."

The major findings were: (1) Principals perceived themselves to be highly effective leaders in all areas. Teachers perceived principals to be highly effective in all areas but instructional leadership, (2) Principals and teachers as a group perceived the principals as highly effective leaders in all areas but instructional leadership, (3) Of the eight school principals, five were perceived by the principal and teachers as highly effective leaders in the eight areas and three principals were perceived by the principal and teachers as effective leaders in some leadership areas (instructional leadership, clear and focussed school mission, creating a positive school climate, high expectations for students and teachers, level of effectiveness, monitoring student progress and general behaviour), (4) Rural principals were perceived as highly effective in all areas except instructional leadership. Suburban principals were perceived as highly effective in all areas except instructional leadership, level of
effectiveness, and general behaviour. Urban principals were perceived as highly effective in all eight areas.

Scott (1988) conducted a study on "Relationship between teachers' perceptions of the principal's leadership behaviour and the organizational climate of selected private secondary schools in Hawaii."

This study investigated the relationship between teachers' perceptions of the leadership behaviour of their principals and the organizational climate in eleven private secondary schools on the island of Oahu, Hawaii.

The researcher used the Leadership Behaviour Description Questionnaire - Form XII and the Organizational Climate Description Questionnaire - Form IV to measure the teachers' perceptions of the principal's leadership behaviour and the organizational climate of their school. The Pearson Product Moment Correlation Coefficient was used to determine relationships between the Subscales of the two questionnaires as reported to by 223 teachers.

Significant positive relationships were found between the principal's leader behaviour in all twelve dimensions of the LBDQ-XII and the OCDQ-IV dimensions of Esprit, Thrust, and Consideration; between all of the LBDQ-XII dimensions and the climate openness index computed from all teachers' responses; and between most of the
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LBDQ-XII dimensions and the climate openness index for most of the individual schools. Significant negative relationships were found between ten of the LBDQ-XII dimensions and the QCDQ-IV dimensions of Disengagement and Hindrance.

The study concluded that teachers will have a high morale, enjoy friendly social relations with each other, see their principal as effectively moving the organization, and believe that their principal treats them 'humanly' if the principal often displays the LBDQ-XII leadership dimensions; they will believe that they are just "going through the motions" and the principal is hindering their work if the principal does not. However, teachers' perceptions of school climate may be influenced by additional factors besides the principal's leadership behaviour.

Onyeri (1988) conducted a study entitled as "An analytical study of the relationship between leadership styles of principals and organizational climate within selected elementary schools."

The purposes of this study were (1) to determine whether a statistically significant relationship existed between the leadership styles of selected elementary school principals and the organizational climate of their schools, as perceived by the teachers, (2) to investigate whether
there was statistically significant difference in leadership styles of selected elementary school principals as functions of the following variables: age, sex, academic qualifications, professional experience of principals and enrolment size of their schools, and (3) to determine whether there was statistically significant difference in organizational climate of selected elementary schools as functions of age, sex, professional experience, academic qualification of principals, and size of their schools.

The population for the study was 344 classroom teachers in North Forest Independence School District in Houston, Texas. Instruments used in this study were: Leadership Behaviour Description Questionnaire (LBDQ), and Organizational Climate Description Questionnaire (OCDQ), along with demographic data for the principals and the ten elementary schools used in this study.

The Pearson Product Moment Correlation and the one-way analysis of variance (ANOVA) techniques were used to analyze the data. Scheffe tests were used where necessary. The level of significance was established at .05.

Results in this study indicated that perceived leadership styles of the selected elementary school principals were positively and significantly related to the organizational climate of their schools. In addition,
there were no statistically significant differences between the leadership styles of male principals and female principals. Principals' leadership styles were not influenced by their age and enrolment size of their schools. Academic qualification and experience of principals influenced their leadership styles. Organizational climate of the selected elementary schools was influenced by the principals' sex but it was not influenced by age and professional experience. Based on the results of this study, school districts should regularly establish leadership training programs for elementary school principals.

Olson (1988) conducted an investigation under the title "A retrospective study of the relationship between organizational climate and leadership in a new community college."

The two purposes of this descriptive ex-post facto co-relational study were to: (1) ascertain the organizational climate at a new community college, and (2) study and analyze the relationship between leadership and the development and maintenance of organizational climate. An instrument was used to measure the organizational climate, and personal observations and interviews were used to analyze the leadership at the
The study was conducted at Northeast Texas Community College (NTCC).

The instrument used was the Roueche-Baker College Climate: Commitment to Excellence Survey (CES), a 26-item questionnaire based on concepts developed by Likert (1967). It was administered twice, at an interval of seven months. The consistent scores on the instrument showed an extremely positive and stable organizational climate. The 26 questions on the questionnaire were divided into six climate variables: leadership, motivation, communication, decision making, rewards, and job satisfaction.

The organizational climate variables were compared to the variables in the leadership portion of the study, and a positive relationship was found. While no direct causal relationship can be claimed to exist, the results of the personal interviews, coupled with direct observations and extremely positive organizational climate scores, tend to support current research described in the literature which contends that positive leader behaviours are closely related to positive organizational climate.

Wright (1988) studied "Teacher perceptions of organizational climate and the ratings of Wyoming elementary school principals on selected leadership behaviours."

The problem of this study was to determine if...
there was a significant difference between the 
organizational climate of Wyoming elementary schools and how 
such differences related to principals' ratings on the 
identified leadership behaviours like: (1) Supports 
teachers, (2) emphasizes achievement, and (3) provides 
orderly atmosphere. The problem was investigated by: (1) a 
review of literature related to effective school operations 
and organizational climate, (2) the development of a two-
part questionnaire utilizing the Organizational Climate 
Description Questionnaire (OCDQ) designed by Andrew W. 
Halpin to measure school climate and a checklist adopted 
from the Council of Basic Education as a rating instrument 
for principals, (3) the selection of population criteria and 
distribution of survey instruments to a total population of 
716 classroom teachers, and (4) the tabulation, analysis and 
comparison of the data.

The major findings of the study were that:
(1) there were significant differences between the 
organizational climate scores of sample schools, (2) schools 
with less than 200 students received the lowest scores in 
schools climate regardless of the ratings of principals on 
identified leadership behaviours, (3) principals who were 
rated higher by their teachers in "supports teachers", 
"emphasizes achievement", and "provides orderly atmosphere", 
received higher scores on school climate as determined by
the general openness score of the OCDQ, and (4) female administrators received higher school climate scores than their male counterparts when general openness scores were used as the dependent variable in leadership behaviours of "supports teachers", and "provides orderly atmosphere". Female administrators also received consistently higher scores than males when OCDQ subtest scores for characteristics of the principal were used as the dependent variable on the ratings for "provides orderly atmosphere".

Childress (1988) conducted a study on "A state survey of the perceptions of secondary teachers and principals towards leadership behaviours of principals".

The purpose of this study was to examine the perceptual differences that teachers and principals have regarding principals' leadership behaviours as measured by the Leader Behaviour Description Questionnaire. These differences were examined using Mississippi accredited public secondary school principals' and teachers' responses to the Leader Behaviour Description Questionnaire.

Each subject completed a demographic data sheet along with two questionnaires regarding principals' leader behaviour. School scores on the Mississippi Basic Skill Assessment Programme were obtained from the Testing Division.
of the Bureau of Assessment and Compliance in the Mississippi Department of Education.

Independent and dependent t-tests and analysis of variance were used to analyze the data. The .05 level of significance was used for accepting or rejecting the hypotheses as stated.

Major findings were as follows: (1) There were significant differences in secondary teachers' and principals' perceptions of the secondary principals' real and ideal leader behaviours. (2) There were no significant differences in the secondary teachers' perceptions of observed and ideal leader behaviours of secondary principals. (3) There were significant differences in the secondary principals' perceptions of the observed and ideal leader behaviours of secondary principals. (4) There were no significant differences in the observed leader behaviours of secondary principals when students' scores on the Mississippi Basic Skills Assessment Program were considered. (5) There were no significant differences in the real and ideal leader behaviours of secondary principals when the demographic variables of gender, certification level, race, school size, and experience were considered.

Dulle (1988) studied "Educational Leadership: A future challenge." The purpose of this study was to examine
futurists' prognostications about the future and to relate their predictions to educational systems and to the leadership strategies which future educators must implement in order to prepare for, and survive the future.

The author applied a descriptive methodology in both the investigation of the problem and the generation of conclusions and recommendations. Consistent with this methodology, the author provided a review of the literature, including a historical retrospection of administrative science and leadership theories, and an examination of the predictions by futurists of anticipated events.

Judgemental forecasting techniques are the tools employed by the futurists who contributed to the literature relied upon by the author in projecting recommendations and conclusions. While these techniques are scientifically valid, an infallible prediction of future events and the leadership strategies necessary to cope with them, is impossible. Thus, the study is limited by the same factor, that scientific methods are precise but not perfect.

The author's recounting of the findings of futurists is grouped under three trends which will powerfully impact the future. They are (1) entry of the post-industrial society into the information age; (2) movement away from "the melting pot" of America towards
an acceptance of cultural pluralism; and (3) the shifting of demographics such as population, age, location and fertility in such a manner as to necessitate making the most of fewer human resources.

The ramifications of these trends must be predicted by future leaders who must construct responsive and anticipatory systems to meet the needs of the people and their societies. Successful leadership will (1) share power by empowering others; (2) work towards the co-operative good; (3) be flexible and plan for the increasing demands by constituent groups for more options and alternatives; and (4) be visionary and future-focussed.

As schools evolve from places to processes, strong anticipatory leadership will be the key to survival.

Coombs (1988) studied "Towards a conception of educational leadership." This thesis examines the extent to which the study of past and current leadership theory and research that is typically included in the preparation programmes of educational administrators is relevant to fostering educational leadership. To this end it develops a conception of educational leadership and assesses the relevance of leadership theory and research in light of that conception. The foundations upon which this conception is built are: (1) the ordinary language meaning of
'leadership', (2) the ideals fundamental to liberal, democratic society, and (3) our ideal of the educated person. Rival conceptions of educational leadership are examined, and it is argued that the conception of educational leadership developed here is preferable to plausible alternative conceptions.

Leadership theory and research are reviewed and shown to be generally incompatible with the conception of educational leadership explicated and defended in this thesis, and with the ordinary concept of leadership. The thesis concludes that it is probably not appropriate to make such theory and research and central component of courses which aim to foster or improve the exercise of educational leadership; rather, study of works which attempt to clarify and justify educational goals would seem to be more promising.
2.3 ORGANIZATIONAL CLIMATE AND SELF CONCEPT:

There exists paucity of literature, concerning organizational climate in relation to self concept. But a number of studies have been designed and conducted to study the factor of self concept as a variable of educational success. Therefore, the researcher has been able to put forth the only available literature regarding the aspects of organizational climate in relation to self concept.

The studies of Harris (1931, 1940), Emme (1942), Garrett (1949) Gowan (1960), McCandless (1961), Shailor (1964), Mohammad (1970) and Rogers (1979) resulted in the emergence of self concept as a variable that affects academic performance with vehemence.

Amen (1971) conducted a study on "The relationship between self-concept of beginning teachers in Lincoln, Nebraska, Public Schools and evaluation by principals."

The procedure used for the study involved: (a) A review of the literature in seven areas of teacher evaluation: (1) differing opinions of teacher evaluation, (2) evaluation methods, (3) word fluency, (4) personality, (5) attitude, (6) age, and (7) intelligence. (b) The selection of a representative sample of the beginning teachers in the Lincoln, Nebraska, Public Schools for the
1969-70 School year. (c) The selection of the instrument used to measure the self concept of the participants. (d) The administration of the paper and pencil instrument used to determine the self concept of the participants. (e) The tabulation of the evaluation of teachers by principals. (f) An analysis and correlation of the change of self concept of the beginning teachers and evaluation by principals.

Summary statements of the more significant findings as revealed by a review of the literature, and an analysis and correlation of the collected data are as follows: (1) Beginning teachers were tested over four distinct successive periods of time: fifteen weeks, two weeks, twenty weeks and two weeks. The analysis of the data revealed that the self concept of beginning teachers was stable during fifteen and twenty week time periods. The common variables of vacations, teachers' convention, open house for parents, faculty meetings and teaching experience do not significantly affect teachers' self concept. (2) As a result of the evaluation conferences scheduled during the two week time periods significant change occurred in the self concept of beginning teachers. Therefore, the variable of evaluation conferences was perceived as having significance to the participants. (3) The evaluative instrument was composed of four sub areas: Teacher
characteristics, Professional characteristics, Personal characteristics and Over-all Appraisal. The correlation between teachers' change of self concept and principals' evaluations of Teacher characteristics indicated this sub area was apparently low on the hierarchy of intervening variables capable of affecting the self concept of teachers and principals' evaluations of Professional characteristics.

(4) Personal characteristics in this study were indicative of areas that are being appraised throughout a person's life. The importance of Personal characteristics to the teachers' self concept became increasingly apparent from the first to the second evaluation, two variables. (5) Evidence of the relationship between changes of self concept and evaluations of Over-all Appraisal was indicated only after the second evaluation conference. (6) In the final analysis, it was concluded that the verbal evaluation which occurred during the evaluation conferences was the important intervening variable to the teachers. The verbal evaluations acted as the antecedent conditions that resulted in an alteration of the self concept.

Stanwyck (1972) studied "Self concept development: A longitudinal study."

The present research was undertaken with the intention of providing an initial step toward the goal of
amassing descriptive data about the development of self concept so as to provide an adequate base on which a realistic model of the self concept and its developmental implications can be built.

The research described herein reports a study of elementary children across four school years, with the primary sample having been followed from grade four through the beginning of grade seven. In addition, a cross-sectional sample is described which included children in grade two through grade eight. Although self concept is the variable of prime interest, subjects' performance on scales measuring school-related locus of control, and anxiety are also investigated. All test results were analyzed by sex of subject as well as by self concept level (high/middle/low third) of subjects.

Factor analysis of the self concept data resulted in the identification of five factors, accounting for 78% of common variance. The factors were named according to the content of the majority of items included. My Feeling Self, My School Self, My Behaving Self, My Social Self, and My Body Self. Self concept responses scored for both samples for each of the five factors.

Analysis of the data suggested that the cross-sectional sample was essentially equivalent to the
longitudinal one for purposes of drawing developmental conclusions. On the self concept total score and factors, all students showed a sharp drop from grade two to grade four; increases followed for all tests through grade eight for boys, except for My School Self, and through grade seven for girls, except for My School Self. Girls' scores generally dropped from grade seven to grade eight. High self concept was found to have been related to self responsibility for success experiences and for failure experiences; there were no significant differences by sex on locus of control. Girls were found to have been significantly more anxious than boys in all grades, and anxiety was significantly related to self concept level at all grades.

Analysis suggests that self concept is multidimensional when interpretation of results was made in terms of cognitive theory and adolescent development. Implications were drawn for further research.

Sorum (1973) conducted a study on "Organizational Climate and School size related to student self concept and attitude toward school".

This study had as its purpose the investigation of the nature and the degree of the relationship between the size of a secondary school, the organizational climate of
the school and the student background transient effects on student attitude toward school, and on student self concept. This study investigated the differences which existed between school size and selected student and teacher variables; and then, if there were differences, to discover the nature of those differences.

Based on the secondary school population, 34 North Dakota secondary schools were divided into: School size 1 (over 1000), school size 2 (501-1000), school size 3 (251-500), school size 4 (100-250), and school size 5 (under 100). The samples per school size consisted of 160 second semester, 12th grade students and 40 faculty members engaged in the teaching-learning processes of the student sample. Therefore, the universal sample consisted of 800 students, and 200 faculty members.

Data for the study were gathered by administering the Self Appraisal Inventory and the School Sentiment Index to the student sample and the Organizational Climate Description Questionnaire to the faculty sample. These instruments were administered to the research population during the month of March, 1972.

Within the limitation of this study, the following conclusions were drawn: (1) The most favourable combinations of factors affecting student success in secondary schools in
North Dakota were (a) a positive student attitude toward school, (b) positive family ties and influence, and (c) a high school principal whose behavior is characterized by his evident effort to "move the organization" through example. A negative learning situation is one where: (a) a student has a negative attitude toward teachers because of the mode of instruction, (b) a student feels that he cannot be trusted, and (c) teachers are characterized by low esprit. (2) Secondary schools with over 500 students developed the most favorable school climate as measured by school staff. (3) Schools of 500 and fewer students provided more favorable developmental climates for positive student self concept and attitude toward school. (4) Participation in school sports has a high transeunt peer value but no significant transeunt value to teacher instruction, authority and control, interpersonal relationships, or learning. (5) Student participation in journalism has the highest transeunt value of all school activities. (6) Farm backgrounds provided higher positive attitude toward school and had high peer value. (7) Students who planned to continue their education had a higher positive self concept and attitude toward school. (8) Work in the household was most beneficial to a student in terms of self concept and attitude toward school. (9) The size of a student's family or the order of his birth had no significant transeunt effect. (10) If a student
considers himself in the upper one-half of his class, the transeunt value significantly enhances his self concept and attitude toward school. (11) Girls have significantly higher self concepts and attitudes toward school than do the boys.

Tilford (1974) conducted a study on "The self concept and education: a phenomeno-logical approach."

With the increase in attention being paid to self-concept, the writer felt that there was no theory of self concept which was specifically aimed at the field of education. Therefore, a theory of the self concept, built on empirical findings, was advanced.

Further, the writer postulated that traditional classroom techniques and expectations tend to foster mental illness in many students. These techniques lead to four dichotomous situations which place a severe stress on the individual self concept. These dichotomies are: (1) Individual needs vs. group needs. (2) Need for introspection vs. demand for extrospection. (3) Superficial relationships vs. need for meaningful relationships. (4) Mini-concepts vs. Overall self concept.

Since most teachers are products of the very educational system which is considered detrimental to the
formation of a realistic self concept, without special training, they are unable to help their students. Therefore, teacher training programs must assume the responsibility for instructing teachers in four broad areas of interpersonal relationships.

Roy (1974) studied "Student self concept and attitude toward school in differing junior high school organizational climates."

The purpose of this study was to determine if there was a difference in student self concept and attitude toward school in differing organizational climates.

The study was limited to the teachers, principals and students of twenty-five randomly selected junior high schools in State of Missouri, listed by the Missouri State Department of Education as of April, 1972.

The findings and conclusions drawn from this study were that: (1) There was no significant difference in the self concept of students in more open climate junior high schools as compared to the self concept of students in more closed climate schools. The t-test of significant difference of means for the two groups based on results obtained from the Self Appraisal Inventory yielded a value of 0.0076 which was not significant at the .05 level of confidence and did not permit the rejection of the null
hypothesis. (2) There was no significant difference between the attitudes of students in more open climate schools toward school and the attitudes of students in more Closed Climate Schools. The t-test of significant difference of means for the two groups based on results obtained from the School Sentiment Index yielded a value of 1.369 which was no significant at the .05 level of confidence and did not permit the rejection of the null hypothesis.

Additional findings were: (1) There was a difference in the Organizational Climate as perceived by the junior high school principal and that which was perceived by the teachers. 2. There was a difference in Organizational Climate related to school size. Based on Average Openness score obtained from the results of the OCDQ, the schools with the smallest enrolments (100-200 students) and the schools with the largest enrolments (1000-2300 students) have the most Closed Climates while the schools with enrolments between 200 and 800 students had the most open climates. 3. There was a significant difference in student self concept related to school size. Students in larger schools (enrolments over 1000) had more positive self concept than students in smaller schools (enrolments less than 300). 4. There was no significant difference in student self concept at the junior high school level which was related to sex and grade level. 5. There was no
significant difference in junior high school student attitudes toward school which is related to sex and school size. 6. There was a significant difference in junior high school student attitudes toward school which was related to grade level. As students progressed through the public junior high school, their attitude toward school became less positive.

Boulware (1975) conducted a study under the title "A descriptive study of the relationships between teachers' perceptions of leadership behavior and principals' self concept and interpersonal values in the Virgin Islands."

The purpose of the study was to determine the relationships, if any, between the self concept and interpersonal values of Virgin Island principals, and teachers' perceptions of their leadership behavior. Using Rogers' self concept theory, Gordon's interpersonal values theory, and Brown, Anderson and Punch's conceptualization of system and person oriented leadership behavior, relationships were hypothesized within a deductive-integrative theoretical framework adapted from Getzels and Guba's social system theory.

The final sample consisted of 28 principals and 164 teachers. Principals responded to the Tennessee Self Concept Scale Counseling Farm and the Survey of
Interpersonal values. Teachers' perceptions of their principals' leadership behaviour were derived from the Leader Behaviour Description Questionnaire - Form XII. Teachers and principals responded to Personal Data Sheets. Respondents' scores made on the measuring instruments and information derived from the personal data sheets were used as data for analysis.

A brief summation for each of the hypotheses is as follows: 1. There was a relationship between the self concept (internal frame) of principals and teachers' perceptions of system oriented leadership. There was some evidence that identity was the most predictive self concept variable in the relationship. 2. There was no relationship between the self concept (internal frame) of principals and teachers' perceptions of person oriented leadership. 3. There was no relationship between the self-perceived interpersonal values of principals and teachers' perceptions of system oriented leadership. 4. There was no relationship between the self perceived interpersonal values of principals and teachers' perceptions of person oriented leadership.

Thus, the contention that the self concept of principals as a determinant of how teachers will perceive their principals leadership behaviour was only partially
substantiated. The contention that the self-perceived interpersonal value of principals are determinants of how teachers will perceive their principals' leadership behaviour was not substantiated.

However, in the secondary analysis, independent correlations between the self concept variables of Identity, Personal, Self, and Social Self and system oriented leadership were significant. Furthermore, independent correlations between the self concept variable of Personal Self and the interpersonal values variable of Recognition were significant with person oriented leadership. These results would seem to indicate that these variables are probably involved with leadership behaviour.

Mermoud (1976) studied "Teacher effectiveness as perceived by peers and principals and the influence of teacher self concept, and school climate."

A great deal of research exists relative to the climate in which teachers work, the self concept, and the effectiveness of teachers. This study reports research designed to assess the relationship between teachers' self concept, school climate, and their independent or interaction effect on effectiveness of the teachers as perceived by principal and peers.

Five large, suburban high schools were the sites
for the study. Thirty teachers from each school were randomly selected to participate in the study with 84.7 percent of the teachers participating. Each teacher responded to the Esprit, Thrust, and Disengagement subtests of the Organizational Climate Description Questionnaire. These responses were used to determine the climate of the school. The teacher's self concept was determined by each teacher responding to the Tennessee self concept scale. Ryans' six characteristics of effective teachers were used for identifying effective teachers. Each randomly selected teacher, principal and associate principal of each building nominated five teachers from the thirty randomly chosen as being the "best representatives of each of Ryans' six characteristics. The independent variables self concept and climate were dichotomized, and their means were placed in a 2x2 factorial block design. To determine the main and interaction effects of the variables factorial analysis of variance was used.

The effect of climate and self concept did not relate separately at a significant level to the effectiveness of teachers as perceived by their peers. Also, the interaction effect of the two variables was not significant. Through the use of multiple contrasts it was found that the cell of low climate - low concept and high climate - low concept combination differed significantly at
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the .05 level. There was no significant difference in administrator assessment of teacher effectiveness related to the self concept of a teacher or to the climate of the school. However, the interaction effect was significant at the .05 level.

Although it was not found that there were any significant main and interaction effects of climate and self concept on effectiveness of teachers by peers, interpretation of the data analysis revealed definite trends. When a teacher's self concept is high, effectiveness ratings seem to be little affected whether the climate of the School is high or low. This suggests that teachers with high self concepts are seen as effective regardless of the conditions in which they work.

When a teacher's self concept is low, the teacher is viewed as more effective when the climate is low. If a teacher's self concept is high, that teacher may be unable to tolerate the conditions in a low-climate school and move to another building. Thus, low-climate schools may be left with low-concept teachers who see each other as effective.

Teachers were perceived by administrators as more effective when the climate of the school was high and the self concept of the teacher was high and when the climate of the school was low and the self concept of the teacher was
low. This interesting dilemma might be explained in two ways. A teacher with a high self concept may need a principal who will give the teacher autonomy and freedom to do the job as the teacher sees fit. In a low-climate school a principal might see a high-concept teacher as a threat and thus perceive teachers with low self concept as more effective. On the other hand, it may be that the situation moulds the principal. A low-climate school with teachers who have low self concept may mould the principal in such a way that he sees low-concept teachers as more like him. Consequently, the principal may perceive them to be more effective teachers. "Incompetence begets incompetence".

McCamey (1976) conducted a study on "The relationship between selected factors of leadership behaviour and selected factors of teacher and principal self concepts.

The purpose of the study was to determine if relationships existed between (1) the observed leader behaviour of the school principal as seen by representative teachers and the self concepts of those same teachers, (2) principal self-concept and teacher self concept, (3) principal self concept and principal leader behaviour, and (4) the way teachers with high self esteem perceived the leadership behaviour of the principal and the way teachers perceived...
with low self-esteem perceived the leadership behaviour of the same principal.

This study followed the ex-post-facto design of a co-relational study. Twelve dimensions of the Tennessee Self Concept Scale were selected to measure the self concepts of teachers and principals.

The data were collected in fifteen randomly selected schools in ten Upper East Tennessee Public School Systems. The random selection was stratified to include five high schools, five middle or junior high schools, and five elementary schools. A total of 210 teachers completed the TSCS and the LBDQ-XII.

In the statistical analysis for Hypothesis 1, mean LBDQ-XII scores of principals were correlated with mean TSCS scores of teachers. For Hypothesis 2, mean LBDQ-XII scores of principals were correlated with the TSCS scores of principals. Hypothesis 3 required a correlation between TSCS scores of principals and TSCS scores of teachers. The spearman rank correlation using the self esteem scores (most revealing score of the TSCS) of teachers and their respective principal on the LBDQ-XII were applied to Hypothesis 4.

The relationships showing significance in the
study warranted the following conclusions: (A) Positive relationships do exist between the leader behaviour of school principals and teachers' self concepts. (B) Negative relationships exist between the self criticism dimension of teachers' self concept and the leader behaviour perceived by those same teachers. (C) Very few significant relationships exist between principal leader behaviour as perceived by teachers, and principal self concepts. (D) Principals with a very well-balanced self concept were perceived to be better leaders than were principals with a self concept so variable as to reflect little unity or integration. (E) Positive relationships exist between the self concept of principals and self concepts of teachers within the same school setting. (F) Teachers with high self concepts tended to rate principals higher on certain dimensions of leader behaviour than did teachers with low self concepts. (G) As a group, the elementary school principals had higher self concepts than did the middle school or high school principals. (H) As a group, the high school teachers had higher self concepts than did the middle school teachers or the elementary school teachers. (I) As a group, middle school principals were perceived as being more effective leaders than were the high school principals or the elementary school principals. (J) Educators, both teachers and principals, tend to have more positive self concepts.
than a representative group of people selected from a cross strata of society.

Grissom (1976) conducted an investigation on "The relationship between teacher self concept and the degree of closedness of the organizational climate of selected elementary schools."

The problem of this study was to determine if there were significant relationships between the teacher's self concepts and the degree of closedness of the organizational climate of selected elementary schools in the State of Mississippi.

The Tennessee Self Concept Scale (TSCS) was used to measure the self concepts of teachers and the Organizational Climate Description questionnaire (OCDQ) was developed by Andrew Halpin and Don Croft to determine the climate of a school. Eighteen public elementary schools in the State of Mississippi were selected for this study. A total of 480 teachers participated in the study by completing the TSCS and the OCDQ.

There were significant relationships between the self concept of teachers and the Organizational Climate of the Schools.
As a result of the analysis of data collected in this study the following conclusions concerning the relationship between the self concept of teachers and degree of closedness of the organizational climate of a school were made: (1) A significant relationship existed between the total self concept of teachers and the degree of closedness of the climate of a school. The relationship found between total self concept and the closedness in school climate was a negative one; i.e., those who had a lower self-concept rated the school climate more closed. (2) There were no significant relationships between self concept scores of teachers as measured by the six subscales and the total score of TSCS and the degree of closedness of the climate as measured by the OCDQ. (3) There were significant relationships between selected self concept sub scales and the total score as measured by the TSCS and the closed climate of the school as measured by the eight subscales of the OCDQ. (a) A significant correlation was found between the TSCS subscale Physical Self and the OCDQ Subscale Disengagement. (b) A significant correlation was found between the TSCS Subscales Physical self and Family self and the OCDQ Subscale Intimacy. (c) A significant correlation was found between the TSCS Subscale Physical self and the OCDQ Subscale Consideration. (4) There were significant relationships found between the total self-concept of
teachers and the degree of closedness of the organizational climate considering the variables of age, race, length of employment in school, experience and level of certification.

McCaulley (1976) conducted a study under the title "Organizational Climate and its relationship to teachers' perception of self-concept of elementary school students in selected schools in Connecticut implementing programmes that result in desegregation."

The purpose of this study was to determine the organizational climate in selected elementary schools in Connecticut after implementing programmes that resulted in racial desegregation. Moreover, the study sought to determine whether a relationship existed between organizational climate in the selected schools and teacher perceived self concept of non-resident minority students and resident majority students attending those schools.

The subjects of the study comprised 345 or 95.6 percent of the teachers in the selected elementary schools in the greater New Haven Standard Metropolitan Statistical Area (SMSA). The materials employed in the investigation were the Organizational Climate Description Questionnaire (OCDQ) and the Inferred Self Concept Judgement Scale for use in a school setting. The statistical techniques employed in the analysis of the study included
factor analysis, frequency distributions, and analysis of variance.

The major conclusions based on the findings of the study were: (1) The teacher respondents from the selected schools perceived their schools as having definitive measurable characteristics on the OCDQ. Thus, these schools could be placed on a continuum with the upper level being an open climate and the lower level being the closed climate. (2) The teacher respondents in each climate perceived the largest percentage of students as having a positive teacher perceived self concept. The defined organizational climates of Open, Middle, and Closed did not appear to be related to the teachers' perceptions of the selected students' self concept. (3) When the mean scores were summed across all climates, there was a significant difference between the teacher perceived self concept for resident majority and non-resident minority students. In this summing process, the resident majority student had the higher mean score. The respondent teachers when assessed collectively perceived the resident majority students as having a more positive self concept than the non-resident minority students. (4) In the climate defined as open, there was no significant difference in the teacher perceived self concept between the resident majority and non-resident minority students. In the climates defined as Middle and Closed, there was a
significant difference between the teacher perceived self concept of resident majority and non-resident minority students. The 'openness' of the organizational climate appeared to be related to the degree of reconciliation between the conflicts of nomothetic (institutional) and idiographic (individual) behaviour in the schools selected for this study.

Crum (1977) studied "The relationship between principal self concept and the degree of closedness of the organizational climate of selected elementary schools."

The problem was to determine if there were significant relationships between the self concepts of the principals of selected elementary schools in South Carolina as measured by the Tennessee Self Concept Scale (TSCS), and teachers' perceptions of the closedness of the organizational climate of their schools as measured by the Organizational Climate Description Questionnaire (OCDQ).

The TSCS was used to measure the self concept of the principals. This instrument contains 100 self-descriptive statements divided into six subscales. The subscales are: (1) Physical self, (2) Moral Ethical self, (3) Personal self, (4) Family self, (5) Social self, and (6) Self criticism. The OCDQ was developed by Andrew Halpin and Don Croft to determine the climate of a School. Thirty-four
Public Elementary Schools in South Carolina were selected for this study. A total of 34 principals participated by completing the TSCS and 630 teachers participated by completing the OCDQ.

As a means of structuring the problem, the following hypotheses were tested: (1) There will be no significant correlation between the total self concept scores of principals as measured by the TSCS and the degree of closedness of the climate of selected elementary schools as measured by the OCDQ. (2) The mean self concept score of principals as measured by the six subscales and the total score of the TSCS will not significantly predict the degree of closedness of the climate of selected elementary schools as measured by the OCDQ. (3) There will be no significant correlation between the six self concept subscales and the total score as measured by the TSCS and the following eight subscale ratings of the schools as measured by the OCDQ: (A) Disengagement, (B) Hindrance, (C) Esprit, (D) Intimacy, (E) Aloofness, (F) Production Emphasis, (G) Thrust and (H) Consideration.

As a result of the analysis of data collected in this study the following conclusions were made concerning the relationships between the self concept of principals and the organizational climate of schools: (1) There was no significant correlation between the total self concept
scores of principals as measured by the TSCS and the degree of closedness of the climate of selected elementary schools as measured by the OCDQ. (2) There were no significant correlations between the self concept scores of principals as measured by the six subscales and the total score of the TSCS and the degree of closedness of the climate of selected elementary schools as measured by the OCDQ. (3) There were significant correlations between selected self concept subscales and the total score as measured by the TSCS and the closed climate as measured by the eight subscales of the OCDQ. These correlations are summarized as follows: (a) A significant negative correlation was found between the TSCS Subscale Physical Self and the OCDQ Subscale Disengagement. (b) A significant positive correlation was found between the TSCS subscale Personal, Self and the OCDQ Subscale Production Emphasis.

McCall (1978) conducted a study on "The self concept as a correlate to teacher performance: An empirical study of the relationship between teacher self concept as measured by the Tennessee Self Concept Scale and teacher performance as measured by the Principal's Assessment of a Teacher instrument of 119 middle schools teachers in Clay County, Florida."

This study was pursued using the basic premise.
that teachers, individually and collectively, affect the learning of students more than any other single factor. The major purpose of the study was to determine statistically if a positive correlation exists between teachers' self concepts and their corresponding teaching performances. Little controlled research exists which investigates the relationship between the self concepts of practicing, licensed teachers and their official teacher-performance assessments. Thus, this study sought to accomplish this. Another purpose of the study was to consider the measured self concept of individual teachers as a possible additional variable in the identification of the better teacher for teacher employment.

The total sample population consisted of 119 middle school teachers in a regional area of the State of Florida. As a measure of teacher self concept the Tennessee Self Concept Scale was used. As a measure of teacher performance of the Principal's Assessment of a Teacher instrument was used. The data were analyzed using the Pearson Product-moment Correlation Co-efficient.

No significant positive correlation was found between overall P score of the Tennessee Self Concept Scale and overall A score of the Principal's Assessment of a Teacher instrument ($P<.05; r.10$). Significantly positive correlations were found between several of the sub scores of
one variable with the overall score of the second variable and between sub scores for both variables.

The overall P score of the Tennessee Self Concept Scale correlated significantly with the subscore relationship with others of the Principal's Assessment of a Teacher instrument (P<.05; r.27). Six subscores of the Tennessee Self Concept Scale correlated significantly with the subscore relationship with others of the Principal's Assessment of a Teacher instrument. Three subscores and the overall P score of the Tennessee Self Concept Scale correlated significantly with the subscore Relationship with others of the Principal's Assessment of a Teacher instrument beyond the .05 level achieving significance at the .01 level of confidence. Subscores of the Tennessee Self Concept Scale also correlated significantly with subscores of Professional Ethics and Performance, Personal Qualifications, and Teaching Skills of the Principal's Assessment of a Teacher instrument.

Some empirical support was found to corroborate the general hypothesis that a positive correlation exists between teachers' self concepts, as measured by the Tennessee Self Concept Scale, and teachers' performances, as measured by the Tennessee Self Concept Scale, and teachers' performances, as measured by the Principal's Assessment of a
Teacher instrument. Because the overall P score of the Tennessee Self Concept Scale and the overall A score of the Principal's Assessment of a Teacher instrument were not correlated significantly, it was generally concluded on the basis of the empirical evidence that the Tennessee Self Concept Scale would not be useful in its present form as an additional variable for the identification of the better teachers for employment purposes.

Powley (1978) studied "The relationship between organizational climate and self concepts of selected elementary school students."

This study was designed to appraise the extent to which the organizational climate in the elementary school has an effect on student self concept. Questions to be answered were: (1) to what extent do the age and the years of experience of the principal affect the organizational climate, (2) to what extent does the size of the school affect the organizational climate, and (3) to what extent do students in open climates have more positive self concepts than students in closed climates?

The research procedure for this study involved the administration of two instruments, the Organizational Climate Description Questionnaire (OCDQ) and the Piers-Harris Children's Self concept Scale (PCSS). The
population for this study was the 145 elementary schools in Region XII Education Service Center area of Texas. From the 145 schools, twelve schools were randomly selected to participate in this research. The OCDQ was administered to the principal and teachers in each of the sample schools. The total sample number of teachers and principals involved was 190. The Piers-Harris Scale was administered to all fourth grade students in each of the sample schools. The total sample involved 650 students. Based on the data from the OCDQ, the climate for each school was identified. Data from the PCSS revealed which schools had students with high self concepts. The findings were summarized in terms of the research questions. (1) The data revealed that one principal in the open organizational climate was in the 20-29 age range. The other three principals in the open climates were in the 30-39 age range. In the closed organizational climate, there were two principals in the 50-59 age range, three principals in the 40-49 age range, two principals in the 30-39 age range, and one principal in the 20-29 age range. It was also determined from this research that the principals in the open climates had an average of twelve years of experience. Principals in the closed climates had an average of eighteen years of experience. (2) Data from this research indicated that three schools out of the four schools identified with open climates were small schools. (3) Three open climate schools
had students with high self concepts. Although some of the closed climate schools had students with high self concepts but it was not as high as those of more open climate schools. Over half of the open climate schools had students with high self concept scores.

As a result of the data collected and analyzed the following conclusions were made: (1) The age of the principal does affect the organizational climate. Younger principals tend to have schools with a more open climate. Older principals are more likely to have more closed climate school; (2) The years of experience of the principal do affect the organizational climate of the school. More open climate schools usually have the principals with the fewer years of experience while the more closed climate schools have the principals with the larger number of years of experience; (3) Smaller schools are more likely to have a more open climate than the larger schools; and (4) More open climate schools are more likely to have students with higher self concepts than the more closed climate schools.

Phillips (1978) conducted a study under the title "A categorical analysis of the organizational climate and self concepts of children in selected open and closed construction middle schools."

This study pertained to categorical differences
between selected open and closed construction middle schools with respect to organizational climate types and dimensions of self concepts of children.

The following hypotheses were analysed for statistical significance at the .05 level. (1) There is no significant difference in the organizational climate between open construction and closed construction middle schools, as measured by the Organizational Climate Description Questionnaire (OCDQ). (2) There is no significant difference in the self concepts of children attending open construction schools when compared with the self concepts of children attending closed construction schools, as measured by the self concept as a Learner Scale (SCAL).

Four open construction and four closed construction middle schools, in the suburban Pittsburgh area, comprised the population for the study. The research population included a random sampling of seventh and eighth grade pupils and all of the teachers from the selected schools.

Analysis of the data gleaned from the OCDQ showed that there was a significant difference between the teachers' perceptions in open and closed construction middle schools. The writer found significant differences for six of the eight subtests of the OCDQ. These subtests included.
Disengagement, Hindrance, Intimacy, Production-Emphasis, Thrust and Consideration. The data from each of these subtests favoured the open construction middle schools. Only the Esprit and Aloofness subtests failed to show significant differences when the teachers' perceptions were compared in the two contrasting environments. On the basis of the statistical evidence, the first hypothesis of the study was rejected.

Analysis of the SCAL data revealed a significant difference between the two groups. However, the univariate analysis showed that one of the dimensions of the SCAL contributed the most to the overall difference. Task orientation was the only subtest of the instrument that showed significance from a univariate perspective. The Motivation, Problem Solving, and Class-Membership subtests did not show statistical significance when the two groups were compared. On the basis of the statistical evidence, the second hypothesis of the study was also rejected.

The writer determined that teachers in open construction middle schools perceived more open organizational climates than their closed construction counterparts. Six of the eight sub tests of the OCDQ were statistically significant and each of them favoured the open construction schools.
It was also determined that the pupils in the closed construction middle schools had higher scores on the Task Orientation sub test of the SCAL. The writer concluded that pupils in closed construction middle schools felt better about themselves in regard to work habits.

Bailey (1978) investigated "A study of the relationship between teachers' self concept and teachers' evaluation of their school principals' leadership behaviour."

The purpose of the study was to determine if there was a positive relationship between the self concept of teachers and the teachers' evaluation of their school principals leadership behaviour. This investigation was conducted in three Southeastern Alabama Public School System in April, 1977. These Schools systems employed approximately 600 teachers in 22 public schools.

Two instruments were used to secure data: The Tennessee Self Concept Scale and the Leader Behaviour Description Questionnaire. In addition to the two instruments, five categories of demographic information were obtained from each respondent.

One major hypothesis was tested through the use of the product-moment correlation co-efficient. It was hypothesized that when individual teacher self concept
scores were high, leader behaviour scores for their principal would be high.

The analysis of the data of the study provided the basis for the following conclusions: (1) Teachers with positive self concepts had a tendency to rate their principal higher on the Leader Behaviour Description Questionnaire and to see them as more considerate. (2) There was no significant correlation between teachers' self concepts and the initiation of structure dimension of the Leader Behaviour Description Questionnaire. (3) Race had a bearing on the evaluation of leadership. On both Leader Behaviour Description Questionnaire dimensions, consideration and initiation, blacks on the average evaluated their administrators higher than did whites.

Boonan (1979) studied "Leadership styles as related to self concept of public school principals."

A vital concern of organizations is leadership ability in key position personnel. Many studies have focussed upon a leader's abilities, personality and style of coping with job tasks and other employees. Research studies have identified two main areas that affect leadership style: task and people concerns. A conclusion drawn from the literature is that leadership style may be a function of the Leader's assumption toward self and others.
The focus of this study was the relationship of self concept with these two areas of leadership style. The Leadership Questionnaire (LQ) was developed from several existing instruments to measure task concerns and people concerns. The Index of Adjustment and Values...Adult Form (IAV) was used as three measures of facets of self concept...self concept, self acceptance, and ideal self. Elementary and secondary public schools principals in Alabama were randomly selected as representative administrators. A 53% return rate yielded 64 responses. Other variables examined in conjunction with self concept and leadership style were (a) age, (b) present position, (c) length of time in present position, (d) highest degree held, and (e) sex of respondent.

Four hypotheses were tested to ascertain if there were any relationships among the variables. Correlation methods applied to the data included (a) multiple regression, (b) canonical correlation, (c) discriminant analysis, and (d) Pearson product moment correlation. There were no significant relationships found between leadership style variables and self concept variables in the principals as a total group.

When the principals were examined by length of time in present position, there were significant differences in self concept ratings of those with 5 years or less and...
those with 16 years or more with the latter group having the higher self concept. When sex of the respondent was used as the independent variable, males were significantly higher on the task-concern scores and females were significantly higher on the people-concern scores.

In addition to the hypotheses, a question was raised as to the style of leadership these principals practised. On the Managerial Grid of Blake and Mouton, the principals were mostly in the 5 category with a tendency toward the 9 category. This would characterize them as mainly organization oriented, balancing the necessity of getting out work while maintaining morale of their employees at a satisfactory level. The tendency was toward team management, or an interdependent staff working with mutual trust and respect.

Conclusions drawn from the results were that as length of time in a job increases, a principal may feel more comfortable. The male-female finding suggests a possible cultural influence since women traditionally have been the nurturers and men the providers.

Recommendations included the possibility of combining the three self concept measures into one measure, replication with a larger and more diverse sample of administrators, and formulation of management training.
Snyder (1979) conducted an investigation on "A study of self concept as it relates to the life-world."

The problem of the study was, for a selected population of human beings, to determine whether or not there is a significant positive correlation between the perceived self concept and the perception of the phenomenal life world. The main objective, in order to accomplish the purpose of the study, was to acquire an adequate sample of the designated population which would yield results from which the major hypothesis would be validated. This research was developed in order to show that man must see himself as adequate if he is to see his world as adequate. To further extrapolate, since the self concept can be modified, the perception of the life-world can change, as well as the behaviour toward the life-world.

All data were secured from 181 samples of the selected population in Illinois and California through the use of two surveys. Tennessee Self Concept Scale and Fey's Acceptance of Other's scale. The sample comprised four groups, including males and females, and selected the middle-class, socio-economic strata of the American Culture. The age spectrum was from 14 through 87 years. Subject
groups were students, full-time homemakers, business and professional wage earners and senior citizens. The major hypothesis was that the perceived self concept correlates positively with the perception of the phenomenal life-world. Data were analyzed by the use of the Pearson Product Moment Correlation Coefficient. Further data analysis was made on test scores of designated groups to compare difference in Pearson Correlation Coefficients. The groups consisted of wage earners and non-wage earners, males and females, married and single people, Westerners, Midwesterners, and pairs of four age groups.

At a .01 level of significance for a two-tailed test, the analysis of the data for the major hypothesis resulted in a significant correlation coefficient of .34. There was no significant difference between the correlation coefficients of any of the paired groups.

The results of the study supported the conclusion that, for the selected population, the perceived self concept significantly influences the view of the phenomenal life-world. The significance of these results lies in the prediction that with an improved self concept the way a person perceives his life-world can be more positive, and so will the way he will interact with his life-world.
Deuink (1980) conducted a study on "An investigation of the relationship of selected leadership activities of the principal, student self concept of ability as a learner, and student achievement."

This study investigated the relationship between selected activities of the principal in his role as an educational leader, self concept of ability as a learner, and student achievement. Specifically the question was asked, do activities of the principal significantly and positively affect student self concept of ability as a learner and result in higher levels of academic achievement?

The study involved a total of 321 students and 12 teachers from two private schools in Georgia. The experimental group was all the third through the sixth grade students and their teachers from one school, the control group consisted of all the third through sixth grade students and their teachers from the other school. The research design selected was the nonequivalent control group.

Student self concept of ability was measured by means of Waetjen's Self Concept of Ability as a Learner Scale (SCAL). Student achievement was measured by the 1973 edition of the Stanford Achievement Test (SAT). Both groups were given the SCAL and SAT as a pretest and posttest.
The focal point of the activities of the principal was an in-service training programme conducted by the principal for all teachers in the experimental group. The in-service programme emphasized self-concept of ability and its relationship to student achievement. The training programme was divided into nine sessions of 45 minutes duration spread over 18 weeks.

Fourteen null hypotheses were developed to measure the impact of activities of the principal on student self-concept of ability as a learner and academic achievement. Mean scores on the SCAL and SAT were compared from pretest to posttest by means of analysis of covariance. Analysis of covariance was selected to control for extraneous variables that might otherwise have confounded the relationship between independent and dependent variable.

In the hypotheses dealing with self-concept of ability as a learner there were three areas in which F scores were significant. There was a significant difference between the control group and the experimental at the .003 level, between girls in the control group and the experimental group at the .01 level, and between third graders in the control group and the experimental group beyond the .000 level. All differences were in favour of the experimental group suggesting that selected activities
of the principal may have resulted in more positive self concepts of ability as learners.

There were significant differences between mean achievement test scores of sixth graders in the control group and the experimental group at the .001 level in favor of the experimental group but since there was not a corresponding difference in self concept of ability, it could not be concluded that the difference was due to the treatment. All other F scores were statistically insignificant, on the basis of this study it cannot be concluded that the activities of the principal considered made a difference in academic achievement. It is possible that differences in academic achievement were not found due to the limited time between the end of the treatment and the SAT posttest.


The central problem in this study is to examine changes in new teacher self-attitudes as consequences of practice or beginning teaching, using the techniques of quantitative synthesis. The theoretical starting point is the idea that everyone possesses a self concept and that
attitudes emanating from this self concept can be assessed through self-description.

For the present investigation, a literature search was made of the Review of Educational Research from 1970-1980 and the Education Index from 1974-1980. A computer search was conducted for the years 1966-1980. An additional search spanned the years from 1960-1980. A total of fifty-five studies was reviewed, out of that total, twenty-four studies were included in this synthesis. A coding scheme was then used to classify independent and dependent variable information in these studies. Quantification of the outcomes of these studies involved the expression of empirical results of the studies on a common metric, called an effect size.

Results from this research synthesis reveal that increases in positive attitudes and self concepts of new teachers may be expected for the following: those involved in preservice programmes in which individuals are trained in interpersonal skills, those who practice teach in a suburban rather than in an inner city school, and those who become more custodial in their attitudes toward pupil control after practice teaching. Results also reveal that decreases in positive attitudes and self concepts may be expected for those individuals in most traditional teacher education
programmes and those unprepared to practice teach in inner city schools.

The major implications drawn from the results of this synthesis may be of significance for social psychology, psychology, educational research, and teacher education, particularly regarding curriculum development. For example, the findings suggest that the curriculum of the traditional teacher education institution should include the development of a teacher's interpersonal skills and provide the psychological equipment necessary for a teacher to meet the reality of the classroom.


The purpose of the study was to determine the effects of the in-service education programme, Increasing Human Effectiveness, on teacher perceptions of self and school climate, and the relationship between teacher perceptions of self and school climate in the elementary school.

Two simple random samples of 30 teachers from a population of 233 school teachers in fifteen schools from Phoenix (Arizona) Elementary School District Number One were randomly assigned to treatment and control groups.
Treatment consisted of two days of videocassette sessions, one week apart. *We Are What Our Thoughts Make Us, Attitudes and Self Image, Constructive Visualization, and Self-Esteem.* A week later, the experimental group received the remaining sessions on Motivation, Effective Goal-setting Techniques, Developing a Plan of Action, Conserving Energy and Reducing Stress, and Winning Thought Patterns. At the end of the final session, both the experimental and control groups were posttested with the Personal Orientation Inventory POI) and the School Climate Profile (SCP).

Discriminant analysis revealed that teacher perceptions of self and perceptions of ideal school climate discriminated between experimental and control groups, but perceptions of reach school climate did not discriminate between experimental and control groups. In addition, analysis using Pearson product-moment correlation and Z transformations revealed significant differences between groups on relationships between teacher perceptions of self and school climate.

The Increasing Human Effectiveness in-service education programme was concluded to be an effective programme for changing the self-perceptions of elementary school teachers, and for changing elementary school teachers' reactions to school climate. Furthermore, elementary school teachers became more "present" oriented, less autonomous and self-supportive, more cognizant of self-
actualization, more able to react to situations without rigid adherence to principles, more accepting of self, more able to view the nature of man constructively, and more able to transcend dichotomies.

In addition, elementary school teachers do not change in responsiveness to their own needs and feelings, freedom to react spontaneously, affirmation of self-worth, acceptance of natural aggression, and ability to develop contactful intimate relationships.


The purpose of this study was to examine the influence self concept has on seventh graders' perceptions of school climate within a selected school. The Piers-Harris Children's Self Concept Inventory was used to measure self concept. The Elementary and Secondary School Environment Index was used to measure climate. These two instruments were administered to the population which consisted of 143 seventh grade students from a single urban school.

Seven hypotheses corresponding to the seven first order factors of the Elementary and Secondary School Index were investigated. These hypotheses and major findings for each are as follows: (I) The stronger the self concept the
more positive the perception of Intellectual Climate. The hypothesis was supported. (II) The stronger the self concept the more positive the perception of Expressiveness. The hypothesis was unsupported. (III) The stronger the self concept the more positive the perception of Group Social Life. The hypothesis was unsupported. (IV) The stronger the self concept the more positive the perception of Personal Dignity. The hypothesis was supported. (V) The stronger the self concept the more positive the perception of Achievement Standards. The hypothesis was unsupported. (VI) The stronger the self concept the more negative the perception Control. The hypothesis was unsupported. (VII) The stronger the self concept the more negative the perception of Peer Group Dominance. The hypothesis was unsupported.

The basic purpose of this study was to examine the influence of self concept on the perception of school climate with the intent to drawing conclusions which would provide practitioners with data of immediate value in understanding student behaviour. The only broad conclusions permitted, however, by the findings of this single study in which scores from only one of seven factors examined were found to be statistically significant, is that further studies would appear beneficial. If further studies are
conducted, consideration should be given to: (1) The examination of whether or not difference in climate perception scores are a result of the same environment being perceived differently or whether the different scores represent the fact that students are actually experiencing different environments as a result of having a different self concept. (2) The examination of a variety of schools and grade levels. (3) The examination of the nature of the relationship between academic performance and perception of school climate. (4) The examination of perceptions of school climate over extended periods of time.


The purpose of this study was to determine whether or not the Personal Assessment Feedback (PAF) did indeed change the self concept and/or dogmatism scores of potential elementary scale.

The results of this study indicated no significant difference in the findings about the four groups who participated in the programme. Differences were found in the comments made by the participants in the study. Further research is encouraged on various aspects of the programme to determine the effectiveness of the PAF Battery.
Macias-Sanchez (1982) studied "Instructional organization and academic self concept".

The study tested the proposition that the instructional organization of classrooms has an impact on the academic self concept of ethnic minority students. It was hypothesized that the extent to which teachers individualized evaluation, differentiated instruction and provided student participation in the learning process would be associated with perceptions of academic success and therefore with enhanced academic self concept. The major mediating factors between instruction features and the student's academic self conceptions are assumed to be the school comparison process and the opportunities for academic success.

The population of the study consisted of over four hundred racially mixed students in grades four through six in three desegregated schools in the San Francisco Bay Area.

In this investigation the classroom was used as a unit of analysis for two consecutive years. An analysis of variance showed that classrooms were a significant source of variation in the academic self concept measure. This finding may be interpreted to mean that academic self concept is not only an individual variable but that it may be viewed as a situational variable as well.
After having found a significant positive relationship between two alternative instructional features, namely varied and specific feedback and student participation on the academic self concept measure, examined three confounding variables, e.g., the tendency to unrealistically high self-assessment, the popularity of Blacks as chosen by Whites and the social influence of Blacks among Whites and the predictive power of the instructional measures. Multiple regression showed the predictive power of the instruction on the academic self concept of ethnic minority students was unaffected by the confounding variables.

The findings of this study provide some support for the propositions that there are formal instructional features as well as informal social structures that affect the academic self concept of minority students in racially mixed settings. Interestingly, the same effects of instruction were not observed for white students.

Williams (1982) conducted a study on "The relationship between teacher stress and the leader behaviour of principals, teacher self concept and the degree level of teachers".

The purposes of the study were to determine if a significant relationship existed between teacher stress and
(1) the leader behaviour of the principal, (2) teacher self concept, (3) teacher professional degree level.

Three self reporting questionnaires were used in the study. Those were: the Teacher Occupational Stress Factor Questionnaire (TOSFQ); the Tennessee Self Concept Scale (TSCS); and the Leader Behaviour Description Questionnaire Form XII, Self (LBDQ-XII, Self).

The TOSFQ and TSCS were sent to 360 elementary school classroom teachers in the Middle Georgia counties of Bibb, Crawford, Houston Jones, Monroe and Twiggs; and LBDQ-XII, self was sent to sixty elementary school principals in the same schools.

Seventy eight percent or forty seven usable LBDQ-XII, self questionnaires were returned. Of the 360 teacher questionnaires sent, 71% or 257 usable questionnaires were returned. The minimum level of statistical significance for this study was at the .05 level.

Analysis of variance (ANOVA) using blocked principal ratings as groups and teacher stress scores as the dependent variable was computed attempting to determine a significant difference between leader behaviour and teacher stress. Statistical significance at the .05 level was not found; therefore, the null hypothesis was not rejected.
The Pearson product-moment correlation coefficient was computed attempting to determine the relationship between teacher self concept and teacher stress. A high relationship, significant beyond the .001 level was found; therefore, the null hypothesis was rejected. Teachers with positive self concepts perceived less stress than teachers with less positive self concepts. Prediction should not be attempted based on the significant relationship because the correlation coefficient was low (.38) and the common variance was 15%.

Using TOSFQ scores as the dependent variable, a t-test comparing teachers with bachelor degrees and teachers with graduate degrees was not significant at the .05 level; therefore, the null hypothesis was not rejected.

Lackey (1982) studied "Teacher Self concept evaluation through self examination and introspection versus a standardized rating scale."

The intent of the study is to examine teacher attitudes which affect classroom atmosphere and student self concept and the extent teachers agree or disagree with questions asked by William W. Purkey, in Self Concept and School Achievement (1970). The sample population consists of 48 elementary teachers who completed the Tennessee Self Concept Scale (TSCS) and two questionnaires; (1) a Personal
Evaluation and (2) a Teacher Evaluation, developed by the investigator, based on Purkey's (1970) questions. Each subject completed the TSCS and the Personal Evaluation which gave measured self-concept scores and a reflection of teacher attitudes and beliefs and the Teacher Evaluation on which the subject rated another teacher's attitudes and beliefs. The statistical procedures used to analyze the data were Pearson correlation, multiple regression, and factor analysis. The level of significance was set at .05. Relationships were found between statements made by Purkey (1970) concerning teacher attitude, self concept, and classroom atmosphere, and with the self concept as measured by the TSCS. By responding to Purkey's (1970) questions in an honest fashion, the teacher may reach a higher plateau of self understanding without the aid of a published self concept inventory.

Wilson (1983) studied "Factorial invariance and the Construct validity of a school related self concept measure."

The self concept literature does not indicate whether black or white students exhibit higher levels of self concept, a number of investigations present conflicting results. It is possible that the direction of the
difference has been unclear because of a lack of invariant response pattern in cross-racial self concept measurement.

In order to investigate possible relationship between level differences and construct invariance, a measure of academic self concept was developed along dimensions in which previous research has indicated that blacks and whites have consistently shown level differences. The method used in this study of invariance was factor analysis.

Previous studies have used exploratory factor analysis, which is subject to indeterminancy problems, as well as limited potential for precision in the comparison of multiple group response structures. Simultaneous confirmatory factor analysis was used to compensate for these difficulties. Besides being able to analyze two or more groups' response patterns simultaneously, it also provided comparative tests of separate factor parameters and likelihood ratio of fit between the original and the estimated factor matrices.

The analysis of factor invariance was conducted on the responses of 351 southern California junior high school students, 171 black and 180 white. The academic self concept instrument contained five dimensions: Expectation/Aspiration, Locus of Control, System Blame,
Anger/Aggression and Anxiety.

The results did not support the hypothesis that mean level differences would have suggested a partial explanation for mean level inconsistency of cross-racial self concept measurement.

Cartlidge (1983) conducted an investigation under the title "A study of self and principals' evaluation of beginning teachers in selected Mississippi public schools."

The aim of this study was to compare the self-evaluation of beginning teachers in selected schools in Mississippi with the evaluation of these teachers by their principals.

The population studied consisted of principals and beginning teachers in 125 schools in Mississippi. The sample included the principal and the selected teacher(s) from each of the 125 schools. A total of 250 individuals, composed of 135 teachers and 125 principals, participated in the study. The Teacher Preparation Evaluation Inventory was used in the study.

One way analysis of variance was used to test the following hypotheses: (1) There will be no significant differences in the self evaluations of beginning teachers and the evaluations of these teachers by their principals.
Hypothesis: (2) There will be no significant difference in self-evaluations of beginning secondary teachers and the self evaluation of beginning elementary teachers.

Hypothesis: (3) There will be no significant difference in secondary principals' evaluations of beginning teachers and elementary principals' evaluations of beginning teachers.

Hypothesis: (4) There will be no significant difference in the self-evaluations of beginning teachers and the principals' evaluation of beginning teachers within districts.

The following findings pertaining to the relationships between the self-evaluation of beginning teachers and the evaluation of these beginning teachers by their principals were observed: (1) There was no significant difference between the self-evaluations of beginning teachers and the evaluation of beginning teachers by their principals. (2) There was no significant difference between the self-evaluations of beginning secondary teachers and the self-evaluations of beginning elementary teachers. (3) There was no significant difference between secondary principals' evaluations of beginning teachers and elementary principals' evaluation of beginning teachers. (4) There was no significant difference between the self evaluations of beginning teachers and the principals' evaluation of beginning teachers within districts.
Holtgren (1983) conducted a study on "The self perceptions of school principals compared to their actual performance on certain affective traits."

The role of the school principal is paramount in the operation of a school system, and affective behaviour is an essential part of that role. It was the purpose of the study to determine if a discrepancy exists between the self perceptions of principals as affective educators and their actual performance.

Thirty-two school principals, their superintendents, and a sampling of their teachers were studied. The self-perceptions of the principals were identified concerning eight affective traits and eighty school-climate factors. The superintendent and teachers evaluated their principals' performance on these traits and factors.

The Charles F. Kettering Foundation "School Climate Inventory" and an affective trait questionnaire developed by the researcher were used to measure the principal's performance. Data were analyzed using mean scores, a chi square analysis, and the Pearson Product-Moment formula to develop correlation coefficients.

A school principal possessing strong positive self perceptions on the stated affective traits does not
necessarily perform as professional leader in those areas. A similarity, but no significant relationship, existed between the perceptions of the superintendents and the perceptions of their principals regarding the principals' performances. No similarity or significant relationship existed between principals and their teachers regarding the principals' performances. No similarity but a significant relationship, existed between the perceptions of the superintendents and the teachers regarding their principal's performance.

The study concluded that differences exist between the way principals perceive their affective performance and the reality of that performance as evidenced by their superintendents, their teachers, and the building climate within their buildings. Superintendents rate the performances of their principals considerably higher than do the teachers. Principals perceive themselves as strong in the affective domain, but their performance does not support those self-perceptions.


The focus of this study was on the development of College students with respect to their ability to adjust to,
and finding meaning in, the world around them. Specifically there were two dimensions of development under investigation which are entral to that process: Self-concept...the individual's perception of self and principled thinking....the use of ethical principles in moral decision making.

The dimensions of self concept were assessed using the Personality Research Form (Jackson, 1974). Level of moral judgment and use of principled thinking were measured with the Defining Issues Test (Rest, 1979). Structured interviewing was also used to compare quality of self concept between high and low scorers on the DIT. It was anticipated that, of the dimensions of self concept assessed, shared personality dimensions and a positive sense of self would be found among individuals who had reached the stage of principled thinking in moral judgement.

Factor analysis and multiple regression were used to examine the relationship between sets of scores. Six factors were identified from PRF responses and used as criterion variables in the regression equation with the principled thinking score as the predictor. Analysis of the data revealed that high principled thinking scores were most influenced by the factor which measured willingness to cooperate, other-directedness, and consideration for the rights of others. A tendency toward orderly thinking and a
The desire to analyze situation was also prevalent among high scorers on the principled thinking measure.

The literature review and findings revealed an interactive relationship between self concept and moral development. However, quality of self-concept did not prove to be a determinant in the use of principled thinking.

Major (1983) studied "The effects of the organizational structure of middle school and junior high school on teacher attitudes, student attitudes and student self concept."

The purpose of the study was to determine what effect the middle school and junior high school organizational structure, had on the attitudes of teachers and students and the self concepts of students. Additionally the relationship between teacher attitude, student attitude and self concept was examined in each of the organizations. The instruments used were Purdue Teacher Opinionnaire, the National Study of School Evaluation Opinion Inventory, and the What I Think Scale.

Organizational structure middle school or junior high schools had very little influence on teacher attitudes, student attitudes or self concept of students. However, female students reflect a more positive self concept than
male students. In general, middle school teachers prefer schools with small enrolments while junior high school teachers prefer schools with larger enrolments.

McCall (1984) conducted an investigation on "A study of self concept and demographic variables in traditional and alternative high schools in Dekalb County, Georgia."

The purpose of this study was to examine two related yet separate aspects of the high school student population in open and non-open school settings: (1) self concept as measured by the Tennessee Self Concept Scale (TSCS) and (2) demographic variables as reported on questionnaire. The self concept variable was analyzed with respect to programme enrolment and the demographic variables of race and sex. The demographic data were analyzed and presented to provide a comprehensive description of the samples included in the study.

The sample for the study was 200 senior students enrolled in four high school in the Dekalb County School System. The resulting data from the two instruments used in the study were analyzed with frequency and percentage statistics as well as Multivariate Analysis of Variance (MANOVA) and Univariate Analysis of Variance (ANOVA).
An examination of the self concept variables indicated that there was no overall statistically significant difference between the self concepts of students in open and non-open schools. A significant race by school interaction on the behaviour Subscale indicated that the self concepts of white students are equally affected by open and non-open schools, and the self concepts of nonwhite students are much more positively affected by enrolment in the open school. Additional findings on the Moral/Ethical Self and Personal Self Subscales indicated the white population felt significantly more positive than did the nonwhite population and on the Behaviour and Moral/Ethical subscales females scored significantly more positive than did males.

The frequency and percentage data on the demographic variables from the open and non-open schools indicated that the open schools appeared to be serving a population somewhat different from that at the non-open schools. Open school students were different in that they were older, more representative of the entire population in sexual and racial composition, frequently married, more self-supporting, rated themselves more strictly, and more positive in self evaluations of grades and learning.

There is a seven year developmental study of Positive Action, an elementary school self concept enhancement curriculum. It traces Positive Action theory and philosophy (chapter two); the history, evaluation, and development of the programme from 1977 to 1982-83 (chapter three); the evaluation of the 1982-83 programme (chapter four) and the revision process which resulted in the 1983-84 edition (chapter five).

Data from students, teachers, parents and principals revealed Positive Action was perceived as an effective, valuable and appropriate elementary school self concept enhancement curriculum. Its use resulted in concept as well as school homogeneity. It was strongly recommended that schools interested in an elementary school enhancement curriculum consider Positive Action. Data indicating specific strengths and weaknesses of the curriculum were used to guide revisions for an improved edition.

Alamshahi (1985) studied "The relationship between self concept and attitude toward school environment of selected groups of sixth grade students."
The major purpose of this research was to determine whether there was a relationship between the self concept scores and attitude toward school environment scores of sixth grade students in a selected school district. Three dimensions of school environment were also factors in the study: interpersonal relations, student instruction interaction, and general school factors.

The Piers-Harris Children's Self Concept Scale, "The way I Feel About Myself" was utilized to determine the students' self-concept scores. The School Attitude Test was used to determine students' attitudes toward school environment. Questionnaires were administered to sixth-grade students in a middle school located in central Tennessee, in February 1982. Pearson Product-Moment Correlation was employed to measure the relationship between variables.

The computed r of .76 (at the .01 level of significance) determined a high correlation between self concepts and attitude toward school environment for selected sixth graders.

The computed r of .59 (at the .01 level of significance) showed a positive relationship between self concept and attitude toward interpersonal relations for the selected group of sixth graders.
A computed r of .66 (at the .01 level of significance) showed a significant relationship between self concept and attitudes toward student-instruction interaction for the selected group of sixth graders.

The computed r of .67 (at the .01 level of significance) showed a positive relationship between self concept and attitude toward general school factors for the selected group of sixth graders.

In conclusion, self concept and attitude toward school environment are positively related. As the attitude towards school scores rise or fall, so do the self concept scores.

Because self concept and attitude toward school for sixth grade students in the selected school correlate positively, it is possible that one could be enhanced by reinforcing the other. In the school attitude test, 88% of the questions were about teachers. It may be concluded that teacher's attitude toward school and that teachers' behaviours have the most influence on pupils' self concepts.

Claxton (1985) conducted an investigation on "The self concept and coping strategies of the Black female elementary school principal."
This study examined the Black female elementary school principal's self concept and coping strategies. The qualitative data were collected using ethnographic techniques such as participant observation, interviewing, reviewing of tapes and documents. The subjects were ten (10) Black female elementary school principals.

The results of the analysis of data showed that these Black female elementary school principals perceive a relationship between (a) their job success and cultural influences, (b) their job success and their self concept, and (c) their job success and their coping strategies.

The major coping strategy described by the subjects was the positive reciprocal relationship. In this approach, the subjects reported that they were shaped by the forces of oppression, but also exerted their influence so as to alter certain oppressive patterns. They coped by turning the seemingly negative into their favour.

The results also showed that for the subjects in this study, family influences have a greater impact on the self concept than external influences such as media, literature, etc.

The findings for the subjects in this study revealed that the Black culture has instilled specific
Ewald (1985) studied "Developmental trends in the structure of self concept."

The purpose of this study was to examine four of the definitional features of self concept. The features tested were that self concept is (a) multifaceted, (b) hierarchical in nature, (c) decreasing in stability from general to specific levels, and (d) increasing in stability with age.

A total of 428 subjects were administered a battery of self concept instruments at two points in time six months apart. The battery included the Tennessee Self Concept Scale, the Piers-Harris Children's Self Concept Scale, and the Michigan State Self Concept of Ability Scale. Data were analyzed for both the total sample and separately for 7th and 8th graders, 9th and 10th graders, and 11th and 12 graders.

Four models were tested for goodness of fit to the data with analysis of covariance structures. The hypothesized model was composed of five facets, including general, overall academic, and three subject-matter specific self concepts, and was found to provide the best fit to the data, thus supporting the multifaceted feature of the
construct. An examination of interfactor correlations and estimated regression coefficients revealed limited support for the hierarchical feature of the construct. Stability of coefficients decreased from general to specific factors for the middle age group only. The hypothesis that this feature becomes more pronounced with age was therefore not supported. The five factor model was found to be invariant across age groupings and test occasions, providing additional support for the multifaceted feature but failing to support the hypothesis that this feature becomes more pronounced with age. These findings were discussed in terms of the construct definition of self concept and the development of self concept during adolescence.

Louis (1986) studied "Self concept and School image of Afro-American and Haitian potential dropouts in an inner city school."

Sixty potential dropouts (30 Afro-Americans and 30 Haitians) selected by randomized stratified sampling from grade 9 through 12 in an inner city high school were administered Gordon's How I See Myself Scale and Croft's School Image Description Questionnaire in an attempt to identify differences in the perceptions of the two ethnocultural groups.
Subjects were cast into a 2x2 factorial design with Cultural Groups and Grade Cluster (9 and 10, 11 and 12) as the classifying variables. Creole translations were made available to Haitian subjects on a choice basis.

Data were processed through analysis of variance. No significant difference was found on the self concept scale between the two cultural groups but they differed significantly on their perception of school image. Afro-Americans showed a greater sense of belonging and participation in school social and extra-curricular activities while Haitains indicated more interest in schooling and further education.

In the light of the findings and within the bounds of the potential dropout sample studied, it was concluded that: (1) Haitain students do not perceive themselves any less favourably than the Afro-American students perceive themselves; (2) Afro-American students enjoy a greater sense of belonging and participation in the school socialization process than their (partially acculturated) Haitain counterparts; (3) Haitain students are strongly committed to acquiring a formal education.

Recommendations were made for further research to generate more comparative data on Haitain students and for decision-makers to take appropriate measures to facilitate

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the placement, acculturation and smooth progress toward graduation of Haitian students.


The study examined the relationships among the perceptions of significant others towards Bilingual Education, Students' self concepts, reading (English) and Math achievement.

Participants were Hispanic students in the bilingual and monolingual programmes...grades 3 to 6, their parents, teachers and principals in five elementary public schools in New York City.

Five hypotheses were tested and the entire study was set at an overall significance level of .05, using the analytic methods of multiple discriminant analysis, multiple regression, multivariate analysis of variance, and canonical correlation, depending on the specific hypothesis.

Parents, teachers and principals were surveyed with the Bilingual Bicultural Perceptions Inventory (Baca, 1977); the students were administered The Piers-Harris Self
Survey of Related Literature

Concept Children Scale and the New York City's mathematics and reading Tests.

Statistically significant differences were found in the perceptions of significant others towards Bilingual Education. The results showed that the five groups of significant others in general, displayed more positive than negative perceptions towards Bilingual Education, while differing from each other on the degree of positiveness in their perceptions.

In the area of student self concepts, no significant and substantively important differences were found. In these analyses grade, school, and sex were entered as covariates. In the areas of mathematics and reading achievement a significant difference was found between monolingual and bilingual students, accounted for chiefly by vocabulary, reading comprehension and computation, which together account for 10% of the difference between programmes. Again grade, school and sex were entered as covariates. In addition, there were no significant relationships between the parental perceptions and any of the student variables (self concept or achievement).

Recommendations are made for the future research and educational practice in this area.

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Metcalf (1986) studied "A comparison of attitudes toward school and school subjects, self concepts, participation in extra-curricular activities and perceptions of school climate among ninth grade students in junior high schools and in high schools in the Boulder Valley, Colorado Public Schools."

The purpose of this study was to determine whether the affective attributes of schooling were the same or different for ninth grade students enrolled in junior high schools or four year high schools.

The hypotheses were: (1) The placement of ninth graders in particular organizational units made no significant difference in students' self concepts, their perceptions of the quality of their schools, their perceptions of their treatment by school staff, their beliefs about expectations of their teachers, their opinions about the quality of their schools, or their reported participation in school activities; and (2) Teachers of ninth grade students in the two different organizational structures (7-9 and 9-12) would show no significant observable differences in the expectations they held for students.
Both hypotheses were only partly rejected; some of the results were inconclusive. Ninth graders reported stronger self concepts and greater satisfaction with their treatment and their sense of belonging than did tenth graders, but they were less strong in their beliefs than eighth graders. In general, Type I students were more positive about their school experience than Type II students. However, teacher behaviours were perceived. Although the data gathered for this study are not conclusive, they do suggest that ninth grade students should be housed in four year, high schools rather than in junior high schools.

Berg (1987) conducted a study on "Teacher self concept of teaching ability: Does it make a difference?"

The problem that was studied was - Do teachers with a high self-concept of teaching ability have a positive influence upon student self concept of academic ability? Intermediate elementary class rooms in small city school district in rural Ohio became the focus of the study. Twenty-one classrooms were divided into two groups based upon the scores of the teacher on the Soares Self Perception Inventory. The group with the highest scores became the high scoring group and the lowest scores became the low scoring group. The students in both groups were pretested at the beginning of the semester and posttested at the end.
of the semester. The Soares Affective Perception Inventory was both times. An analysis of covariance was applied to determine difference in self concept of academic ability of both groups. A significant difference was the technical finding for the population studied.

Based upon the finding of significant difference, and if the literature is correct, the influence may occur because teachers with high self concept of teaching ability tend to become significant others to students; they tend to be more accepting of students, they tend to create more opportunities for student success; they tend to have higher expectations for students, and they tend to be more encouraging of their students.

Batterson (1987) studied "self concept, self esteem and academic achievement."

This research is a theoretical research study. It investigates the degree of relationship of general self concept, academic self concept, perceptions of significant others, locus of control and I.Q. on academic achievement. To what extent are each of these variables related to the dependent variable of mathematics and reading achievement in fourth and fifth grade students? What variable is the least influential?
The study had the following eight hypotheses: (1) A student's self concept of academic ability is positively correlated with his school achievement. (2) A student's concept of the way that others see him is positively correlated with his school achievement. (3) A student's general self concept is positively correlated with his school achievement. (4) A student's I.Q. is positively correlated with his school achievement. (5) Students with internal locus of control will have better achievement test scores. (6) A student with a high internal locus of control will have a more positive self concept and will believe that significant others perceive him more admirable than a student with an external locus of control. (7) A Student's concept of the way that significant others see him is positively correlated with his academic self concept and his general self concept. (8) A student's general self concept is positively correlated with his academic self concept.

In order to test these hypotheses, five self concept inventories were administered to 250 fourth and fifth grade students. The results of the inventories were compared with student's scores on the Standard Achievement Test total mathematics and total reading subtests. Otis-Lennon School Abilities Index (I.Q.) scores also were used when correlations were made. Other means of measurement used in the test include: Soares and Soares'
Mathematics and Reading Perception Inventory, Soares and Soares' Reflected Self-Teachers, Soares and Soares' Affective Perceptions 'Inventory, Soares and Soars' Self concept Affective Perception Inventory, and Grandall, Katkovsky and Crandall's Intellectual Achievement Responsibility Questionnaire.

The results of this study confirmed the eight hypotheses. There were significant positive correlations between each of the self concept variables and the dependent variables of mathematmatics achievement and reading achievement.

Richardson (1987) studied "The development of norms for the Martinek-Zaichkowsky Self Concept Scale for Costa Rican Children."

The study determined if there were significant differences between mean self concept scores with regard to type of school (enrolment), grade and gender in order to then pool data and develop normative tables. Subjects were 817 Costa Rican elementary school children in Grades 1 through 6 within the province of San Jose. Stratified sampling was used with regard to type of school, grade, and gender. The MZSCS which is a 25-item nonverbal, bipolar, pictorial self concept scale was administered to children in 29 different elementary schools during 1986 (March to
November) school year. Results indicated a significant difference between mean self concept scores of Costa Rican children in different types of schools, in different grades, and of different genders. Separate normative tables for girls and boys were developed because of the significant difference between their scores. Norms were clustered for Grades 2 through 6 and for all types of schools except one room schools.


This ex-post facto study compared the self concepts of seniors from three Christian High Schools in South-eastern Virginia with three public high schools located in the same cities. One intact classroom from each school was employed, making a total of 147 subjects.

A one way multivariate analysis of covariance (M ANCOVA) was conducted to maximize the power of discrimination of the Tennessee Self Concept Scale (TSCS) by predicting the best linear combination of dependent variables after statistically adjusting for covariates. Performance on five of the subscales was judged not to be related to potential differences between the two types of schools and those five scales were used as covariates to control for potential differences between the two groups.
A stepwise regression analysis was performed as an additional check on the data. The results were redundant to those obtained with the MANCOVA.

Based on the data analysis, there was support for the hypothesis that Christian School senior score higher than public school seniors on the three dependent variables associated with the self concept of respondents as measured by the TSCS: Moral Ethical Self Score, Behaviour Score and Self-satisfaction Score after adjusting for the covariates (Identity score, Physical Self score, Personal Self score, Family Self score, and Social Self score). However, the difference between the two groups and the Self-Satisfaction score was not great enough to be statistically significant. The difference between the Christian and the Public groups on the Moral-Ethical Self subscale was significant at the .01 level. The Behaviour Scale difference was significant at the .05 level. Therefore, it can be concluded that, as measured by the TSCS, the Moral-Ethical category is the most powerful differentiator between the two groups. The Behaviour subscale also discriminates between the Public and Christian School groups, but at a lesser level. The theoretical implications of these differences are discussed in the literature review and the interpretation of results.
Having reviewed the related literature and researches on different dimensions of related problems, the investigator proceeds to formulate the plan and design which follows in the subsequent chapter.