CHAPTER II
REVIEW OF RESEARCH LITERATURE

2.1 Introduction

Since the purpose of the present research is to identify and compare the school climate characteristics and satisfaction as perceived by students, teachers and parents of Demonstration and Non-Demonstration Schools, as also to examine the type and degree of relationships of the school climate and satisfaction variables with the academic achievement of students of Demonstration and Non-Demonstration Schools in Thailand, therefore only these studies which constitute relevant threads in school climate research have been included in the present chapter. While studies are neither included nor rejected on the basis of evaluative criteria, the relevance of their methodology and sample has been kept in mind. The review has been presented in five sections which are as follows.

Section I : School climate characteristics.
Section II : Satisfaction Variables of Educational Environment.
Section III : School Climate and Satisfaction Variables.
Section IV : School Climate and Academic Achievement.
Section V : Satisfaction Variables and Academic Achievement.
SECTION I

2.2 School Climate Characteristics

2.2.1 Studies on School Climate Characteristics in general

Perkins' (1951), concern was to determine factor of classroom setting and climate. He observes that in the classroom situation, teacher plays the role of a leader. Qualities of the teacher-pupil relations seem to be major determinant of group climate in the classroom.

Fasenmyer and Mamana (1984), in a study on how to add the human dimension for more effective schools viewed that open communication among administrators, teachers, and students led to a more effective learning environment. Further, teachers who are treated fairly by administrators pass this sensitivity and humanity to their relationships with students. They suggested that administrators could take a number of steps to establish a communication forum and a school climate that balanced the educational programme with a measure of humanity.

Sellars (1984), examined the relationship between school climate and the leadership style of school principals as perceived by teachers and principals in one school district. An analysis of the data revealed that there were significant differences between the way teachers and principals perceived the climate of a school and a significant correlation existed between the leadership style of school principals and school climate.
Mistry (1985), studied the quality of school life as a function of organization climate and pupil control ideology. The sample consisted of 100 randomly selected secondary schools of Surat district, 4023 students and 846 teachers were the respondents. The quality of school life was found directly proportional to their climate. The dimensions of climate played their role in building the pupil control ideology and with the increase of positive dimensions coupled by decrease of negative dimensions of climate an increase in satisfaction, commitment to classwork and the reactions to teachers was perceived.

In promoting effective discipline in school and classroom, Grossnickle and Sesko (1985), analysed the relevant findings and submitted a practical self-help guide with approach to the topic of student discipline from the practitioner's perspective. The resulting guide prescribed a teamwork approach to schoolwise and classroom discipline involving a schoolwise commitment to mutual respect among students and staff; offered simple truths about school discipline; presented systems approach to designing a comprehensive discipline programme; identified principles and specific steps toward promoting a more disciplined learning environment in school; outlined responsibilities of teachers, administrators and presented model in designing a preventive discipline programme; provided a case study of the steps taken by a Chicago area high school in launching a
schoolwide climate improvement project focusing on effective discipline.

Perrone (1985), reports of portraits of high school represents part of the research done in preparation for the Carnegie Foundation's report on secondary education in America. The testimony and behaviour of youths and adults in real schools and detailed descriptions of representative institutions were taken to reflect the major themes namely the contextual changes affecting the school, students, school goals, school climate, leadership, curriculum, teachers, teaching and learning, education beyond the school, and media and technology. The schools were grouped according to the following geographic characteristics and specializations: urban, suburban, rural, alternative, vocational, and selective academic. The recommendations included the development of more explicit goals that are clear to teachers, students, and their parents.

Gottfredson (1986), used the Effective School Battery (ESB) for assessing school climate and providing for planning and evaluating school improvement programmes. The ESB serves for diagnosing problems, opening up communication, evaluating improvement programmes and providing some indicators of a school's organizational health. Among the characteristics tested were school-site leadership, use of instructional time, establishment of goals and expectations, recognition of academic achievement, parental involvement, orderliness and security of the
environment, performance monitoring methods, collegiality and collaboration, staff development, teacher-student relations, student participation, the sense of community, and district support.

Bassou (1987), assessed the perceptions of high school principals and teachers as related to school climate in Indiana high schools. Responses were received from 325 Indian high school teachers and 76 high school principals. Results revealed: (1) The school climate as perceived by principals and teachers did not indicate significant differences regarding the wealth of the school, and (2) The school climate as perceived by principals and teachers did not indicate significant differences regarding the population make-up of the school.

Squire (1988), in his study entitled "principals' self-efficacy; personal, interpersonal and organizational interactions", reported that secondary principals' self-efficacy is a complex, interactive construct rather than a fixed personal trait. Associations emerged among efficacy and personal attributes (sex, age, tenure, graduate major), interpersonal factors (perceived support from superiors and subordinates, satisfaction with teacher performance), and organizational characteristics (district size, job, unstable funding, perceived community support). Five domains of efficacy namely; instructional leader, school climate engineer, organizational developer, community liaison and manager emerged from the study.
Trimarco (1989), examined the effect of school climate and school and community characteristics on dropout rate. Climate was measured by the ratio of school-related reasons (motivational and socialization) to all reported reasons for dropping out of school. The total sample of secondary schools was 161. A major finding was that schools should not be stereotyped. A more positive approach would be studying and implementing the more successful administrative, curricular, and community school policies.

Meltzer (1988), conducted a study on "indicators of effectiveness in an accredited and recognised secondary school". The objectives were to describe the evidence of the range and type of school activities, the operationalization of them, and the similarities and differences that emerged when the organizer... the sets of criteria... changed. The study found a favourable recognition, a less than favourable accreditation, and a critical review by the staff in a school with favourable student outcomes. The author concluded that school climate needs to be explored as an outcome as well as an activity of schooling; teacher working conditions may be more important than previously thought; strong leadership needs to involve people in job tasks that involve people; and while accreditation and recognition awards are useful in developing school improvement plans, they are not equatable with effectiveness.
Eberle (1988), in his study, "academic cultural and learning style characteristics of national merit scholars as indicators of effective small, rural secondary schools," reported that the most significant indicators were the relationship between the student and a particular teacher, the supportive environment of the home, and the cultural impact of home, school and the community.

The General Department, Ministry of Education, Thailand (1989), reported a survey in the direction of school under General Department policy to evaluate the follow-up of small and moderate secondary schools (N = 147) of 12 educational regions. The average score of school climate and environment in all educational regions was equal to 59.33% of the total marks. The average score of central area was found to be 56.66% which indicated that the planning of school climate was unsatisfactory.

Biniewicz (1989), examined Illinois public secondary school principals' perceptions of professional competencies regarding the degree of importance, the level at which professional development would be continued, and the preferred delivery system of continued training in those areas. Of the 10 competency categories included in the study, 50% or more of the respondents reported the areas of interpersonal relations and communication, instruction, staff development, curriculum, school climate, personnel and planning decision-making as having great importance.
Hall (1989), surveyed and analyzed two groups of high school principals' perceptions of the importance of the competencies and related skills of the guidelines for the preparation of school administrators. The perception of the effective group revealed that there were very few significant differences accounted for by size of school, racial composition of the school, location, age of the principal or highest degree received. The effective principals indicated that their greatest strength was in the competency area of school climate improvement. The competencies of least strength included curriculum design and staff development. The effective principals further indicated that they were best prepared in designing, implementing and evaluating a school climate improvement programme.

Braun (1991), explored the relationship between the leadership vision of the principal and school climate. Principals and teachers of 30 elementary and secondary schools in Alberta responded to parallel forms, as well as indices of climate openness as perceived by teachers were determined for each school. There was a positive relationship between teachers' perception of leadership vision and school climate. School climate was more closely related to teachers' perception of leadership vision than to principals' perception.

School climate can be reliably predicted using
teachers' perception of formulated, articulated and operationalized leadership vision as predictors with operationalized vision having the most significant contribution to prediction.

2.2.2 Studies on School Climate Characteristics in various schools.

Niroomandi (1984), undertook a study of the relationship between the organizational climate and pupil control ideology of the professional staffs in selected secondary schools in Shiraz, Iran. The results indicated that the sampled Iranian teachers' perceptions of their school climate were significantly affected by the geographical location of the schools.

Besch (1984), investigated the relationship between school climate variables and the effectiveness of middle/junior schools. The study identified 46 schools which were classified as effective or ineffective based upon student performance on the Pennsylvania Educational Quality Assessment instrument. Reading, writing, and mathematics scores over two separate years of testing were used to determine effectiveness. The analysis revealed that teachers and principals in effective and ineffective schools were satisfied with teacher-student relationships and perceived students' lack of interest in school as a moderate problem. Further, teachers and principals in effective and ineffective schools were somewhat...
parent relationship and perceived parental support for the school and the quality of parent-teacher interactions as moderate problems. Teachers and principals in effective schools and ineffective schools did not have significant differences in their perceptions of school climate variables.

The objective of Methi’s study (1985), entitled “an investigation into the relationship between organizational climate of schools and diffusion of innovations” was to identify and classify the secondary schools of Jaipur district according to their respective climates. The data were collected from 170 secondary schools (145 boys schools and 25 girls schools). The responses of 3165 teachers were used. Data were collected through the School Organizational Climate Description Questionnaire (SOCDQ). The major findings showed that paternal climate was perceived most frequently and followed by ‘controlled’ ‘autonomous’, ‘open’, ‘familiar’ and ‘closed’ climates. In rural schools, the ‘controlled’ climate was seen more frequently whereas ‘closed’ climate was seen the least. In urban schools and boys schools the ‘paternal’ climate was mostly seen while ‘open’ climate was seen the least in these schools. Significant difference was found between government schools and recognized secondary schools in the proportion of distribution in terms of their organizational climate.

Baraiya (1985), studied the organizational climate of higher secondary schools of Gujarat state in relation to
certain variables. The investigator found that the school management providing good or poor cooperation did not influence school climate in the case of schools in rural and urban areas. So there was no significant difference between the climates of rural or urban schools.

In a comparative study of the management of the government and private high schools, Panda (1985), examined the management, organizational climate and teachers morale in Orissa schools. Questionnaires for the headmasters, teachers and members of the managing committee were employed as tools for data collection. The sample schools were chosen from two coastal and three tribal districts. The results revealed that the government schools had better physical facilities in comparison with those of private schools. Both private and government schools were lacking in library facilities. In comparison with government schools, the private schools gave more stress on correction of written work and coaching classes. And, there was no large difference between the school climate scores of government and private management schools.

Biggins (1986), studied the school climate perceptions of principals and teachers in 20 elementary schools of the Archdiocese of New York. The author found few differences between teacher and principal perceptions of school climate in the four types of schools investigated, except that teachers in the low SES schools, in comparison
with the high SES schools, were found to have significantly higher perceptions of principals' evaluations of students' ability.

Montoya (1986), dealt specifically with school climate perceptions held by students, teachers, and principals in rural and non-rural schools in the state of New Mexico. Results showed no significant differences in school climate scores between rural and non-rural students, teachers or principals.

Using the Learning Climate Inventory and the School Climate Observation Checklist, Dudney (1986), used the perceptions of teachers and principals to assess the climate of nine schools. All the middle schools in the study were found to have a slightly open educational climate.

Kunkhuli (1988), described and examined the administrative and leadership characteristics and climate of five Zambian secondary schools sample. The findings were not consistent in all the five schools nor the school covered were perceived favourably on all the five school climate dimensions tested.

Considine (1988), compared organizational climate and teacher values of secondary public and Catholic school in Connecticut by examining to what extent and in what manner sector membership (public, Catholic) can be explained by teacher values and climate. The unit of analysis for this study was teachers, the sample consisted of 400 teachers, 200 from the public sector and 200 from the Catholic sector.
Findings of the study indicated that theoretical, economic, aesthetic, social, and political values significantly discriminated sector membership. Additionally, year in school was significant in discriminating sector affiliation. The organizational climate variables were non-significant predictors. However, team cooperation was the variable which came the closest to differentiating the sectors, teacher values were better discriminator between public and Catholic schools that organizational climate variables.

Brothers (1990), examined whether difference existed between public school special educators and private school special educators on teacher perception of shared decision-making and its effects on commitment, personal support, and interpersonal relationships. Data showed that 63% of the public school special educators surveyed had mean scores of 2.5 or better on a scale of 1 to 4 for decision-making. However, 80% of the private school special education teachers had mean scores of 2.5 or better. The perceptions by public school special educators about levels of personal support and interpersonal relationships were low as compared to their private school counterparts.
2.3 Satisfaction Variables of Education Environment

2.3.1 Satisfaction as Perceived by Students

Wayne and Rubel (1982), made a review of student fear in secondary schools. Students who experienced fear of physical aggression tended more likely than other students to avoid certain locations, had few friends in school and little social support at home, received low grades, had low self-esteem and negative attitudes toward school, teachers, and fellow students.

Wu and others (1982), identified National data from the 1976 Safe School study and reported that the most important determinants of secondary school student suspension were students' attitudes and behaviour, teacher attitudes, administrative policy on discipline, quality of school government and academic and racial bias in schools.

Gaddy and Kelly (1984), identified good student-teachers relations and a responsive curriculum reflecting student needs and interests and the changing emphases of society as major factors in maintaining a positive school climate.

Dejung and Duckworth (1986), studied student absenteeism in six high schools by taking grade and absence reports collected over a period of nearly two years as data source. Approximately 50 administrators, over 500 teachers, and 70,000 students contributed data to the project. The goal was to examine differences in the teachers' overall
class absence rates as they related to differences in the classes taught, the teaching practices used, and the teacher's personal characteristics. Evidence derived from the data demonstrated that teachers were distinguishable with respect to their students' absence and that the subject and students taught were two factors that helped determine the student absence rate.

St. Clair (1986), discussed the discipline problems that arose when several Southeast Asian students attended a middle school in Minnesota and further described how these problems were transformed into a human rights learning experience for the student.

Niece (1988), reported the school building, supplies and maintenance were found as one of the several satisfaction variables as perceived by students, teachers and parents. School facilities reflected the idea that education can be interesting and colourful. The facility planning and curriculum design were the key ingredients for effective schooling in complementing one another.

Meissen (1990), studied school environment of selected student characteristics and perception about school climate. The research focused on a selected school environment as a unit for analysis. Student characteristics of gender, grade level, school performance, co-curricular involvement and racial/ethnic heritage were identified as independent variables that might relate to the student
perception of school climate. The school environment selected for study was a large urban secondary level public school. The entire student population of the school served as the sample for this study (1,346 students grades 9-12). The National Association of Secondary School Principals school climate survey was the instrumentation utilized for the climate assessment.

2.3.2 Satisfaction as Perceived by Teachers

In government secondary schools in Thailand, Haosakulkon (1977), investigated the morale of the counsellors in government secondary schools in Thailand. A sample of 221 counsellors working in 148 secondary school was randomly selected. The result indicated that the counsellors morale was at medium level. The factors which were reported by counsellors as most contributing were good relationship with their superiors, satisfaction with counsellor-student relationship and mutual understanding with parents.

Kulsum (1985), studied the influence of school and teacher variables on the job satisfaction and job involvement of secondary school teachers in the city of Bangalore. The correlational study had the age, sex, marital status, teaching experience, medium of instruction, job performance, attitudes towards teaching, teacher effectiveness, leadership behaviour of headmaster, school organizational climate, type of school management, number of
school teachers, school strength and school age as independent variables and teachers job satisfaction and their job involvement as dependent variables. The main conclusions were; teachers' salary, job performance, attitudes towards teaching, effectiveness headmasters' initiating structure, headmasters' consideration and teacher's job involvement correlated positively and significantly with their job satisfaction scores; teachers working in corporation schools had the highest level of job satisfaction; teachers working in government schools had the highest level of job involvement followed by the teachers working in corporation, in private aided and private unaided schools; and permanent teachers had a higher level of job involvement as compared to temporary teachers.

However, Calder (1985), conducted study on demographic and work environment characteristics of teachers as predictors of teacher stress and response to a stress intervention programme. Complex relationship among variables was identified with different background variables. Years of teaching experience, grade level taught and economic deprivation index of the school were found as significant variables.

In Veeraraghwan's (1986) study, the objectives were to find out whether there was any variation in the organizational climate that existed in the high, average and low performance schools, whether teacher effectiveness varied, whether there were typical factors underlying
teacher effectiveness and whether there was job satisfaction amongst teachers and leadership adaptability in schools. A total of 65 schools was selected from the Union Territory of Delhi, from these schools 498 teachers who were teaching classes X and XII constituted the sample. The results were the organizational climate dimensions varied significantly amongst high, average and low performance schools with high performance schools showing lower disengagement, alienation, psychological hindrance and higher on esprit, intimacy and humanized thrust as compared to the average and low performance schools.

Snyder (1988), in her study was to assess the work motivation and satisfaction of faculty in a liberal arts college. Ninety-seven faculty out of a population of 129 responded to mailed questionnaires. Results were faculty work satisfaction was correlated with 8 of the 9 demographic variables selected. Faculty were most satisfied with creativity, moral values, and responsibility aspects of their work and least satisfied with company policies and practices and compensation.

Kennebrew (1988), investigated the relationships between Mississippi Public High School teachers’ perceptions of the supervisory behaviours of principals and teachers’ perceptions of school climate. Findings indicated that teachers’ attitudes toward the school climate showed significant differences from their perceptions of the
principal’s supervisory behaviour in the area of evaluation of instruction on administration and collaborative.

Brothers (1990), studied the surveys of teachers to see whether there is a difference among them in their perceptions of the amount of shared decision-making with them in their schools, and coincident feelings of commitment, personal support and interpersonal relationships. A survey was administered to 155 teachers, 40 of whom were special education teachers. Findings suggested that non-special educators felt less involved in decision-making than special educators. But more non-special educators felt greater level of commitment than their counterparts.

On Paggi’s study (1990), was to identify factors associated with job satisfaction and dissatisfaction among female superintendentes and to determine the relationship of role type perceptions to satisfying/dissatisfying factors. Findings were (1) achievement, recognition, and interpersonal relations with subordinates were the factors relating to both job satisfaction/dissatisfaction. (2) no specific characteristic was found to have a significant relationship with job satisfaction.

Brown, J. (1991), examined leader behaviour associated with school effectiveness focus on instructional leadership and home-school relations. Principals, teachers, and parents were asked to respond to questions concerning, (a) school environmental conditions and (b) home-school
relations. The study revealed that upper level school teachers recorded significantly higher means for (a) school environment, (b) general characteristics, and (c) communication. Teachers representing lower-level schools recorded higher means for (a) school climate and (b) maintaining high visibility. Variables associated with home-school relations and instructional leadership were found to correlate positively.

Brown, P. (1991), described teacher satisfaction by analysis of items negotiated in Arizona school districts. The determining patterns were the demographic characteristics of size, salary of beginning teachers, teacher experience, membership in teacher organizations, and interaction between size and salary. Job dissatisfaction factors accounted a pre-occupation with job dissatisfaction factors can provide an explanation of high turnover, low teacher morale, low teacher performance and commitment, or recurrent dissatisfaction and confrontation. Job dissatisfaction factors proposed by teachers 51.802 per cent of the total items proposed. Job dissatisfaction factors are capable of promoting job satisfaction. The four factors that accounted for almost eight per cent of all items discussed are the job dissatisfaction factors of salary, working conditions/ company policy and administration and benefits.
2.3.3. Satisfaction as Perceived by Parents

Studies reveal that schools are most effective when a partnership exists between the school and the home (Lescault, 1988). For creating and strengthening that partnership, parents' participation in the development or revision of a document as important as a discipline, their counsel, PTA, or other parent organization involving select two or three parents to represent the important parents' point of view, are important parameters to be encouraged in an effort to provide a safe and orderly environment, a necessary prerequisite to learning.

Hester (1989), suggested that parents' involvement in their youngster's education is imperative to student success. School administrators can involve parents in a variety of ways in home-school relations. He clearly demonstrates that parents' involvement results in the following benefits to students; 1. Academic achievement rises; 2. Student behaviour improves 3. Student motivation increases 4. Attendance becomes more regular 5. Student dropout rates are lower 6. Students have a more positive attitude toward homework 7. Parents and community support increases. And also demonstrates that a planned programme of parents' involvement has a positive effect on parents. When they are involved, they; 1. believe they should help, 2. report receiving most of their ideas on how to help teachers, 3. understand more about the educational programme than in previous years, 4. rate teachers'
interpersonal skills high and 5. appreciate teacher efforts.

Glover (1989), conducted a study to provide school administrators, boards of education, and other interested in educational facilities planning with data that should facilitate the development of educational facilities in which representatives of facility-user groups are more satisfied. To gather the data, a questionnaire and an opinionnaire were used of the 2680 facility-user group representative surveyed, 1820 or 68% responded. A statistically significant difference was found between the level of planning involvement by representative of the parent/community user group and satisfaction with the completed facilities by representatives of the same user group. Parents/community members are more satisfied with educational facilities planned with a moderate level of parent/community involvement.

Webb (1990), undertook a study in an effort to statistically validate a clinically developed parent questionnaire for use by administrators in determining whether students had; learning disabilities, attention deficit hyperactivity disorder, oppositional disorder, or a combination of two or more of these conditions. The questionnaire responses of 158 parents were statistically analyzed to determine their predictive value. The results indicated that parents are excellent observers of their children's behaviours and academic abilities.
2.4 Relationship between School Climate and Satisfaction Variables

One of the student satisfaction variables is student shared decision-making. Giving students a significant role in decision-making also seems to have beneficial effects. Duke and Perry (1978) and Cox (1978), reported that behaviour improved when students were given responsibility for decisions. Rutter et al (1979), noted that pupil responsibility encouraged pupils to accept school norms. Beane (1979), concluded that self-realization was associated with a "less custodial" orientation to pupil control.

In Breckenridge's (1976) and Urich and Batchelder's (1979), reports on workshops to improve climate, climate itself was found to improve when students were involved more in the decision-making process. William (1985), studied the development of a systematic procedure for gathering information from perception of high school students about issues of fairness availability and accessibility of help. The information received should provide the administrator with a framework for student involvement in administrative decision-making relative to house activities, policies and procedures and curriculum.

Garrett (1991), described the differences in perceptions of school climate, as measured on the 10 subscales of the NASSP, 1987, school climate survey for at-
risk students as compared to students not classified as at-risk. The students were 6,250 from three Michigan Public High Schools—urban, suburban, and rural. In each school two subgroups were identified with 30 in each at-risk and 30 not-at-risk. Results of the study showed that in urban, suburban and rural schools there was a significant difference in at-risk and not-at-risk students in 9 of 10 climate subscale areas and a significant difference between at-risk student climate scores and national normative student scores. The at-risk group in urban school differs significantly from the at-risk groups in suburban and rural schools.

Lofland (1985), investigated the relationship between the established organizational climate and job satisfaction levels of teachers in the District of Columbia public schools. The findings of the study revealed that while the type of organizational climate was significant, the other dependent variables (sex, age, level of experience, and teaching level) had no significant effects.

Ghonaim (1986), examined the relationship between organizational climate, job satisfaction, school size, educational district size, and educational experience. The other purpose was to discover the differences and similarities in perceptions of organizational climate and job satisfaction by male administrators and teachers in city public schools in Saudi Arabia. The sample included administrators and teachers from elementary and secondary
schools in eight cities. The organizational climate description questionnaire, the teacher job satisfaction questionnaire and the principal job satisfaction questionnaire were used to measure school climate and job satisfaction. The results indicated that educational level and experience of administrators and teachers did not affect the perception of organizational climate, and school size showed a negative relationship for teachers. Job satisfaction was positively related to thrust for administrators and teachers. Administrators perceived both job satisfaction and organizational climate as more positive than teachers did. Further, analysis indicated that bachelor's degree holders were less satisfied and teachers who had been teaching for more than 15 years were more satisfied in their jobs.

In Veeraraghwan's study (1986), the results showed a high positive correlation amongst leadership style, professional qualities and personal attributes in high and average performance schools. There was no significant difference in the job satisfaction of teachers belonging to high, average and low performance schools. The higher the production emphasis and humanized thrust in an organization, the higher was the job satisfaction. The highest teacher effectiveness was obtained in public schools, followed by miscellaneous management schools. There appeared a significant variation amongst schools in regard to
correlation between the dimensions of teacher effectiveness and the dimensions of organizational climate.

Mecalla (1987), suggested communication roles to be linked to school climate. The purpose of the study was to investigate the relationship between the positive climate of Captain Shreve High School in Shreveport, Louisiana, and the communication structure. Data about the school's communication structure were concerned with academic and behavioral goals, teaching strategies, expectations for student progress, and parental involvement in school affairs. The faculty members identified those with whom they regularly discussed these issues. The mean scores on the climate subtests within the various communication roles converged to the standardized mean generated by the faculty. However, key communicators produced high climate scores on principal support within a narrow range, indicating general agreement on this behavior. Key communicators from two departments were linked to a third department on the issue relating to teaching strategies.

Johnson (1988), conducted a study to examine job effectiveness and leadership effectiveness in elementary schools. Results of an independent survey of parents and students were obtained for comparison. Principals expressed overall satisfaction with their work. The most satisfying facets were working relationships with teachers and students. The best predictors of overall job satisfaction were the effect of the work on principals personal lives,
and the community standing of principals. Principals tended to view their schools as effective although appraisals varied. Schools were most effective in maintaining appropriate climates and least effective in maximizing non-parent community satisfaction. The best predictors were school climate and maximizing parental satisfaction. Significant predictors also included decision-making and identifying community expectations. Further, teachers indicated that the most important influences on their positive school climate perceptions were procedures facilitating the school’s ability to solve its problems and make improvements based on known goals. The next important parameters were inviting teacher participation in decision-making and creating effective communication.

Estrin and Lash (1989), reported some of the results of an evaluation of Project OCEAN (Oceanic Classroom Education and Networking), a teacher training and curriculum reform project. They suggested that the project was able to stimulate important collegial behaviours among teachers in all participating schools. Indices of participation and teachers’ willingness and confidence to teach marine science showed that the project was indeed implemented. In addition to affecting the science curriculum, the project brought about changes in school climate.

Leslie (1989), reviewed that administrators must consider and improve teacher satisfaction. In the push for
excellence in education, administrators may forget that dissatisfied teachers may weaken the educational programme. Some basic public relations principles and techniques can help them meet teacher needs.

Beavirton's (1985) programme concentrated on basic educational public relations principles and techniques outlined by Bagin, Ferguson and Marx (1985). Principals desirous of seeking method to motivate and retain teachers may find it useful to apply techniques of respect for the individual, employee satisfaction, productivity and efficiency along with effective internal communication programme that helps every staff member to understand the mission and priorities of the organization in which he or she works, and conduct of research to determine what is important to teachers. The single most important satisfaction factor was working with kids. Factors eliciting dissatisfaction generally were the need for better materials, additional support personnel, more planning time, smaller classes and higher salaries.

Six of the thirteen general satisfaction categories which showed the greatest influence on overall job satisfaction were teaching decisions, school working conditions, professional recognition, salary, benefits, and job status.

Further, telling teachers what is expected of them and how they will be evaluated, incorporating both formal and informal means of communicating how a teacher is...
performing his or her job, indicated that teachers put a high priority on personal, meaningful feedback from their principals. While lower level administrators may often be the ones to convey critical or laudatory information to teachers.

To provide opportunities for teachers to ask questions, share suggestions and express concerns were some other principles and techniques in improving satisfaction of teachers.

Wentworth’s (1990), study related to developing staff morale. He showed that a good start was reviewing local morale factors by using paper surveys, interviews, or group discussions. Principals were responsible for responding to daily human concerns, for understanding scheduling demands, and for fostering recognition programmes, staff meetings, shared leadership, good communication and professional development.

However, Oparaji (1988), observed that a negative significant relationship existed between school organizational climate as perceived by teachers, and job satisfaction suggesting that administrators could enhance job satisfaction in their schools by improving organizational climate. Desirable organizational climate could be adequately measured by the use of job satisfaction index. Age, grade level taught, years of teaching experience, size of student population and ethnicity were
not relevant factors when considering how teachers perceived the organizational climate.

National Association of Secondary School Principals school climate survey was utilized as instrumentation for the quantitative climate assessment by Chittom (1990) and Meissen (1990).

Chittom (1990), investigated the relationship between Mississippi Public Secondary teachers' perception of school climate and their level of job satisfaction. The school climate survey, and the teacher satisfaction survey (NASSP) were used to gather the data. The demographic variables of subject taught and type of school district, either appointed superintendent or elected superintendent were considered. Responses were random sample of 120 teachers. The results showed that teachers with high level of job satisfaction indicated more favourable impressions of school climate than did teachers with low level of job satisfaction. Those teachers with high level of job satisfaction indicated more favourable impressions of school climate as measured by each of the subscales on the school climate survey than did teachers with low level of job satisfaction. The variables of subject taught and type of school district, appointed or elected superintendent, did not make a difference in the relationship between level of job satisfaction and perception of school climate.

Finneran (1990), surveyed to determine what, if any, effects three distinct independent variables - school
climate, minimal competency testing, and teacher efficacy - have on teacher stress. Results indicated that for this group, teacher efficacy significantly related to total teacher stress and sources of teacher stress. It did not relate to manifestations of teacher stress. School climate did not predict manifestations of stress.

So far, not much research has been done on parents' perception of school climate and its relationship with their satisfaction. However, some studies' review on teacher-parent relationships may be of relevance.

Besch (1984), revealed that teachers and principals in effective and ineffective schools were somewhat satisfied with teacher-parent relationships and perceived that parental support for the school and the quality of parent teacher interactions as moderate problems. Also Winter (1987), conducted a qualitative study of teachers' perceptions of school climate utilizing the interview method. The results represented the attitudes and beliefs of 32 randomly selected high school teachers in a midwestern city. The study revealed that support for teachers from the principal was an important source for climate satisfaction. The community perceptions and parental support were important factors in influencing school climate. And key leaders among the staff play an important role in shaping school climate.
SECTION IV

2.5. Relationship between School Climate and Students' Academic Achievement

Many studies have been done on the characteristics of the classroom or school including such variables as number of students, equipments and facilities available, expenditures per student, school organization and administration. The relation between student achievement and selected variables from the above categories rarely yield correlations which account for more than 5 per cent of the achievement variation as reported in the Coleman (1966), and Plowden (1967), studies.

Likewise, Stephens (1967), reports that although the qualifications of teachers, and the characteristics of the classroom and school conditions, theoretically speaking, have much to do with the learning of students, yet the vast majority of educational studies show little or no statistical differences in student achievement as affected by these variables.

Bloom (1976), believed that it was the teaching and not the teacher that is central and it was the environment for learning in the classroom rather than the physical characteristics of the class and classroom that was important for school learning.

Pandey (1981), and Puri (1984), studied the influence of environment as a factor to promote academic achievement among students. The former concluded that an urban
atmosphere was more conducive to better achievement than a rural environment. The latter brought out that the effect of environmental facility on both general academic achievement and achievement in English language was significant.

The environment provided to the student by his home has drawn the attention of Grover (1979), Gaur (1982), Sarkar (1983), Lall (1984), Jagannadhan (1985). In this connection, a significant difference between high achievers and low achievers on the home variables namely educational environment, income, spatial environment, social background, provision of facilities, a parent-child relationship was observed by Sarkar (1983).

Upadhyaya (1984), found that each of the three aspects of classroom environment that is interpersonal relationships, goal orientation and system maintenance and change were significantly related to academic achievement.

Deshpande (1984), studied the determinants of achievement of students at the Senior Secondary (SSC) examination. The finding showed no specific trend of organizational climate that could differentiate between the high and low achieving schools.

Studying the non-formal science activities in secondary schools of Maharashtra State, Shinde (1982), found that students' academic achievement in science was not related to involvement in non-formal science activities.

In the two decades since the Coleman report (1966),
the educational community has amassed a significant body of empirical and theoretical research known as school effectiveness research. From early 1970s to 1990, researchers generally agreed that effective schools were the result of the activities of effective principals who demonstrated strong instructional leadership, created positive school climate conducive to learning, and knew how to manage time and people efficiently and effectively.

Likewise, in the study of New York State Department in 1976, it was concluded that strong administrative leadership in instruction was associated with student academic success. Edmonds (1979), found that principal involvement and interest in instruction was a typical characteristic of exemplary schools. Elett and Walberg (1979), opined that principal involvement in instruction affected not only student achievement but teacher morale as well; and Young (1980), found that increased instructional leadership by the principal led to pupil social and academic growth and improved school climate.

In describing effective school, Behling (1984), listed features related to school processes, outcomes and to the principal. School processes and outcomes were characterized by a safe and orderly environment, school climate, school values and norms and improved student achievement.

Hopkins and Crain (1985), did lot of efforts to increase academic expectations and improve the school
climate at Fairfield high school. Changes in school climate were affected by including students in decision-making processes with regard to areas that affected them; academics, discipline, student leadership roles, extracurricular participation, food service changes, initiation of community service and public recognition for student achievement. The key to success at Fairfield seems to be a commitment of administration, staff and students to work together toward an effective school.

Three measures of climate (student perceptions, teacher perceptions and principal perceptions), were examined by Brantley (1987), in relation to achievement. Student sense of academic futility was more directly related to achievement than any of the other variables examined.

Mitchell (1989), found that the importance of the academic programme in an excellent high school was shared between groups. The administrators, teachers, school board and parents encouraged the students to value their education, and an important community organization exerted a similar influence. Given the synergistic effects of these elements, the students accepted the academic orientation of their school.

Eberle (1988), reported that the most significant indicators of high achieving students were the relationship between the student and a particular teacher, the supportive environment of the home and the cultural impact of home, school, and the community.
On the other hand school climate, as observed in the study of Dimuzio (1989), was not found as a significant predictor of student achievement except in the students' annual attendance rate. There was no relationship between size and a positive school climate, although smaller school faculties identified significant control of the academic and social standards.

In general, researchers who are studying the influence of school climate on outcome, use ecology variables as another independent variable in the equation. It is because ecological variables do not operate directly on student outcomes, but operate through the mediating effect of school climate. It is also possible that the impact of ecological variables depends on how direct their impact is on students. School appearance is a more proximal variable than age of building in terms of student impact.

The development of building characteristics is one dimension concerned with school climate that related with student achievement. Rutter et al. (1979) and the Phi Delta Kappa (1980), studied 8 high achieving schools and both noted that the decoration and care of school and classrooms was associated with higher student achievement.

A second literature suggests that administrative organization and student achievement are causally related. Rutter et al. (1979), found that the particular type of administrative organization had no significant effect on any
of four outcome measures (achievement, attendance, behaviour, delinquency). Anglin (1979), however, reported that organizational structures do influence teacher performance, and thus indirectly have an impact on student performance.

The concept expressed of *instructional programme* and the fact of student academic achievement is also associated. Anderson and Tissier (1973), reported that while school bureaucratization has a minimal effect on student aspiration, the type of programme in which the student was enrolled did influence his aspiration. McDill and Rigsby (1973), found that the opportunity for advanced placement or any kind of accelerated curriculum and grading policy was significantly related to student achievement and college plans, even after controlling for student entering ability and family background. Flexibility, defined as openness of the instructional programme to change, was not related to achievement in the Mc Partland and Epstein (1975) who administered a questionnaire to 25 elementary, 10 middle and 6 high schools. Findings indicate that it is more important to see how much time is actually spent on instruction rather to emphasis on flexibility. Besch (1984), showed that the responses provided by teachers and principals in effective and ineffective schools did not vary significantly regarding teachers instructional input.

For, teacher - student relationships, is often considered to be related with student academic achievement,
teacher-student interactions appear to be important. Wynne (1980), pointed to the value of good relationships and non-academic events involving both faculty and students as contributing to a school’s coherence. Duke and Perry (1978), noted that good student-teacher relationships in alternative schools are associated with both a degree of informality and good behaviour, while the Phi Delta Kappa study (1980), found these relationships to be associated with academic achievement.

Mccalla (1987), studied the relationship between the communication structure of high school and faculty perceptions of school climate. The key communicators were related to teaching strategies. The highlights of the study by Lee (1987), implied the importance of the seemingly routine task of vertical communication in schools.

The opportunity for student participation in activities appear to be related to student achievement. The type and extent of student interaction that is possible within a school appears to be a significant climate variable. Rutter et al (1979), reported the extent of opportunities provided to students to participate in activities in the school is related to achievement, as is their freedom to use the building, and that pupil success in extracurricular activities is strongly related to the likelihood that students will accept school norms. Mitchell (1967), similarly found that climate is affected by
opportunities given to students to participate in activities. Weber (1971), reported that high-achieving inner city schools were characterized by many opportunities for students to participate with each other in activities. 'The chance to be involved' was found to be related to the Quality of Life (or student satisfaction) outcome by Epstein and Mc Partland (1976).

Likewise, community school relationships, have also impact on student achievement, the relationship between community and school, usually as a function of parent-administrator or parent-teacher relationships, has been related to outcome as well. In the workshop reported by Breckenridge (1976), climate was improved by increasing the communication and rapport between parents and school. The Phi Delta Kappa study (1980), reported that this variable relates to student achievement also. High achieving schools studied in the New York State Department Research (1976), also appeared to be characterized consistently by parent-principal rapport.

Similarly, impact of involvement in instruction, facilitate learning and academic achievement, the involvement of various persons in instruction appears to relate to both climate and outcomes. In a study by Weber (1971), and the New York State Department study (1976), it was found that strong administrative leadership in instruction was associated with student academic success. According to Edmonds (1979), direct principal involvement
and interest in instruction was a typical characteristic of exemplary schools. Both the survey studies by Brookover and Lezotti (1979), confirmed the importance of principal involvement in instruction.

On the other hand, there were significant differences between the way that teachers and principals perceived the climate of a school, and between the climate of school and the leadership style of school principals (Sellars, 1984; Czaja, 1985; Bancroft, 1986; Scott, 1988). However, there was no significant correlation recorded between the school climate profile and leader behaviour factor (Krueger, 1984 and Brooks, 1986). Seibel (1986), determined the overall perceived climates in the elementary, middle and high schools were positive and similar. Also, a consistent negative relationship was found between all climate related variables and the responder change facilitator style.

There is evidence that academic achievement is related to student academic orientation. Brookover and Schneider (1975), found that when academics were valued by the student, the sense of academic futility was minimized. Futility also was found to be a function of student perception that they, as students, have a sense of control over their lives. Rigsby (1973) and Coleman (1961), in his classic study of the adolescent school culture, warned that the peer view of academics and aspirations would greatly affect student achievement and college plans. Rutter et al. (1979), reported that student willingness to get help was related to achievement.
SECTION V

2.6. Relationship between Satisfaction Variables and Academic Achievement

2.6.1 Student satisfaction Variables and Student Academic Achievement

Differences in behaviour patterns and consequently in student roles occur between individuals who are more or less successful and are satisfied in class. When Canning (1980), compared and contrasted his findings with those from comparable North American studies (Brophy and Good, 1970), he concluded that the Australian teachers appeared to discriminate more in favour of the low achieving students than their American counterparts, according to Mitman (1982), distribute more praise overall to the high achievers and interact more with them.

Students' satisfaction is directly or indirectly related to the classroom behaviour. In his study of school students in the United Kingdom, Bennett (1976), assessed on the differences in classroom behaviours among students. He categorized them as low, average, and high ability groups. The amount of work that related interactions among students was greatest for the high and least for those classified as average, whereas the amount of social interaction among students varied in an expected direction from the low through the average to the high ability students. Low ability students also fidgeted much more in class than the other two groups and as might be predicted,
the high ability students fidgeted the least.

Good communication, another determinant of satisfaction variable is closely related to rapport. Wynne (1980), associated this variable with coherence. Christie and Kurpins (1978), pointed out that good communication is important because it determines the use of feedback in decision-making, which then affects climate. Vyskocil and Goens (1979), argued that qualities of trust, respect and care were necessary for a positive climate. Silberman (1970), in his indepth study of the nation’s schools, related qualities of trust and caring to student achievement as well.

2.6.2 Teacher Satisfaction Variables and Student Academic Achievement

Much research on teacher characteristics has been done over the past four decades. Some of these studies have been designed to determine the relation between student achievement or other measures of learning and teacher characteristics such as age, length and type of preservice training, amount of experience, teacher attitudes and salaries. Much of this research has been summarized by Barr (1948), Domas and Tiedeman (1950), and Morsh and Wilder (1954). In addition, large-scale national studies such as Coleman (1966), in the United States, the Plowden Report (1967), in England have reported the relationship between student achievement in particular subject and some of the above teacher characteristics. In general, the relations are
relatively low. So much so that the characteristics of teachers rarely account for more than five percent of the achievement variation of their students and usually much less (Plowden, 1967).

There is also an awareness that administration and compensation approach to treating teacher job satisfaction will not work. Efforts to increase teacher satisfaction must address causes rather than symptoms. Rutter et al. (1979), found that neither mean hours of preparation nor the checking of record books was associated with any outcome. Similarly, McDill and Rigsby (1973), found no relationship between mean annual teacher salary and neither achievement or aspirations among high school students. On the other hand, the same researchers did find that the percentage of teachers with more than a bachelor of arts degree was significantly related both to achievement and to plans. School differences in process, atmosphere, organization and style of teaching have also been investigated (Brookover et al. 1976, and Rutter et al. 1979). They have all argued that those differences are of crucial importance and are likely to have a direct effect on pupils' achievements.

2.6.3 Parent satisfaction Variables and Student Academic Achievement

The involvement of parents with the school has generally been associated with positive outcomes, although the methods of measuring this variable have varied so much that any generalization is tenuous. McDill and Rigsby
(1973), determined that the degree of parent involvement was significantly related both to school climate and to student achievement and plans. Both Silberman (1970), and the Phi Delta Kappa study (1980), confirmed that high achieving schools tend to have higher levels of parent involvement. An interesting and somewhat divergent finding by Brookover and Lezotte (1979), was that while low-achieving schools had higher levels of parent involvement, high achieving schools had more parent initiated involvement.

On the basis of researches quoted in preceding paragraphs, it is observed:

I. The school climate studies give trends for dealing with the qualities of teacher-student relations, the quality of school life, effective discipline, and as having great importance in studying, implementing of the more successful administrative, curricular, and community school policies. The results are in areas of interpersonal relations and communication, instruction, staff development, personnel and planning decision-making.

II. In terms of satisfaction variables researches, the trends are drawn:

The most important determinants of secondary school student suspension were students’ attitude and behaviour, teacher attitude, administrative policy on discipline, quality of school government and academic. The school building, supplies and maintenance, counsellor-student relationship and mutual understanding with parents were
found of several satisfaction variables. Teachers' salary, job performance, attitudes towards teaching, effective headmasters' initiating structure, working in corporation schools correlated positively and significantly with teacher satisfaction scores. Parents and community members are more satisfied with educational facilities planned with a moderate level of parent and community involvement.

III. On the basis of several studies of school climate characteristics and satisfaction variables indicated more favourable related. The most important influences on positive school climate perceptions were procedures facilitating the school's ability to solve its problems and make improvements based on known goals. The next important parameters were inviting teacher participation in decision-making and creating effective communication. Also, giving students a significant role in decision-making seems to have beneficial effects; i.e. students behaviour improved, encouraged students to accept school norms, and the climate itself was found to improve. The higher the production emphasis and humanized thrust in an organization, the higher was the satisfaction. The best predictors of overall satisfaction were the effect of the work on principals' personal lives, and the community standing of principals.

IV. However, Bloom (1976), Pandey (1981), Puri (1984), reported that it was the environment for learning in the classroom rather than the physical characteristics of the class and
classroom that was important for school learning. An urban atmosphere was more conducive to better achievement than a rural environment.


Student sense of academic futility was more directly related to achievement than any of the other variables examined. The most significant indicators of high achieving students were the relationship between the student and particular teacher, the supportive environment of the home and the cultural impact of home, school, and the community.

Organizational structures do influence teacher performance and indirectly have an impact on student performance. The type of programme in which the student was enrolled did influence his aspiration.

The type and extent of student interaction that is possible within a school appears to be a significant climate variable. The extent of opportunities provided to students to participate in activities in the school is related to achievements, as is their freedom to use the building, and that pupil success in extracurricular activities is strongly related to the likelihood that students will accept school norms.

The peer view of academics and aspirations greatly affect student achievement and college plans, and student
willingness to get help was related to achievement.

V. Although the studies reported here had their own purpose and accordingly chose samples from high school students, teachers, and parents. Findings of the above researchers lead to the conclusion that student satisfaction and parent satisfaction shape student academic achievement and somewhat teacher satisfaction is a correlate of student achievement.

**Hypotheses**

The first two objectives of the study are exploratory in nature and thus do not need formulation of specific hypotheses. Likewise, no hypothesis is framed for the last objective (No. 6) which is concerned with working out suggestions on the basis of results obtained in the present study. Directed to the objective, the following six hypotheses have been framed respectively;

1. Significant differences exist between the Demonstration and Non-Demonstration schools on school climate variables.

2. There are significant differences in the satisfaction on students of Demonstration Schools as compared to students satisfactions of Non-Demonstration Schools.

3. Perception of teachers satisfaction of Demonstration Schools is significantly different from that of Non-Demonstration Schools.
4. Significant differences exist between the Demonstration and Non-Demonstration Schools in the perception of satisfaction of parents.

5. School climate is significantly related to the academic achievement of students.

6. Significant relationship exists between the perceived satisfaction of students and parents on the one hand and the academic achievement of students on the other.