CHAPTER II
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History reveals that man learns from the experience of others. Man always seeks help and guidance from his ancestors. Before marking out the boundaries of the present study, it is therefore, necessary to review what others have done on the present problem or on problems allied to it. Even otherwise the investigator must keep himself informed of the researches that his predecessors might have in the field, so that he utilizes the knowledge revealed by them to further his own research.

A review of related literature also helps the research worker avoid many pitfalls and contributes to broaden his vision with regard to the present research problem. It prevents duplication and saves time, energy and money. Recognising these facts, the investigator attempted to make a survey at related literature in the field. A brief review of this survey prepared in three sections i.e., on organization climate, leadership behaviour and moral judgment has been presented as follows:

**Organizational Climate**

John Binder Muhm (1968) conducted a study on
relationship between the organizational climate of elementary schools and occupational characteristics of principals as perceived by teachers. The study indicated that teachers in schools characterized by low "Esprit" tended to perceive the principal as being co-operative and dependable; in schools characterized by high 'Esprit' teachers tended to perceive the principals as being enthusiastic.

In the schools characterized by high 'Intimacy,' teachers tended to perceive the principal as being creative, imaginative, original, personally charming and resourceful. In schools characterized by low 'Intimacy,' the teachers tended to perceive the principal as considerate, co-operative, dependable and emotionally stable.

The teachers in schools characterized by high 'Hindrance,' tended to perceive the principal as being verbally fluent, while the teachers in schools characterized by low 'Hindrance,' tended to perceive the principal as fair, flexible, personally charming and being high in judgment.

The study also indicated that the teachers who tended to perceive the principal as 'emphasizing
production* also perceived him as being ambitious, imaginative, original, persuasive, resourceful and high in self-control. If the principal was perceived as being low in 'Production Emphasis,' teachers tended to perceive him as considerate, co-operative, emotionally stable, fair high in judgment.

The investigator concluded that some relationship do exist between certain dimensions of organizational climate and certain occupational characteristics of elementary school principals.

Eugene Howard Berends (1969) conducted a study of the relationship of principal's personality to organizational climate. He found general agreement among writers in educational administration that the creation of a wholesome emotional tone for the school is a major function of the principal. The literature on leadership and organizational climate indicated (1) the climate is important to learning and effective goal accomplishment; (2) leader is a vital factor in determining the climate and (3) perceptions of leaders and group members on climate are often incongruent. The possibility existed that principal-staff perceptions of the principal might also be incongruent. Leadership
appears to be not a matter of passive status or possession of traits, but a working relationship among members of a group. If leaders are to function effectively then they need to understand themselves and be "aware" of how they are perceived by those with whom they interact. Organizational climate may well vary according to the way the person in authority is perceived.

Halpin and Croft's Organizational Climate Description Questionnaire (OCDQ) was used to define six climate ranged along a continuum of Open, Autonomous, Controlled, Familiar, Paternal and Closed.

The following were the major findings:

a) Organizational climate scores relate primarily to teachers' perception, of the principal's personality, not to the principal's perception of himself, nor how the principal measures on a standardized personality test.

b) The quality "Trusting" on the "Trusting suspicious" dimension as perceived by teachers is positively related to the open climate and negatively related to the closed climate.
c) The quality of "Conservative" on the "Conservative-Experimenting" dimension, as perceived by teachers, is negatively related to "open" climate and positively related to closed climate.

d) Student responses about "effort in school" were positively related to OCDQ climate profile scores of "Esprit" and "Intimacy" (teacher behaviour) and negatively related to "Production Emphasis" (close supervision by principal).

Marvin Herald (1969) conducted an analysis of the leader behaviour to academic deans as related to the campus climate in selected colleges. There was found to be a relationship between campus climate, as perceived by students, and the dean's leadership behaviour as perceived by himself, and other referent groups.

The self-perception of leadership behaviour by academic deans differed in a large measure from perceptions of their behaviour, as viewed by other responding groups.

Academic deans disagreed more among themselves on the balance perceived between 'Initiating structure' and 'Consideration' in their behaviour than did the members of all other referent groups.
Coopert (1969) study the relationship between the leader behaviour of elementary school principals and organizational climate of 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.

Bloomer Don Sullivan (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 college chief administrator are related to both the organizational climate and the leader behaviour of the chief administrator.

2. The leader behaviour of the chief administrator is related to the junior college's organizational climate.

3. The organizational climate of the junior college is different from that of junior college with differing administrator/faculty ratio.
4. 'Structure Initiating' leader behaviour is related to certain personality needs of the chief administrator and to certain aspects of the organizational climate of the college.

5. Junior college with different organizational climates do differ from one another on the personality needs and leader behaviour of the chief administrator.

Charles Elias Brickner (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 principal perceived significantly higher 'Esprit' and 'Consideration and lower,' '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.

Sharma (1972) found that the teachers of schools under the management of Rajasthan Government perceived the climate of the school as more open, compared to private school teachers. Sharma (1972a) also reported that the principal's effectiveness, as stated by teachers, and teachers satisfaction were positively related to school climate.

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 principals' 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 per cent of the comprehensive schools, 15 per cent of the standard schools and 38 per cent of basic schools were rated most democratic. Sixty per cent of private schools, 24 per cent of public schools in the sample were rated among the most democratic. Students are as highly motivated as principals and teachers but their general attitude towards school is 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 leadership 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.

Bukhtair (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 CFK Ltd. School climate profile were found independent of the leadership ability of the principal.

Gonzalez Marcano (1980) studied the organizational climate in the Venezuelan elementary schools. The sample of study consisted of 451 elementary school teachers twenty-school principals. The data from the Organizational Climate Description Questionnaire and independent variables sex, age, years in education and years in school were analyzed.
The conclusions were:

The age of principals bears no relationship to the organizational climate of the school. Principals who have longer tenure tend to have higher openness scores in their schools than those with shorter tenure. The number of years the principal has been in the same school bears no relationship to the organizational climate. Principals view the climate of their school as being more open than do the teachers. The geographical location of school is not associated with the degree of openness of a school's organizational climate.

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 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 Fiedler'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 style among the eighteen sample principals were differentiated. Most of the schools' climate 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 higher satisfaction scores.

Burgess Donald (1982) studied the relationship between school climate and teacher Morale in urban secondary schools. The secondary schools of a large urban school system comprised the sample of this study. It was concluded that:

1. The organizational climate of an urban high school is related to teacher morale.

2. Teachers in most open climate schools have significantly more positive feelings about the professional competency of their principals.

3. Teachers in most open climate schools have significantly more positive feelings about their fellow faculty members.
4. Teachers in most open climate schools have significantly more positive feelings about their salary and their involvement in the salary process.

5. Teachers in most open climate schools have significantly more positive feelings about their teaching load or responsibilities as teachers.

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 dimension 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.
Mari Ellen (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 countries 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.

Charles (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 Considerationwill have a high openness climate within their schools.

Robert 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 can 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.
James 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.

Jerry 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 of 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 Opinionnaire. The Leader Behaviour Description Questionnaire measured the dimensions of 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, respondent 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.

Richard Frederick Wales (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 has no statistical significant impact upon the level of morale among the teaching staff.

2. The morale scores for the primary and upper grade teachers come from the same population.

3. The principal comes from the same population as the teachers relative to 'Initiating structure' and 'consideration' dimensions of his leader behaviour.

4. The reliability of the leader behaviour questionnaire and the morale questionnaire are questionable when used in an educational setting.

5. The level of teacher morale is 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.

Van Meir (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.

Tiecla A. (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' perception of an elementary school principal's 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 later 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 fulfill these functions. The later 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 later was designated as the team staff member. The researcher used the sixteen item LPC scale developed by Fred Fiedler 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 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 dimension 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 problems 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 is the dependent
variable of the study and it is examined in a continuum from democratic to authoritarian leadership style. The teacher job performance is the major dependent variable of the study, and it is 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.

Down, Arthur Charles studied relationship between the leadership style of the elementary school principals and curricular change in reading and found that no relationship existed between these variables. It appeared that curriculum innovation was not influenced by leadership alone but also by situational factors interacting to bring about desired change.
Thomson (1980) studied the relationships of leadership behavior 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 Louisiana. Forty male secondary school principals employed in public schools in Louisiana 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 instrument 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 principals' responsibility, emotional stability, sociability, cautiousness or personal relations skills.

Tanner, James Roland (1981) studied effects of leadership, climate and demographic factors on school effectiveness. School effectiveness is defined as consisting of two inter-related dimensions, productivity and teachers satisfaction with school working environment.

The sample for 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
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.

Dhanasobhon (1982) studied leadership styles of secondary school principals as perceived by selected principals and teachers in Bankok, 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 of 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 411 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 per cent of the principals were rated as ineffective leaders and 50 per cent of the schools had low morale.

MORAL JUDGMENT

Young James Langley (1978) studied the relationship of principal's level of moral development and school organizational climate. He found a positive relationship between the moral development of elementary school principals and openness of their school climate, that is, the higher the moral development of the principal, the more open his school climate. A leader with high moral development seems likely to foster a more aggressive professional style of behaviour in his teachers. Also the principal of high moral development is perceived by his faculty as a leader who attempts to 'move' the organization by the personal example he sets and who is fundamentally concerned with the majority will and welfare of his subordinates.

O'Connor (1982) studied sex and leadership differences in moral perspective, field dependence, and moral judgment. It was thought that the subjects in this study, when grouped by sex and leadership status would differ in:
1. the issue upon which they focussed in explaining the evils of American-Iranian hostage situation.

2. whether they focussed on maintaining their own standards or on the consequences of their notion when making moral decisions.

3. their moral judgment scores as measured by Defining Issue Test.

4. their degree of field dependence as measured by the Group Embedded Figures Test.

Joseph Thomas (1983) studied moral judgment as a predictor of leadership effectiveness. Leadership behaviour is measured by follower perceptions of leader consideration and initiating structure behaviour. The relationship between leadership behaviour and the concept of moral leadership was examined. The sample for this study was 160 department heads of faculty, representing 128 leader-follower employed at a southern state university. The hypothesis that there exists no relationship between leadership effectiveness and leader and follower moral development failed to be rejected. Follower perception of interpersonally effective consideration behaviour
is positively related to the number of years the follower has been employed in the organization.

Kipust, Philip Joseph (1983) studied moral development and self-concept of Haridic adolescent boys and girls. The sample consisted of 125 boys and 160 girls and six high schools in New York. Three research instruments were administered: The Ethical Reasoning Inventory to measure moral reasoning, the Piers-Harris Children's Self-Concept Scale and Otis-Lennon Mental Ability Test, to measure intelligence. The following were the conclusions:

1. A significant correlation was found between moral development and grade level.

2. The moral development scores of the girls were significantly higher than those of the boys for the overall sample for the ninth grade level. No significant differences were found at the eleventh grade level.

3. No significant differences were found in the self-concept scores between the boys and girls.

4. There was a positive correlation between self-concept and moral development for the overall sample and the eleventh grade models.
5. The correlation between self-concept and moral development was higher for eleventh grade boys than for eleventh grade girls.

6. There was a significant correlation between moral development and intelligence.

Bergman (1983) conducted an investigation of the moral judgment of youth and adults. Data for this study were collected through an information sheet, the Defining Issue Test, which assessed the amount of principled thinking, and the Quick World Test, a measure of intelligence. The sample consisted of a random selection of sixty-four youth, ages 13-18 years and ninety-two adults, aged 19-79 years. The major findings were:

1. There were significant differences in the moral judgment scores of some age group, with scores reflecting an upward and downward trend.

2. The correlation of moral judgment scores and years of formal schooling, intelligence test scores, membership in school and community groups, and socio-economics status index were statistically significant.
3. There were no significant differences in the moral
decision scores of the two sexes, residents two voting precincts and members of eight church
groups.

4. The most powerful predictors of moral judgment
scores identified in the literature - years in
school, age and intelligence test scores.

Most of these studies pertain to school climate
and leadership behaviour of school teachers or principals. Some studies on moral development also exist. None of
these studies involves school climate, leadership
behaviour and moral development altogether, nor a
comparison of two or more types of schools on these
three variables has been made in any of the studies.

All the same the above studies have inspired the
investigator a great deal in the matter of their content
as well as their methodology. Many of the studies to
attempt to assess one or more of the factors included
in the present study. The population or institutions
studied by most of the researchers of the above studies
is also greatly similar to the population included in
the present study. To a large extent, therefore, these
studies and their review, which the present investigator
has attempted to make, have gone a long way towards lending insight and clarity to the investigator with regard to the present investigation.

The present study aims at comparing elementary and secondary schools on school climate, leadership behaviour and moral development. To the extent that these three variables, each having a number of dimensions, are to be studied, in respect of elementary and secondary schools, and that the two types of schools are to be compared with each other on all these variables (including their dimensions), the present study is widely different from the ones reviewed.

Having reviewed the related literature and research on the problem, the investigator proceeds to formulate the plan and design which follows in the subsequent chapter.