CHAPTER-III
REVIEW OF RELATED LITERATURE
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CHAPTER - III

REVIEW OF RELATED LITERATURE

3.1 Introduction:

A wide survey has been made in the area of Decision Making Styles of Heads of Schools, Organizational Health, Teacher Morale and Leadership Behaviour of Heads of Schools. They are presented in the form of abstracts below;

3.2 Previous Studies

3.2.1 Studies on Decision Making:

Casello, (2001) undertook "A Study of Site-based Decision-Making Based on the Perspectives of the Participants".

One of the more favorable and popular strategies to emerge from the educational reform movement of the 1990's was the decentralization of decision-making authority from the school district central office to individual school sites. Site-Based Decision Making for control to be shared with central office personnel and the individual school site to give stakeholders such as, principals, teachers, teacher aides, parents, students and community members more put into the decision making process. Since specific school personnel are closest to the action, and most familiar to the day-to-day issues of the school, they are in a better position in many situations, to make a more productive and effective decision, than a central office administrator.
The framework for this study was based on the identification of common characteristics found in the research that depict successful Site-Based Decision Making elements, which help to affect behaviour in a productive way. The notion that shared decision-making among a professional faculty and staff, and its community can increase their level of commitment to work together to ultimately raise student achievement. This study focused on the collaborative efforts that occurred in each Site Council, the steps and procedures the committees used to make decisions, and the perceptions of the participants as they saw themselves in the shared decision making process. The purpose of this study was to examine the key elements, phases and products that resulted in a collaborative, shared decision making environment that was introduced and implemented in two elementary schools by the schools' principal, the author of this study. The data collected was reported based on the perspectives of the individuals who participated in the shared decision making committees from both schools. Data was collected through the use of surveys, interview/discussions with focus groups, and observations documented in a journal.

This study demonstrated the powerful impact Site-Based Decision Making has on a group's behaviour. When teachers, administrators, parents and community members regularly work together to improve the learning environment for the children of their school, a desire to purpose excellence in education prevails. What is critical to the success of Site-Based Decision Making is the level of communication that is necessary between the school, the principal and the central
Site-Based Decision Making can be a powerful tool for a building level administrator. This research is presented and offered to all principals and other administrators who aspire to initiate a shared decision making culture in their school of district.

Dolan (2000) studied "Decisions of the Commissioner of Education of New York State on Residency".

The purpose of this study was to analyze all of the Commissioner of Educations' decisions on residency rendered in the last forty years, with an eye on developing a better understanding of how these decisions are made and to codify the rules that they establish. In addition, this study examined the observable impact that these decisions have on school districts and on parents/guardians and students.

This study relied on a reading of every residency decision rendered, interviews with some of the major parties involved in making them, a review of pertinent regulations and laws that control this area of the law, an examination of the historical factors that account for the Commissioners' powers in New York State and further analysis of litigation in the courts that have challenged these rulings. Based on this research certain an established policy can be identified. The result has been the discovery that these decisions contain an internal logic that consistently supports the interest of the state, with some notable exceptions in
determinations dealing with homeless students and foster children. The courts on the state and federal level have supported the Commissioners' judgement.

Kiefer (2000) studied "Visible control: The art of district decision-making".

This study analyzed district policy, curriculum and fiscal decision-making processes to ascertain whether factors present in schools that were successfully restructuring were evident in district level decisions. Successfully restructuring schools were characterized by strong principal leaders who involved the school staff and community in ongoing decision-making processes focused on improving student performance. Utilizing the site-based management literature base, the traits evident in successfully restructuring schools were used as a lens to observe district decision making to understand the nature, patterns, and factors, which influence district decision-making. No attempt was made to evaluate the effectiveness of the district decisions.

Since successfully restructuring schools had a characteristic of wide participation, a high performing district that espoused broad involvement was studies using the conceptual model for successful school-based management by Wohlstetter, Kirk, Robertson, and Mohrman (1997). A descriptive qualitative case study of three district level decisions was conducted in a small suburban school district with one high school, one middle school and two elementary schools in the mid-west during the 1998-1999 school year. The scope of the study was limited to a selected set of policy, curriculum, and fiscal district decisions. The study included
thirty-three interviews, twenty-one meeting observations, and supporting documents.

District leaders in each decision had a clear idea of an acceptable decision outcome before the process began, shared the process carefully, and played a key influence role in shaping the decision during the deliberation process. While the level of involvement was strong for the majority of participants, the groups never fully integrated into a cohesive unit. The lack of group connectedness resulted in decisions, which refined, but did not alter the status quo. In the absence of fully functioning groups, influence exerted by the leader on the decision process can be used to achieve the leader's desired decision outcome.

Kildow (2000) undertook "A Case study of decision made by a school management team in the initial phase of Whole School Reform".

The purpose of this study was to identify the nature of the decisions made by a school management team in the early phases of whole school reform, and how these decisions impacted the reform process. There is a current mandate by the State of New Jersey to institute Whole School Reform in an effort to overcome the disadvantages experienced by children in New Jersey's poorest urban school districts. A major component of Whole School Reform is the restructuring of the decision-making process as it relates to the local School Management Team. The nature of these decisions and their impact on the reform process is the basis for this single case study. This study determined what effect decision-making at the
school level had on a school management team as it attempted to implement changes through whole school reform.

Qualitative interviews were conducted to collect data. A descriptive case study was conducted in which responses were coded according to recurring themes and patterns. These themes and patterns were observed and extracted so that generalizations regarding the decision-making process were able to emerge. Areas of importance included the governance structure of the school, the power relations and/or hidden agendas of participants, and leadership roles as they pertained to administration, staff, and parent/community members of the team. In the particular case studied here, the findings indicate that the team made decisions, which they felt, would be most beneficial to their specific circumstance. The decisions in which they felt most comfortable were those issues in which they had the most knowledge. Other issues arose that were consistent with the findings of other site based management studies. Although the added responsibilities were at times overwhelming, the team worked towards resolving issues centered around team building, consensus and the new governance system.

O'Prey (1999) The purpose of the study is to compare middle school teachers' perceptions, middle school assistant principals' perceptions, and middle school principals' perceptions of the assistant principal as an instructional leader. Assistant principals may not be venturing into instructional leadership because they see the principal as wanting them to fill a more traditional role.

A qualitative study design was used to describe how the perceptions of middle school teachers, middle school assistant principals, and middle school
principals compare regarding the role those assistant principals should play regarding instructional leadership. A multiple case study approach focusing on the ten middle schools was used to provide insight into perceptions of the assistant principal's role at each school. The schools were analyzed individually, before the researcher compared for patterns across the schools.

The target population for this study were middle school teachers, assistant principals, and principals from ten schools in Regional Educational Service Centre in a Southwestern Metropolitan area. The sample drawn from the target population represents urban and suburban school districts.

A survey questionnaire of assistant principal role functions was completed by the faculty assistant principal, and principal of each school. The assistant principal completed a time log, with associated codes, over a two-week period of school time. Structured interviews were carried out with both the principals and assistant principals, and observations made at the school site. Time logs and on-site observations allowed for triangulation of the interview data.

The findings showed that assistant principals are still spending the vast majority of their time on non-instructional tasks. Most of the principals and assistant principals surveyed wanted assistant principals to spend more time on instructional supervision and curriculum development.

There are a few instances where the schools and districts have recognized the value of the assistant principal as an instructional leader. The types of skills
that principals have in regard to the total school setting are not the same as what is reflected in many assistant principals daily "on the job" duties.

Ellen (1999) Site-based decision-making in Fort Worth Texas: Analysis of variability within a single district.

Throughout our country today, educators, policy makers, legislators, and researchers are all working with one goal in mind: the restructuring of schools to improve the education of our children. One of the most popular strategies currently used to pursue that goal is site-based decision making (SBDM). The Council of Great City Schools reported in 1992 that 85 percent of member school districts, including the largest school districts in the nation, have implemented some form of SBDM. Others have noted that SBDM has been adopted and implemented by school systems in every corner of the nation. Accompanying this tremendous investment is a significant variation in how SBDM is being designed and implemented. Variability arises from the empowering of different actors and the stressing of different components and strategies to varying degrees.

The purpose of this dissertation is to show that not only do these variations exist between different states and school district, but even within a single school district. Furthermore, this work explores possible relationship between the decision making style of schools and other school characteristics, namely student achievement, school size/age of the students the school serves, racial demographics of students and relative wealth of the student population.
At this time, significant research is being conducted to assess the relative impact and success of SBDM without acknowledgement of how it is structured, implemented or carried out on an individual basis. Ignoring the underlying SBDM structure, researchers have developed a body of work fraught with inconclusive and conflicting findings. Furthermore, understanding the variability within district is all the more important considering districts are usually the standard unit of measurement for analyses and unstated assumptions are made suggesting commonality throughout the district. This analysis of SBDM in Fort Worth expands upon current literature by extending the unit of analysis to the individual school. It is through this level of detail that we will be able to more accurately assess SBDM.

Peters (1999) studied "Site-based Decision-making: The Perceptions of Teachers and Administrators in Oakland County".

Site-based decision-making is a joint planning and problem solving process that seeks to improve the quality of work and the delivery of education in the school. Site-based decision-making is a process through which those individuals who are responsible for the implementation of a decision at the building level are actively and legitimately involved in making this decision. As such, it represents an approach to problems and issues. Specific programs and policies are the outcomes of the site-based decision making process. The process of site-based decision making permits and even encourages change. This research attempted to determine, the perceptions of teachers and administrators toward site-based decision making.
A non-experimental, descriptive research design was used to examine the perceptions of educators; including building principals, assistant principals, teachers, counselors, librarians, and other staff members who were certified teachers; in eight Oakland County school districts on shared decision making as a primary factor in restructuring in their schools. These educators completed an original survey that measured two independent sub scales, knowledge of site-based management and authority, to determine perceptions of site-based management. In addition, a short demographic survey was included to provide a profile of the respondents.

Educators in Oakland County schools were positive in regards to their perceptions of their knowledge of and authority associated with site-based management. Building level administrators need to support the use of site-based management, allowing teachers and profession’ support staff to provide input into the decision making process. While all groups were positive about the use of site-based management, principals had the highest mean scores indicating a more positive perception of this component of restructuring.

For restructuring efforts to be effective, all staff members must be included, with these staff members willing to accept both the responsibility and authority associated with decision-making. Previous research has supported the need for principals and teachers to work together collaboratively to promote effective learning and teaching in their schools. Sharing decisions regarding curriculum and instruction can promote a team concept that could lead to better student outcomes and relations with parents and community members.
Hopkin (1999) studied "Group decision support systems: An investigation of communication technology applied to the team planning process for technology integration in a private Saudi Arabian school".

This field study explores the effects of computer mediated Group Decision Support System (GDSS) on a decision making process within the men and women's division of a sexually segregated private high school in Dhahran, Saudi Arabia. At the time of the study, the school is developing a three-year school wide plan for integrating advanced technologies into the school's existing curriculum.

Group deliberations are conducted, and decisions made using the GDSS software, CO-Motion, on purpose-build computer tables. Since legal and cultural prohibitions prevent men and women from coming into face-to-face contact, the networked tables are installed in two separate conference rooms connected by Group-Decision Support Systems, creating networked electronic communication environment. The GDSS software structures group participation (electronic and verbal conversations) around a group generated organizing question dealing with technology integration plans. Team members, using their networked computers, identify goals or targets, as well as facilitating and inhibiting factors affecting those targets. The group members may anonymously add definitions, comments, and clarification, and finally vote on the identified issues.

The question that this study proposes to examine is: How does a computer-mediated Group Decision Support System affect: (1) group participation levels? (2)
The quality of communication? (3) Members’ implementation of technology in decision-making practices?

Date collection is generated through GDSS group interaction and group dialogue. The verbalizations in the GDSS meetings are recorded on audio and videotape.


Shared decision making in schools has been a focus of educational reform in the 1990s. Originating in the 1960s, shared decision making has continued its momentum as educators look at alternatives to the top-down, bureaucratic system of schooling. The 1960s and 1970s versions of shared decision-making were adopted to give political power to local communities, increase administrative efficiency, or offset state authority. In the 1980s and 1990s, the focus for shared decision-making sought to reform educational practice, to empower school staff, to create conditions in schools that facilitate improvement, innovation and continuous professional growth.

The potential for creating more effective learning environments for children emerges as the focus in the shared decision making definitions. Transferring decision-making authority from state and district offices to individual schools provides principals, teachers, students, and parents greater control over the education process by giving them the responsibility for decisions about budget, personnel, and curriculum.
The principal plays a critical role in establishing and maintaining shared decision-making. The principal's new role in the shared decision making process has shifted from the traditional authoritarian role, to the democratic leader, to the principal as facilitator. This facilitator role encompasses a leadership style that fosters empowered stakeholders, risk takers, team builders and ultimately collaborators for student achievement. Identifying the leadership skills and behaviours of principals in shared decision making schools is a means of understanding the leaders in these school. How principals skills and behaviours are two viewpoints that can lead to further cognition of the shared decision making principal's profile.

The research provides an analysis of the skills and behaviours of principals in shared decision-making schools as perceived by the principals and the principal's teaching staff. A relationship of perceptions is analyzed, along with an analysis of the significance of the demographic variables to the perceived principals skills and behaviours.

The study survey represented 11 St. Louis County elementary schools implementing shared decision-making. With over 50% participation, the respondents represent 187 teachers and 11 principals. The research reports that principals' and teachers' perceptions of the principals' skills and behaviours had no positive relation to the demographic variables; and there was no positive relationships of perceptions of the skills and behaviours that principals implementing shared decision-making possess.
A discouraging aspect of this research study was the very small listing of skills and behaviors exhibited by principals in shared decision-making schools, 6 out of 36, in the compared data of principals and teachers.

Geraghty (1997) studied "Site-based Decision Making in the Realm of Middle School Reform".

The purpose of this study was to identify the current level of implementation of site-based decision making (SBDM) in middle schools in a large Southwestern urban school district. These middle schools were in the process of establishing elements of the middle school concept as defined by the district. Implementation of site-based decision-making had brought the responsibilities of daily decision-making and problem solving as well as the challenge of making decisions about middle school philosophy much closer to the classroom.

Implementation of SBDM in these middle schools had also brought an increase in the amount of teacher involvement in the deliberations that affected their lives in school. The primary purpose of SBDM may not be to improve student achievement but to improve the quality of life for the various staff who are responsible for improving student achievement. The instrument employed in this study measured the degrees to which teachers and staff perceived their actual and desired levels of participation in SBDM. It is necessary to measure growth and progress of SBDM for administrators to create a focus for future planning. The survey information indicated key areas of importance to school staff and served as a determinant of the climate in the district's exemplary middle schools.
 Administrators must delegate leadership roles and trust pedagogical expertise to teachers. The change in paradigms to transformational leadership allows for this empowerment of teachers and the possibility of SBDM to emerge. SBDM gives the decision-making community a sense of ownership of the innovation. Leadership practices potentially contribute to the outcomes to which schools aspire for students.

Teachers' actual and desired levels of participation in SBDM differed substantially on almost every item in each sub scale of the survey instrument. Desire for more participation was indicated in the area of curriculum, instruction, goal setting, standards, staff development, and staffing. Less interest in participation was exhibited in budget management, evaluation, and making decision about staff development. Respondents did not consider their sites to be strong examples of the district's middle school concept.


The objectives of the study were: (i) to find out decision making process used by the headmasters of progressive schools in Coimbatore district, (ii) to find out the components of decision making process, (iii) to find out communication patterns followed by decision makers, (iv) to find out decision making styles followed by decision makers, and (v) to find out constraints for decision making.

The sample consisted of thirty school headmasters and three teachers selected from each of the schools selected for the study. Using a list of
innovations, a decision-making process questionnaire, a check-list of constraints for
decision making, an interview schedule and a decision making style checklist
collected data. The collected data were analyzed by chi-square and t-test.

The major findings of the study were: (i) the headmasters followed a process
while arriving at a decision. The decisions were not based on subjective
judgement. (ii) The decision making process took place at two levels. The first
level was the individual level and the second level came into operation when the
headmaster communicated his ideas of innovation and tried to get his ideas
translated into action through his teachers. (iii) Very rarely an innovation was
introduced for the sake of prestige. (iv) The headmaster sometimes consulted all
teachers and other headmasters while analyzing the felt need. (v) The
headmasters clearly understood the disequilibrium and cause for it. (vi) The
source of innovation was the headmaster's own thinking. (vii) The headmasters tentatively
decided to introduce the innovation if the evaluation was favourable. (viii) The
headmaster followed three methods for evaluating the innovation these were
observation evaluation of consequences in meeting and informal enquiry. (ix) fear
of failure preconceived notions disinterested staff were some of the constraints in
implementing innovations.

Newton (1972) studied “The Relationship among Teachers' Perceptions of
their Participation in Decision Making, Openness of Organizational Climate, and
Organizational Output in a Sample of Non Secondary Public Schools”.
Public school teachers, like many other professionals, may face a conflict between their professional orientation and the bureaucratic structure of the organizations within which they work. One possible way of lessening this conflict is to involve teachers in the decision making process within the school organization. This study investigated the relationships among teachers' perceptions of their participation in decision-making, their perceptions of organizational climate, and their perceptions of organizational output. These relationships were investigated with respect to the perceptions of individual teachers within a school and with respect to the mean perceptions of 12 school faculties. Specifically the following six null hypotheses were tested:

i. Within each school there is no correlation between individual teachers' perceptions of their participation in decision-making and their perceptions of the openness of the organizational climate.

ii. Within each school there is no correlation between individual teachers' perceptions of their participation in decision-making and their perceptions of organizational output.

iii. Within each school there is no correlation between individual teachers' perceptions of the openness of the organizational climate and their perceptions of organizational output.

iv. There is no correlation between mean teacher perceptions of teacher participation in decision-making and mean teacher perceptions of the openness of organizational climate of the schools in the study.
v. There is no correlation between mean teacher perceptions of teacher participation in decision-making and mean teacher perceptions of organizational output of the schools in the study.

vi. There is no correlation between mean teacher perceptions of the openness of the organizational climate and the mean teacher perceptions of organizational output of each of the schools in the study.

Twelve school districts were chosen at random from the nine-county Genesee Valley region of western New York State. A non-secondary school was randomly chosen in each of the districts. A non-secondary school was defined as a school whose students are in grade eight or below. The teachers in each of the 12 schools responded to three questionnaires: the Decision-Making Questionnaire, the Organizational Climate Description Questionnaire, and the Organizational Output Questionnaire. Scores from these questionnaires were used to test the six null hypotheses.

The chi-square test of combined probabilities was applied to test null hypotheses one, two, and three. These three hypotheses were rejected at less than the 0.001 level of significance. This indicated that within a given school there are significant relationships among individual teachers' perceptions of their participation in decision-making, their perceptions of organizational climate, and their perceptions of organizational output.

Null hypotheses four, five, and six could not be rejected at less than the .05 level of significance. This indicated that mean faculty perceptions of participation in decision-making, organizational climate, and organizational output were not
significantly correlated, but it should be noted that computing mean perceptions appeared to mask the wide differences in perceptions found within each of the schools.

Further examination of the data indicated that three variables investigated in the study were related to a number of other organizational variables studied. The three variables were: the Disengagement subtest of the Organizational Climate Description Questionnaire, the Organizational health dimension of the Organizational output Questionnaire, and the percent of building level decisions perceived as being made by teachers.

The results of the study also indicated that the Organizational Output Questionnaire provides a theoretically based conceptualization of organizational output and a useful instrument for measuring perceptions of organizational output in non-secondary public schools.


The major purpose of this study was to examine relationship among teachers' morale, principals' general beliefs about people, and teachers' perceived participation in educational decision-making, specifically, and the concerns of this study were to determine what relationships exist between:

i. Teachers' perceived participation in decision-making and teacher morale;
ii. Teachers' perceived participation in decision-making in the task areas of (a) curriculum, (b) pupil personnel, (c) business management, (d) staff personnel, and (e) school community relations and teacher morale;

iii. The teachers' perceived participation in decision-making and general beliefs about human nature held by the high school principals of the particular schools to which those teachers are assigned;

iv. Teachers' morale and general beliefs about human nature held by the high school principals of the particular schools to which those teachers are assigned;

v. Teachers' agreement/disagreement in their decision-making role and morale;

vi. Teachers' perceived participation in decision-making and (a) age, (b) degree status, and (c) the size of the faculty in which they work.

Instrumentation and Procedure:

Three instruments were used in data collection. The Philosophy of Human Nature Scale was used to assess principals' general beliefs about people. The Purdue Teacher Opinionative was administered to teachers to measure morale. Perceived and desired participation in educational decisions was measured from teacher responses secured by the Decision Point Analysis.

The sample consisted of a 50 percent random sample of teachers and all of the principals from twenty-two high schools in one school district. The instruments, cover letter, and answer sheets were sent to assisting teachers in each of the twenty-two high schools. These teachers distributed, collected, and returned the
research materials. 381 teachers completed the instruments, or 84.3 percent of those sampled. All twenty-two principals responded to the Philosophy of Human nature Scale. Raw data from the returned materials were punched into individual IBM cards for analysis by machine. The variables were dichotomized at the median scores in order to determine cell membership. Phi-coefficients were used for those hypotheses requiring a test of correlation between variables. Phi-coefficients were converted to chi-squares and significance was tested by reference to a chi square table with one degree of freedom at the .05 confidence level.

In the minor hypotheses t-tests were used to determine if significant differences existed between means of different samples.

Conclusions

The evidence derived from analysis of the data supports the following conclusions that positive relationship exist between:

i. Teachers' perceived participation in educational decision-making and teacher morale

ii. Teachers' perceived participation in curriculum decisions and teacher morale

iii. Teachers' perceived participation in business management decisions and teacher morale

iv. Teachers' perceived participation in staff personnel decisions and teacher morale

v. Teachers' perceived participation in school-community relations decisions and teacher morale
Further analysis of the data indicates that no significant relationship exists between:

i. Teachers' perceived participation in pupil personnel decisions and teacher morale

ii. Teaching staffs' perceived participation in educational decision making and principals' beliefs about human nature

iii. Teacher agreement with their perceived and desired decision making roles and teacher morale

iv. Principals' beliefs about human nature and the teaching staffs' morale

Analysis of the data related to the minor hypotheses supported the following conclusions:

i. Older teachers do not perceive more participation in decision making than do younger teachers.

ii. Teachers with more formal educational preparation do not perceive more participation in educational decision making than do teachers with less preparation.

iii. Teachers within smaller faculties do not perceive more participation in educational decision making than do teachers within large faculties.

Paul (1971) undertook "An Investigation of the Relationship between Principals' Decision Making Attitudes, Leader Behaviour and Teacher Grievances in Public Schools".
The purpose of this study was to determine whether principals' leader behaviour and attitudes about decision-making were related to the initiation of teacher grievances and principals' success in solving grievances. The two subproblems examined were:

i. Do principals in schools, which have had no grievances differ from principals in schools with teacher grievances in respect to leader behaviour, attitudes about decision-making and selected demographic variables?

ii. Was there a relationship among success in solving grievances, principals' leader behaviour and attitudes about decision-making?

All contracts between Teachers' Associations and Boards of Education on file in the State Public Employees Relations Board were examined to determine the school districts, which had accepted grievance procedures designating the principal as the individual who would decide the first appeal of a grievance.

Principals in those districts identified were asked to participate in the study. Principals in twenty-two schools with grievances and forty-three schools with no grievances agreed to participate. Of the forty-three schools, twenty-two were randomly selected and included in the sample.

In each of the forty-four schools in the sample twelve randomly selected teachers were asked to answer the Leader Behaviour Description Questionnaire. The principals completed the Decision-Making Grid and provided information about the number of perceived difficulty of grievances filed in their schools. The data
were complied and appropriate statistical tests were used to examine hypothesized relationships.

The findings of the study were:

i. Principals in schools where no formal grievances had been filed had significantly higher mean consideration scores on the L.B.D.Q. than principals in schools with formal grievances.

ii. There were no significant differences on the means for the L.B.D.Q. initiation of structure scores for the two groups of principals in the sample.

iii. There were no significant differences between principals in schools with and without formal grievances on the four categories of leader behaviour as identified by the L.B.D.Q.

iv. Principals in schools with no formal grievances did not differ significantly from principals in schools with grievances on the three decision making styles as identified by the Decision Making Grid.

v. Principals with different leadership styles did not differ significantly in their perceptions of the difficulty of teacher grievances, which were filed.

vi. Principals with different leadership styles did not differ significantly in their success in solving grievances.

vii. Principals with different styles of decision-making did not differ significantly in their success in solving grievances.

viii. There were no significant differences between principals in schools with grievances and principals in schools with no grievances in regard to age, level
of professional preparation, experience as a teacher or experience as a principal.

It was concluded that principals in the sample differed on one major dimension of leadership; consideration. Low consideration would seem to be an important factor in the initiation of grievances, but no definite evidence was found that suggested consideration was part of the principal’s behaviour related to success in solving grievances. There were no differences on the initiation of structure scores, which seemed to indicate that consideration was a more important type of behaviour in relation to the initiation of teacher grievances than was initiation of structure.

It was theorized that a principal’s desire to include teachers in the decision making process and to use their ideas might be related to fewer grievances and more success in solving grievances. However, based upon the principal’s perceptions of his decision making style, this was not supported by the findings of this study.

Roan (1971) studies “Decision Making as Perceived by Appointed and Elected School Superintendents in Florida”.

The overall purpose of this study was to determine the decision-making processes as perceived by the school superintendents within the State of Florida for the academic year of 1969-70. The study attempted to determine differences in decision making in the five functional areas of school administration: business management, curriculum and instructional, pupil personnel, community relations, and staff management. Three aspects of decision making were examined: first,
differences as perceived between elected and appointed superintendents; secondly, differences according to size of the school system and thirdly, differences and relationships between and among personal and situational variables of the superintendent and the school system in which he is employed.

Procedures

The information was gathered by use of a description of the superintendent's perception of his respective organizational structure as functioning for decision-making. All superintendents in the state of Florida were requested to participate in this study by letter and three sources of survey information:

i. The latest biennial report compiled by the Florida State Department of Education was used to obtain information.

ii. A personal Data Questionnaire developed and tested and designed for obtaining personal information from superintendents. The writer relied on a study of similar types of questionnaires, advice of professionals and practicing Florida school administrators both on the county and state level.

iii. The Decision Point Analysis research instrument originally developed in 1957 and continuously used and refined by researchers to identify functions essential in the development and support of an educational program. It now consists of twenty five decision items related to, and equally divided among the five functional areas of: business management, curriculum and instruction, pupil personnel, community relations and staff personnel. It also contains the
titles of ten positions: business manager, principal, assistant principal, department head, special subject supervisor, director of instruction, guidance director, teacher, superintendent and board of education. The twenty five decision items and ten positions, recommends or influences the decisions, who provides information only and who has noting to do with making the decision.

Implications of the Findings

An analysis of the data contained implications for school administrators and researchers.

It has been shown that data about decision-making in the school system on all levels and modes can be obtained by use of various instruments.

i. This research indicates that there are differences in types of amounts of involvement by various positions in the decision making process.

ii. In the area of functional administration between elected and appointed superintendents there is considerable agreement in perception of decision-making. Only in the functional area of pupil personnel was there a significant difference.

iii. Variations in decision-making practices within a school system may be sued in self-evaluation of short and long-range objectives. More involvement within the framework of the school system of those who have shown a low profile in the decision processes should be considered. This may also include key school leaders in the community. This study reveals the importance of
communication in school administration and the team concept of responsibility and authority.

3.2.2 Studies on Organizational Health

Snider (2000) studied "The Organizational Health of High School Departments and its Relationship to Departmental Effectiveness".

Educational decision-makers and researchers have long sought to identify the determinants of students' achievement and the overall effectiveness of schools. School health has been advanced as both a theoretical and practical explanation and empirical evidence is accumulating that this construct does have explanatory power. Healthy schools provide a necessary condition for meeting the instructional needs of goal achievement and adaptation and the expressive needs of integration and latency.

High schools are not monolithic structures, but rather they are characterized by decentralization and specialization. Given this reality, when one seeks to explain the role of the construct health in meeting the instructional and expressive needs, we should examine the role of the subject matter department. Subject matter departments are a ubiquitous feature of high schools in the United States. These departments are characterized by formidable social and psychological boundaries and are significant organizational structures within the school. It was hypothesized in this paper that healthier departments would have greater effectiveness and student achievement. The relationship between departmental
health (as measured by a modified version of the Organizational Health Inventory) and departmental effectiveness (as measured by a modified version of the Index of Perceived Organizational Effectiveness) was confirmed. However, the relationship of health to student achievement (as measured by Regents Comprehensive Examinations administered by New York State in content areas) was not confirmed. The results affirm a growing body of research on the importance of organizational health at all levels of education and suggest a need for further research on its effect on student achievement. The affirmation of the importance of establishing healthy organizations has practical importance for school administrators.

Holt (2000) studied "Relationship Between the Organizational Health of Selected Public Schools in Texas and Strategies for Communicating with the Public.

The implementation of site-based management has required principals to involve more stakeholders with conflicting paradigms in decision-making, causing goal consensus to become more problematic in defining knowledge that reflects the values, commitments, and expectations of the entire community. Therefore, there is a need for principals to exhibit leadership in developing a positive organizational climate and communication strategies to strengthen public involvement in school reform in order to manage political pressures that may arise from activist groups. The purpose of this study was to determine if there is a relationship between the schools' organizational health as perceived by the principals and the strategies utilized by the schools to communicate with various stakeholders about school reform.
A survey containing 26 questions based on 5 point Likert rating scale was utilized. 101 elementary principals responded to the survey from 26 school districts reflective of the varied demographics in the state of Texas. SPSS, a statistical package, was used to create, administer, and analyze the survey.

This study determined the degree to which principals perceived they utilized the following 12 indicators of organizational health: goal focus, communication, enterprise wholeness, power equalization, human resources utilization, cohesiveness/morale, innovativeness, diversity, autonomy, adaptation, accountability, and problem-solving. The scores for these indicators were totaled for each school, rank-ordered, and divided into quartiles representing four levels of organizational health. Significant differences in relation to the degree or organizational health were exhibited between all groups.

This study determined the extent of the principals' utilization of eight strategies to communicate with stakeholders about school reform. In addition, the study determined that there was a significant relationship between the schools' level of organizational health as perceived by the principals and six of the eight communication strategies utilized by the school which included: involving stakeholders, understanding the community, informing the public about restructuring, establishing community allies, maintaining a relationship with the media, and dealing with opposition from activist groups. This study substantiated that the higher the level of organizational health, the more principals perceived they utilized strategies for communication with stakeholders about school reform.
Bateman (1999) studied "Relationships Among Empowerment, Organizational Health, and Principal Effectiveness".

The purpose of this research was to analyze the differences between the levels of restructuring and organizational health in public high schools in Missouri. The levels of restructuring for Re: Learning and Non-Re: Learning high schools were based on survey responses of the high schools principals. The organizational health of those high schools was based on the survey responses from teachers.

The organizational health variables of institutional integrity, consideration, initiating structure, resource support, principal influence, morale and academic influence were tested.

High school principals responded to the Elements of Restructuring survey designed by Cawelti. Five teachers in each high school completed the Organizational Health Inventory designed by Hoy, Tarter and Kottkamp. Data from the surveys were analyzed statistically using multivariate analysis of variance.

Hoy tested for differences in organizational health between Relearning high schools and Non-Relearning high schools. Hoy tested for differences in organizational health among Relearning high schools and Non-Re-Learning high schools, when those Non-Relearning high schools were classified as low-level restructuring and high level restructuring.

Non-Relearning high schools had significantly higher means than Relearning high schools on the variable of Initiating Structure. There were also sadistically significant differences on the variables of Initiating Structure, Resource Support and
Academic Emphasis among the Relearning high schools, Low-Level restructuring Non-Relearning high schools, and High-Level restructuring Non-Relearning high schools, with the High level restructuring Non-Relearning schools having the highest mean scores on these variables.

The study is not an indictment of the Relearning efforts. It confirmed that the principals of these schools recognized a need for change and they turned to Relearning to provide the model for accomplishing change. In the early stages of change they were more like the Non-Relearning schools that had not begun to make any changes. Schools involved in Relearning may be able to make some of the necessary changes given ample time to allow the organizational health to catch up with the administrative practices.

Finkelstein (1999) studied "The Effect Of Organizational Health And Pupil Control Ideology On The Achievement And Alienation Of High School Students".

One of the major challenges that public schools face is how to respond to the changing needs and interests of students. A greater understanding of the organizational dimensions that influence student achievement and alienation may allow teachers and administrators the opportunity to better control these variables.

These researchers focused on how two dimensions of school climate, Organizational Health and Pupil Control Ideology, affect a school's primary beneficiaries, the students. Further, the researcher sought to establish the usefulness of the dimensions as predictors of selected student outcomes.
The school was the unit of analysis in this study. The sample consisted of 41 New Jersey high schools. These schools represented a wide range of socioeconomic status as well as rural, urban, and suburban areas. Data were collected from each faculty at a regularly scheduled faculty meeting or survey forms with instructions were placed in their mailboxes. The faculty members, selected at random filled out either the Organizational Health Inventory, Pupil Control Ideology form or the Student Control Ideology form, a revision of the PCI. Each of these instruments was designed to measure selected dimensions of school climate.

Descriptive statistics were calculated for all variables used in this study. Correlation Coefficients were computed for each measure of school climate with the indicators of student achievement and alienation. Further testing of variables was conducted using multiple regressions.

Eight hypotheses were tested in this study. Three were supported by the data: Organizational Health is related to student achievement, organizational Health and Pupil Control Ideology are related to student alienation and, the discovery of an inverse relationship between Organizational Health and Pupil Control Ideology. As health rises, custodialism decreases. There was no relationship found between pupil Control Ideology and student achievement, and Student Control Ideology did not correlate with either Pupil Control Ideology or Organizational Health.

Frueauff (1998) studied "Organizational Health and the Influences that Enable and Constrain the Development of Healthy Schools".
Educational leaders have been challenged in recent years to recognize the importance of organizational health for their school systems. The purpose of this study was to determine what enables and what constrains the development of healthy schools. Two widely divergent schools were selected from among five schools following an analysis of the Organizational Health Inventory that was administrated to teachers at those schools. The qualitative component of the study examined these two schools through open-ended interviews with 12 teachers at each school.

An analysis of these interviews identified enabling and constraining influences to the development of healthy schools. Further investigation of the interview data was used to ascertain the impact of the enablers and constraints on the institutional level, managerial level and technical level of the schools.

The school determined to be the most healthy exhibited the following enabling conditions: extensive support by parents and community; a strong system of communication within the school and outside the school; a welcoming school atmosphere; a supportive environment for staff; a proactive problem solving process; a collegial workplace; provision of adequate supplies and materials; a tone of trust, loyalty and commitment; an ability to influence superiors; and a focus on the academic purpose of the school. The school determined to be the least healthy exhibited conditions that inhibited or constrained the development of good health.

This study supports the powerful effect of the work atmosphere on teacher behaviour, as well as the distinctiveness and importance of utilizing the
organizational health construct in describing the school environment. This study also supports specific recommendations for principal actions that might improve the health of a school.

Watts (1997) studied "The Relationships of School Organizational Health and Teacher Commitment to Student Achievement in Selected West Virginia Elementary Schools".

This study was designed to assess the relationships between school organizational health, teacher commitment, and student achievement as measured by third and sixth grade CTBS test scores. The purposes of the study were to determine whether relationships existed between school health and achievement, teacher commitment and achievement, and the combined variables of school health and teacher commitment and student achievement.

A sample of 504 teachers in 29 identified schools in four counties of southwestern West Virginia was chosen. Each participant was provided a packet, which contained a cover letter, a sheet with five demographic questions, the Organizational Health Inventory for Elementary Schools (OHI-E), and the Organizational Commitment Questionnaire (OCQ). The return rate was 71%.

The data were analyzed using regression analysis to determine if any significant relationships existed. The level of significance was set at $p<.05$. The following findings resulted:

A statistically significant relationship was found between school health and achievement for sixth graders, but not for third graders. However, on subscales of
the OHI-E, a significant relationship was found between collegial leadership and achievement at the third grade level and between academic emphasis and achievement at the sixth grade level.

No significant relationships existed between teacher commitment and student achievement at either grade level.

A significant relationship was established between the combined measures of health and commitment and achievement at the sixth grade level, but not at the third grade level.

The results of this study provided confirmation to the existing literature, which suggests the importance of school climate or health on student achievement. The results did not confirm some literature and the hypothesis of the study pertaining to a significant and positive relationship between teacher commitment and achievement.

The study concludes that the creation and maintenance of a healthy school climate, especially the presence of principal leadership that emphasizes both consideration and task initiation and an academic climate that creates a press for achievement, will increase student achievement. While commitment and achievement were not significantly related in the study, further investigation is recommended. The study also found a strong relationship between SES and achievement in the identified schools.

Darji and Dongre, (1982) undertook "A Study of School Renewal with respect to Organizational Health".
The objectives of the study were: (i) to identify the leadership behaviour patterns of school principals of Baroda district and Baroda city, (ii) to identify the organizational climate types of the schools, (iii) to identify the nature of organizational health of the schools, and (iv) to look into the organizational health of the schools through the leadership behaviour patterns of principals and organizational climate of the schools.

The investigation was basically a survey type of study confined to the secondary schools of Baroda district. Necessary data were collected from twenty-five schools of Baroda city and twenty-five schools of Baroda district. The tools used in the study were the Leadership Behaviour Description Questionnaire developed by Halpin and Winer, the Organizational Climate Description Questionnaire of Halpin and Croft and the Organizational Health Description Questionnaire developed by the investigators.

The findings of the study were: (i) Among the schools studies, 44 percent had principals manifesting HH pattern of leadership behaviour and 34 percent had principals with LL pattern. (ii) Closed organizational climate was prevalent in 32 percent schools, open climate in 19 percent schools and autonomous climate in another 18 percent schools. (iii) Open as well as closed climates were more in district schools than in city schools. (iv) The mean scores on various dimensions of organizational health ranged from 24 to 29. The highest scores were on goal focus, cohesiveness, problem solving adequacy, and the lowest scores were on communication adequacy and optimum power equalization. From on organizational health point of view the picture was encouraging. (v) The teachers in district
schools were more cohesive than those in the city schools. (vi) The schools with principals manifesting HL pattern of leadership behaviour were the best in goal focus, innovativeness and problem-solving adequacy. (vii) The schools with principals of HH pattern of leadership had the best innovativeness. (viii) The schools having principals manifesting LH pattern of leadership were poorer than the other schools. (ix) As one moved from openness to closedness, the mean scores on almost all the dimensions of organizational health decreased. The autonomous schools were the highest on goal focus and resource utilization. (x) Communication adequacy was poor in the paternal and closed schools.

Sharma (1982) undertook "A Study of Management of Education System with Special reference to Decision making and Organizational Health".

The main objectives of the investigation were:

i. To study the management of a technological university with respect to governance, decisional participation of faculty members and organizational health.

ii. To study the management of a technically oriented university with respect to three aspects.

iii. To study the management of Indian Institute of Technology with respect to the three aspects.

iv. To compare the three systems namely Technological University, Technologically oriented University, and Indian Institute of Technology with respect to the three aspects.
v. To study the relationship between the existing decisional participation of faculty members and organizational health.

vi. To study the relationship between the expected decision participation and the organizational health.

vii. To study the relationship between the existing decisional participation and the expected decisional participation.

The study was limited to Technical Educational Systems Technological Universities Technically oriented Universities and five Indian Institutes of Technology. Final data for the study were collected from three situations one each belonging to the three categories. Sample for the study consisted of 400 professors, Readers, and Lecturers, of whom 200 belonged to the Technological University, 70 to the technologically oriented university and 130 to the Indian Institute of Technology. The tools used for data collection were two instruments related to decision-making participation and questionnaire on organizational health all developed by the investigator. The data were analyzed using percentage. Mean standard deviation t-test and product moment correlation also give organizational health questionnaire developed under the study was factor analyzed.

The major findings of the investigation were;

i. The three educational systems namely technological university, technically oriented university and Indian Institute of Technology were different from the governance pointed of view, Technological university had syndicate as its top most governing body. Technically Oriented University consisted at senate as
the topmost body for governance through executive powers were with the syndicate. In the case at Indian Institute of Technology the topmost body for all the institute was the IIT council with a Board of governors in each institute. In Technically Oriented University the governing body had got representation from staff, student and community members.

ii. Existing decisional participation of the faculty members was less than then considerable participation for the three education systems studies.

iii. In all the three educational systems faculty members wanted more participation in different situations.

iv. There was significant difference between the existing and the expected decisional participation for all the three educational systems.

v. Relationship between organizational health and existing decisional participation of the faculty members was significant.

vi. There was no significant relationship between organizational health and expected decisional participation.

vii. The existing decisional participation and the expected decisional participation were related with each other.

Factor analysis revealed that all the ten dimensions of the organizational health questionnaire were related with one another. Only one dominated factor was found out, which was named as organizational effectiveness.
3.2.3 Studies on Teacher Morale

Killum (1993) studied "The Relationship Among Principal Leadership, School Effectiveness, Teacher Morale, and Selected Demographic Variables in Secondary Schools with different Organizational Structures". Fourteen schools, representing 82% of the population of secondary schools in a large metropolitan school district, were the units of analysis for this study. The schools were classified as having bureaucratic or loosely coupled structures relative to the organizational dimensions of goal consensus and horizontal and vertical communication. The results indicated that there were no significant differences in the characteristics of the two groups of schools in principal leadership, school effectiveness, teacher morale, and selected demographic variables. Eight schools in the sample were classified as loosely coupled and six schools were bureaucratic based on the images of the two organizational types described in the literature. However, a comparative analysis of the two groups indicated no significant differences in characteristics of principal leadership effectiveness, school effectiveness, teacher morale, and selected demographic variables.


The objectives of the study were (i) to identify through factor analysis of fundamental dimensions of teacher morale, and (ii) to devise and standardize a teacher morale inventory based on the dimensions discovered through factor analysis.

The fundamental dimensions of teacher morale were identified with the help of a hundred experts. For a preliminary draft of the inventory, a sample of 239 teachers was taken. The final form of the inventory was tried on 640 teachers. For
reliability and validity a sample of 500 teachers was taken. The sample of teachers was taken from government and non-government recognized high/higher secondary schools of 12 districts of Haryana. The 18 dimensions identified for the teacher moral inventory were linked with areas like self-confidence in teaching, work-load teaching and non-teaching), salary, facilities (academic and non-academic), relationship with colleagues, parents, headmasters and students, social status, discipline, co-curricular activities, and attitude towards the teaching profession. Based on these dimensions, 263 items were constructed. These items were scored on a three point scale ranging from 'strongly agree' to 'strongly disagree'. After the item analysis, 168 items were retained which were further subjected to factor analysis.

The study revealed: 1. After the factor analysis of the scores on the inventory five factors were extracted, viz., (a) morale based on teacher self-confidence, work-load and job satisfaction, (b) morale based on educational and social support, (c) morale based on human and social relationships among the staff, discipline and facilities for co-curricular activities, (d) morale based on service conditions and rapport with students and colleagues, (e) morale based on professional adjustment. The items were readjusted under these factors and a final form of the inventory was prepared which was standardized. 2. The characteristics of the inventory were: (a) It had 168 items divided into five areas (based on factor analysis); (b) The scoring was done on a three-point scale by giving a 3, 2 or 1 score to 'strongly agree', 'no opinion', and 'strongly disagree' respectively; (c) The test-retest reliability of the inventory was 0.97 for the whole inventory and for the
five different dimensions of the inventory the reliability coefficient ranged from 0.12 to 0.97; (d) The inventory was validated for content, construct and factorial validity. The validation against the ratings of headmasters revealed a validity coefficient of 0.81 for the whole inventory. The validity coefficient for different dimensions ranged from 0.69 to 0.86; (e) Percentile norms were established for Haryana school teachers; (f) The teachers, on the basis of scores, were categorized into five categories. Those obtaining scores 454 and above were considered very good; those with a score range of 430 to 453 as good; and those with a score range of 416-429 as average; those with a score range of 404-415 as poor; and those with a score of 403 and below having very poor morale.

Pandey (1985) undertook "A Study of Leadership Behaviour of the Principal, Organizational Climate and Teacher Morale of the Secondary Schools".

The study aimed (i) to find out the relationship between the leadership behaviour of principals and the organizational climate of schools, (ii) to investigate the relationship between the leadership behaviour of principals and teacher morale, and (iii) to investigate the relationship between organizational climate and teacher morale. In order to attain these objectives, several hypotheses were formulated.

The study belonged to the category of descriptive survey of a correlational nature. The sample in this study included 34 secondary schools drawn from a population of 138 secondary schools of Allahabad district through the stratified random sampling technique. A total of 404 teachers of these schools participated in this study. A Hindi adaptation of Halpin and Winer's Leadership Behaviour Description Questionnaire, the School Organizational Climate Description
Questionnaire by Motilal Sharma and the Teacher Morale Inventory (TMI) developed by the investigator herself were used for data collection. The Mann-Whitney U test, chi-square with Yate's correction and Rank difference correlation coefficient with tied observations were the statistical techniques used to examine the hypotheses.

The major findings were:

i. No significant difference was found between the leadership behaviour of rural and urban principals.

ii. Rural schools were more open than those in urban areas.

iii. A positive and significant relationship at 0.05 level was found between the initiating structure dimension of leadership behaviour and esprit, psycho-physical hindrance, controls, production emphasis and humanized thrust dimensions of organizational climate.

iv. The consideration dimension of leader behaviour was found positively and significantly related to psycho-physical hindrance, controls and humanized thrust dimensions of organizational climate.

v. Teacher morale was positively and significantly related to the initiating structure and consideration dimensions of leadership and controls, production emphasis and humanized thrust dimensions of organizational climate.

vi. Chi-square value was found significant at 0.05 level between high vs. low teacher morale and open vs. closed climate.

Mahatma (1980) studied "Classroom Ethos and Their Relationship with Teacher Behaviour Characteristics and Teacher Morale".
The major objectives of the study were:

i. To make a survey of classroom ethos as perceived by the tenth grade students of Bikaner and Jodhpur ranges of Rajasthan

ii. To identify the characteristic patterns, ALP themes and educativeness of tenth grade actual and ideal classrooms

iii. To identify the actual and ideal ethos patterns of Hindi, social studies, mathematics and general science subjects

iv. To predict the educative life of different classrooms of tenth grade in the light of educational ethos

v. To find out the relationship between the A, L and P scores and characteristics of the teachers' classroom behaviour, and

vi. To examine the relationship between the A, L and P scores of classroom ethos and the different dimensions of the teacher's morale.

The study included 1,134 boys and 480 girls selected from schools belonging to five districts of Bikaner and Jodhpur ranges. Using Thelen's ALP Classroom Ethos Instrument, Teacher Behaviour Characteristics Scale, and Teacher Morale Inventory collected the data. The data were analyzed by using descriptive statistics such as mean, standard deviation, and product moment correlation.
The major findings of the study were:

i. Classrooms were generally characterized as personally supportive milieu, less interactive and less democratic in the real teaching-learning situations.

ii. Students desired more autonomy for decision-making and interpersonal cooperation or support for effective group actions in the teaching-learning situations.

iii. Three basic elements which emerged into a characteristic pattern of tenth grade actual classroom could be described as (a) the individually interpersonal meaningful quest for personal cognitive outcomes rather than emphasizing on group achievement in the imposed formal group structure, (b) the teacher-defined learning directions for group actions, and (c) the apathetic attitude towards the reality orientation of societal ideological awareness which was not conducive to striking a balance between theory and practice during the teaching learning process.

iv. The classrooms of mathematics were generally characterized as co-operative supportive milieu interpersonally. The classrooms were oriented to the desired accomplishment of group tasks and the clarification of personal experience.

v. The authenticity aspect of tenth grade actual classrooms was significantly related to autocratic-democratic, harsh-kindly, evading-responsible, etc., characteristics of the teacher's classroom behaviour. (vi) an attempt was made to study the relationship between the A, L and P ethos in general and the fourteen dimensions of the teacher's morale in general. Out of the 42
relationships tested only one between 'productivity' and 'material and equipment' dimension of the teacher's morale was significant.

Vyas (1980) studied "Factors Affecting Teacher Morale".

The major purpose of the study was to determine the factors affecting teachers' morale. The specific objectives were: to study the teachers' morale in relation to age, sex, marital status, teaching experience, and qualifications and to study teachers' morale in relation to their self-concept, attitude and adjustment.

The sample for the study comprised 56 secondary schools selected on a stratified random basis from the 215 secondary schools of Baroda district. The tools for data collection were: the Teacher Morale Inventory by Dekhtawala, the Personality Word List by Pratibha Deo, the MTAI and the Adjustment Inventory of Bell. The Teacher Morale Inventory had five components namely, individual characteristics, behavioural characteristics, group spirit, attitude towards the job and community investment. The statistical techniques used for data analysis were: the use of descriptive statistics, t-test, product moment coefficient of correlation, factor analysis by principal components axis using varimax rotation for factor interpretation.

The major findings of the study were:

i. Teachers' morale was not related to their age or sex.

ii. The two components of morale, group spirit and attitude towards the teaching job, were significantly different for teachers in the age groups 21 to 25, 31 to
35 and 36 to 40. In the case of community involvement, two age groups, 41 to 45 and above 45, differed significantly.

iii. Marital status did not influence teachers' morale.

iv. The teachers with less teaching experience had a higher level of morale than those with more experience.

v. The postgraduate teachers had a significantly lower morale than the undergraduate. The trained graduates and the untrained postgraduates differed significantly in their morale. The trained postgraduate teachers had a higher morale than the untrained postgraduate teachers.

vi. Teachers' morale and teachers' self-concept had no relationship.

vii. Teachers' attitude and teacher morale were no significantly related.

viii. Teacher's adjustment and teachers' morale were significantly related.

ix. The scores on the teacher morale inventory. When factor analyzed, yielded nine patterns.

Dekhtawala (1977) studied "Teacher Morale in Secondary Schools of Gujarat".

The important objectives of the study were:

i. Construct and standardize a teacher morale inventory to measure morale of the secondary schools of Gujarat State.

ii. To study the morale of teachers in schools of Gujarat in relation to various regions, area, types of schools, size, and achievement of schools; and

iii. To subject the results of the developed inventory to factor analysis.
A teacher morale inventory was standardized. The sample comprised 1220 secondary teachers. Means, standard deviations and to values were found out. The data were subjected to factor analysis by the principal's axis method.

The major findings of the study were:

i. South Gujarat region possessed highest morale (362.19), whereas Kutch-Saurashtra manifested lowest morale (330.97).

ii. There was significant relationship between teacher morale and achievement of students, but no significant relationship was found in relation to size of the schools, types of the schools, and area of the schools.

iii. The male teachers, older teachers, and married teachers had higher morale than their counterparts. But no significant relationship was found between teacher's morale and teacher's experience.

iv. Through factor analysis thirteen factors were extracted. They were Teacher Characteristics and Leadership Behaviour, Teacher Feelings towards Teaching profession, Teacher Cheerfulness, Group Cohesiveness, Rationality and Efficiency towards the Teaching Profession, Leadership Behaviour and Teaching profession, Leadership Behaviour and Teaching Efficiency, Satisfaction with the School climate, School Climate and Teacher Workload, Feelings towards the Institution, Community Support, Teacher Zeal and Extra Effort, Satisfaction towards the Job, and Attitude towards the Job.

Franklin, I. (1975) undertook "A Study of Organizational Climate and Teacher Morale in Colleges of Education in Gujarat".
The specific objectives of the study were:

i. To identify the types of climate of the colleges of education of Gujarat.

ii. To investigate into the relationship; between organizational climate of the colleges and morale of the teacher educators working in them.

iii. To delineate the leadership behaviour patterns of college principals, and

iv. To examine and assess the impact of variables of organizational climate, teacher morale and leadership of organizational climate, teacher morale and leadership behaviour on the effectiveness of teacher education programme at the B.Ed. level.

Three standardized instruments; the OCDQ (Halpin and Croft), the LBDQ (Halpin and Winer) and the PTO (Bentley) were used besides a self-devised questionnaire on 'effectiveness of teacher education programme.' A proforma on personal data was also developed by the investigator to collect further data. Other data gathering techniques employed were participant and non-participant observation and interview. The data were collected from a sample of thirty-five colleges, which constituted 87.50 percent of the population of the study. The respondents were 300 college teachers working in colleges of education. The statistical measures employed were contingency coefficient, coefficient of correlation by product moment method analysis of variance and t-test.

Some of the major findings of the study were as follows:
i. The openness of climate in contrast to closedness of the climate did not lead to 'high' or 'low' effectiveness of the teacher education programme. However, the dimension 'Esprit' indicated a significant effect on the low side.

ii. The teachers' rapport with the principal and the teacher educators, the teacher's job satisfaction, the teacher's salary, the teacher educators' satisfaction with work load, the community support and pressure, and the curriculum issues had a significant and contributing effect making the teacher education programme less effective in the state of Gujarat.

iii. There was no significant difference in morale of teacher educators with an urban background and those with rural background.

iv. Morale of teacher educators was not significantly related to the number of years of teaching experience of the teacher educators.

v. The background data of the teacher educators in colleges of education in Gujarat did not show any marked difference under the six climate categories, viz, the open, the autonomous, the controlled, the familiar, the paternal and the closed.

Shelat (1975) undertook "A Study of Organizational Climate, Teacher Morale and Pupil Motivation Towards Institution in Secondary Schools of Baroda District".

Major objectives of the study were:

i. To measure and identify organizational climate, teacher morale and academic motivation of pupils.
ii. To find out interrelationship between organizational climate and leadership behaviour, organizational climate and teacher morale, organizational climate and pupil motivation, organizational climate and pupil achievement at the S.S.C. Examination.

iii. To find out interrelationship between teacher morale and pupil achievement, teacher morale and leadership behaviour, teacher morale and academic motivation of pupils; and

iv. To examine the relationship between organizational climate and its correlates with reference to the location, size and effectiveness of schools.

The sample consisted of 100 high schools selected from the thirteen Talukas of Baroda district. Tools employed for the collection of data were the adapted Gujarati version of (i) the Organizational Climate Description Questionnaire by Halpin and Croft; (ii) the Leadership Behaviour Description Questionnaire by Halpin and Winer; (iii) the School Survey by Robert Coughlan; (iv) the Junior Index of Motivation by Jack Frymier; (v) Personal Data Sheet; and (vi) External Criteria Sheet.

Major findings of the study were:

i. The organizational climate in rural schools was autonomous and paternal, whereas in urban schools, closed and open types were predominant.

ii. Greater percentage of small size schools had open and autonomous climate as against greater percentage of large size schools having controlled and familiar climate.
iii. Most of the high achievement schools had closed climate and low achievement schools had open climate.

iv. Schools having closed climate had low teacher morale, whereas schools of open climate had high teacher morale.

v. Open and autonomous climate contributed to boys' academic achievement, whereas controlled and familiar climate contributed to girls' academic achievement, and paternal climate contributed to the academic achievement of both boys and girls.

vi. No relationship existed between the age of the teachers and school climate; and

vii. Leadership behaviour did not influence pupils' academic achievement.

Pillai (1974) studied "Organizational climate, Teacher Morale and School Quality".

The present study was planned to determine the extent to which the organizational climate of schools and faculty morale in the school were related to the quality of schools. The specific objectives were: (i) to investigate the relationship climate and pupil performance; (ii) to investigate the relationship between organizational climate and innovativeness of schools; (iii) to investigate the relationship between faculty morale of school with the pupil performance; (iv) to investigate the relationship between faculty morale and the innovativeness of schools.

The sample consisted of 190 secondary schools, selected from Tamil Nadu State. The tools administered were: (i) the Organizational Climate Description
Questionnaire of Halpin and Croft; (ii) the Bentley and Rempell's Purdue Teacher Opinionnaire; (iii) an inventory scale prepared by the investigator to assess the innovative ability of the school; and (iv) a questionnaire for demographic data and pupil performance data. Person product-moment correlation was used to analyze the data.

The major findings of the study were as follows;

i. Performance of pupils was significantly better in open and autonomous climate schools than in schools of other climate types.

ii. Performance of pupils in high morale school was superior to that of the average morale schools which in turn was better than the low morale schools.

iii. The ability of the school to introduce innovation in educational practices was higher in high morale schools than the average or low morale schools.

iv. Higher the faculty morale, quicker and better was the school introducing newer practices.

v. Both climate and morale were positively and highly related to both criteria, namely, pupil performance and innovative ability of the schools.

vi. Esprit, thrust, disengagement and hindrance were found to significantly influence the level of performance of pupils in schools.

vii. Curricular issues, school facilities and services, community support of education, rapport among teachers, teacher salary, satisfaction with teaching, teacher rapport with principal, community pressures, teacher status and teacher load were found to contribute to pupils performance in schools.
viii. The innovative ability of the school was significantly related to the three climates, namely, esprit, thrust and disengagement.

ix. The four morale dimensions, namely, school facilities and services, curricular issues, teacher salary and community pressures were found to influence the innovative ability of the schools; and

x. There was a high correlation between climate and morale.

3.2.4 Studies on Leadership Behaviour

Hennessey (2000) made "An analysis of Leadership Decisions in Implementing Middle School Standards Based Foreign Language Programs".

The purpose of this study was to analyze the decision making process of school leaders in implementing standards in the foreign language programs at the middle school level. Based on the relevant literature, a conceptual framework for the study provided the contexts in which the decisions were made, namely: the development of standards driven state and district curriculum guides in the area of foreign languages, middle school philosophy and reform efforts, and foreign language program models and theories. The inquiry about the leadership decisions for this study focused on three areas: (1) to determine what decisions were being made in implementing the foreign language programs in the sample middle schools; (2) to determine what factors influenced the decision making for foreign language program reform at the school levels; and, (3) to compare documents that guided the decisions for implementation of the standards driven foreign language programs.
To examine the elements of leadership decision-making, a qualitative, cross-case study was conducted. The comparison of documents and the use of oral interviews of educational leaders and foreign language teachers provided sufficient data to analyze what and how decisions were being made in a large, urban school district in Georgia. The findings indicated that the decisions were influenced by the development of the state curriculum guide called the Georgia Quality Core Curriculum, and that leaders were involved in decision making with the collaboration of the district foreign language coordinator and the school foreign language teachers.

Considering the complexity of the decision-making process and the role leaders played in varied relationship among constituencies, the conclusions of the study disclosed the following results of leadership decision making for foreign language programs in this school district: (1) The decisions were made basically through the collaboration of the district level foreign language coordinators and the middle school foreign language teachers. (2) Foreign language programs aligned with district, state, and national standards. (3) The influence of the broader context and characteristics of middle school curriculum helped shape the foreign language middle school programs. The designation of a school-based instructional leader to ensure that standards were in fact being implemented into the classroom practices was needed.

Lin (1999) undertook "A Study of Principal's Leadership Style and School Effectiveness in Selected Secondary Schools in New Jersey".
This study attempted to investigate the principal's leadership style, leadership flexibility, and leadership effectiveness as identified by LBA II Self, an instrument developed by Blanchard Training and Development Incorporated, and to determine their correlation with school effectiveness as measured by student's academic achievement in HSPT, SAT, graduation rate, and post-graduation plans in selected public secondary schools in New Jersey.

This research project also included the socio-economic status of the school and school size to study the principal's leader behaviour patterns, school effectiveness, and their inter-relationship.

The research findings based on the results of Pearson correlation coefficient, chi-square, t-test, and ANOVA suggested that the principal's leadership did not have a significant correlation with school effectiveness as measured by student's academic achievement. Moreover, the principal's leadership style, leadership effectiveness, and leadership flexibility were independent of the socio-economic status of the school or school size. A highly significant correlation was found between the socio-economic status of the school and student's academic achievement in SAT (r = .7592, p < .001), HSPT (r = .706 p< .001), and post-graduation plans (r = .7144, p< .001). The school size had some negative effect on student's academic performance in SAT (r = -.3772, p < .017), HSPT (r = -.4137, p < .007), and post-graduation plans (r = -.3679, p < .017), but not on graduation rate (r = -.3479, p < .204).
Stringham (1999) undertook "A Study of Leadership Styles of Principals and the Organizational Climate in Successful Public Secondary Schools in New Jersey".

This study analyzed the preferred leadership styles of principals in successful public high schools in New Jersey and the organizational climates found in these public high schools. In addition, this study examined the relationship between the preferred leadership styles of principals in successful public high schools in New Jersey and the characteristic traits of transformational leadership. The staff and principals of eight New Jersey high schools that were awarded the United States Department of Education's Blue Ribbon Award were surveyed using two quantitative instruments. The first survey, called the Organizational Climate Description Questionnaire, Revised for Secondary Schools (OCDQ-RS) developed by Halpin and Croft (1963) and later revised by Hoy and Tarter (1997), presents an in-depth analysis of teachers' perceptions of the organizational climates found in their schools. This thirty-four item climate instrument measures five dimensions: (1) supportive principals, (2) directive principals, (3) engaged teacher behaviour, (4) frustrated teacher behaviour, and (5) intimate teacher behaviour. This instrument also measures openness of school climate. The second quantitative instrument called the Leadership Assessment Inventory (LAI) created by Burke (1994) contains eighteen pairs of statements. The LAI identifies transformational leadership and transactional leadership styles. The dimensions of the LAI are: (1) determining direction, 2) influencing followers, (3) establishing purpose, (4) inspiring followers, and (5) making things happen. The results indicated a
relationship between school climate, transformational leadership, and successful public high schools in New Jersey.

Morrison (1999) undertook "An Investigation of Leadership Practices Demonstrated by two Women Principals Identified by their Supervisors as Risk Takers in one North Carolina County".

The purpose of this study was to investigate the leadership practices of two successful women principals identified as risk takers by their supervisors. The investigation sought to understand the characteristics and practices of principals willing to take risks in schools and how these practices influence school culture. As a result of the investigation, a preliminary risk-taking framework was developed. Through the development of two case studies, the study was designed to reveal whether or not the principals identified as risk takers engage in practices which "make a difference" in their schools and the lives of children.

Qualitative research methodology was used to investigate the two women principals. Six women principals, identified as risk takers by their supervisors, were initially interviewed by the researcher. Upon analyzing this data and the results of a risk attitudes inventory each principal was administered, the sample was narrowed to two principals for further study. In the development of the case studies, multiple data sources were utilized, providing triangulation. In addition to interviewing each principal twice, asking about their risk-taking practices and school cultures, parents and teachers were interviewed and asked to describe their principal's risk-taking
practices and the culture of their respective schools. The investigation also
included observations and document reviews for each school.

Several themes emerged from the data, which confirmed that these two
principals are indeed taking risks which "make a difference" in their schools. The
data revealed that both principals have a strong sense of purpose that influences
their respective school cultures. Both principals are straightforward in
communicating to all stakeholders and the community that schools are for
developing children and that we must do "whatever it takes" to as sure their
development. In addition, both principals exhibit a bias toward action and risk
taking. These principals and their schools write grants, explore and implement new
programs, and continually seek innovative ways to secure the resources and
knowledge necessary to support the development of children. Both principals
speak of the importance of community in supporting and developing children, and
their schools are recognized as successful School Development Program (Comer)
schools. Through practice and words, these principals communicate the power we
have in schools to "make a difference" in the lives of children.

Patel (1983) undertook "A Study of the Leadership Behaviour of Principals of
Higher Secondary Schools of Gujarat State".

The major objectives of the study were (i) to identify leadership behaviour
patterns of principals of higher secondary schools of Gujarat State as perceived by
principals and teachers in reality and according to their ideals, (ii) to identify the
organizational climate of the schools, (iii) to measure professional development
status of the teachers working in these schools, and (iv) to study the interrelationship among leadership behaviour of the principals, organizational climates of schools and professional development of teachers.

This was, by and large, a survey type of study. One hundred higher secondary schools were selected out of 949 higher secondary schools on the basis of stratified random sampling. The investigation was based on the responses of 1000 higher secondary school teachers and 100 principals. LBDQ developed by Halpin and Winer, OCDQ developed by Helpin and Croft, a Professional Development Inventory (controlled and open response type) and a personal data sheet for principals were used as tools for collecting the data. T-test and correlation techniques were used to draw conclusions.

The major findings were; (i) There was a positive relationship between the two dimensions of leadership behaviour of the school principal, viz., initiating structure and consideration. (ii) The principals of the schools manifested mostly the high consideration (HH) and low consideration (LL) pattern of leadership behaviour leaving middle positions sufficiently vacant. (iii) The HH pattern of leadership behaviour was associated with open, autonomous and controlled climates; the LL pattern of leadership behaviour was associated with closed climate. (iv) Morale of teachers increased when the actual leadership behaviour of the leader approximated the desired behaviour as perceived by teachers. (v) Significant mean differences were found between leaders; self-perception and faculty perception of his actual leadership behaviour. (vi) Male and female principals perceived their own leadership behaviour is being significantly different on the 'consideration'
No significant differences were found between male and female administrators as perceived by teachers and by themselves on 'initiating structure' and 'consideration'. The principal's effectiveness was a significant predictor of organizational climate. The professional development of teachers of higher secondary schools was quite encouraging because on no dimension was the score less than sixty percent. The schools showed a tendency towards being closed rather than open. The teachers scored highest on professional development under the leadership of principals manifesting the HL pattern of leadership behaviour in contrast to teachers working under the leadership of principals manifesting the LL pattern. The teachers working in schools where a paternal climate prevailed scored highest on their professional development and lowest in schools with familiar climate. The rural-urban dimension did not play a significant role in case of any of the dimensions of leadership behaviour. Professional qualifications of principals did not play any significant role in the professional development of teachers and in shaping the climate of the schools. Professional qualities significantly correlated with values, attitudes and motivation and negatively correlated with 'condition'. Esprit significantly correlated with 'intimacy', 'thrust' and 'aloofness'. Aloofness significantly correlated with 'production emphasis' and 'thrust'.


The objectives of the investigation were: (i) to study the leadership behaviour of the headmasters of the secondary schools of South Gujarat, (ii) to study the
morale of the teachers of the secondary schools of South Gujarat, (iii) to examine
the relationship between different dimensions of leadership behaviour of the
headmasters and different dimensions of the teachers' morale, (iv) to find out the
relationship between the leadership behaviour of the headmasters and the area,
sex, size and management of the school, and (v) to study the relationship between
the teachers' morale and the area, sex, size and management of the school.

The sample for the study consisted of 100 schools drawn from the five
educational districts of South Gujarat. The sample included all types of schools,
viz., boys', girls', urban, rural, large, small, government and private. Using
Leadership Behaviour Descriptive Questionnaire (LBDQ) and Teacher Morale
Inventory collected data. Coefficients of correlation were computed between twelve
dimensions of leadership behaviour and fourteen dimensions of teachers' morale.
Relationship between leadership behaviour, teachers' morale and certain
biographical variables was studied by analysing the collected data using univariate
analysing of variance.

The major findings of the investigation were: (i) There was significant and
positive relationship between building facilities, evaluation of students, special
services, supervisory relations and colleague relations. (ii) Integration (leadership
behaviour dimension) was significantly related to material and equipment, special
services and to supervisory relationships. (iii) There was no significant relationship
between the twelve dimensions of LBDQ and the experience of the headmaster.
(iv) Teachers' morale had no significant relationship, with the type of school, area of
the school, and size of the school. (v) LBDQ had no significant relationship with the type of school, area of the school, and size of the school.

Gupta (1978) studied "Leadership Behaviour of Secondary School Headmasters in Relation to Their Personality and the Climate of their Schools".

The major objective of the study were: (i) to identify and classify the organization climate of the secondary schools of Rajasthan; (ii) to study the leadership behaviour dimensions of the headmasters of secondary schools in Rajasthan having different types of school climate; (iii) to study the personality factors of the headmasters of schools having different types of school climate; and (iv) to examine the dimensions of leadership behaviour and the factors of personality of secondary school headmasters which may be used as predictors of the school climate.

Using stratified two stages random sampling technique drew a sample of hundred secondary schools from Rajasthan State. The Sharma’s School organizational Climate Description Questionnaire, the Stogdil’s Leadership Behaviour Description Questionnaire (LBDQ) and 16 PF Test From A of Cattell and Eber (standardized for Indian adults by S.D. Kapoor, 1962) were used as tools for data collection. Correlation, chi-square, Kolmogorov Smirnov two sample test, analysis of variance and Scheffé’s test were used for the analysis of data.

The major findings of the study were as follows; (i) Out of the 100 schools, 15, 15, 14, 20, 26 a 10 schools were perceived by their respective staff as open, autonomous, familiar, controlled, paternal, and closed respectively. (ii)
Headmasters of different climate type schools were found to differ significantly on eight dimensions of LBDQ, viz., 'Demand-Reconciliation', 'Tolerance of Uncertainty', 'Initiation of Structure', 'Tolerance of Freedom', 'Role-Assumption', 'Consideration', 'Production-Emphasis', and 'Superior-Orientation'. (iii) 'Tolerance of Uncertainty', mean score was reported highest for headmasters of 'Paternal' type climate schools and lowest for the 'Closed' climate type schools. (iv) Headmasters of 'Open' climate type schools scored highest 'Integration' mean score, whereas the same was lowest in case of 'Closed' climate type schools. (v) There were significant positive relationships between school climate and all the different dimensions of LBDQ. (vi) There were no significant relationship between school climate and factors A, C, E, H, N, O, Q1, Q3, and Q4 of 16 PF. (vii) The following predictor variables for predicting the school climate were located: (a) Consideration (leadership behaviour dimension), (b) predictive-Accuracy (leadership behaviour dimension), (c) Expedient vs. Conscientious (personality factor), (d) Tough-minded vs. Tenderminded (personality factor), (e) practical vs. Imaginative (personality factor), and (f) Group-dependent vs. Self-sufficient (personality factor).


The study proposed (I) to investigate into the leadership behaviour of the school headmasters in Haryana as described by their teachers, and to compare their leadership behaviour with some other professional leaders; and (ii) to explore the relationship of variable such as personality factors, sex, age, teaching and administrative experience with leadership.
From each of the ten districts of Haryana State, ten schools were selected. Five teachers from each of these 100 schools were selected. Thus 100 heads as perceived by their 500 teachers were included in the study. The sample for the professional leaders consisted of seven factory managers as perceived by their twenty-eight factory superintendents, seven army officers as perceived by twenty-eight junior commissioned officers, seven college principals as perceived by their twenty-eight lectures, and seven municipal committee presidents as perceived by twenty-eight municipal committee members. The Leadership Behaviour Description Questionnaire and the Cattell's 16PF Inventory were used to collect data.

It was found that (i) out of five professional leaders, headmasters occupied the third position on the leadership scale; (ii) total leadership was significantly related to the four personality factors, viz., outgoingness, intelligence, emotional stability, and assertiveness; (iii) the leadership behaviour of the heads was not related to sex, except on 'integration' in which women heads exceeded men heads; (iv) the leadership behaviour of heads was not related to their age between twenty-five and sixty-two years; (v) total leadership behaviour of heads was not related to their teaching experience between six and thirty-five years; and (vi) the leadership behaviour of heads was not significantly related to their administrative experience.

Darji (1975) undertook "A Study of Leadership Behaviour and its Correlates in the Secondary Schools of Panchmahals District".
The study was undertaken with a view to (i) identifying the leadership behaviour patterns of principals of sampled schools of the selected district; (ii) identifying the organizational climate of the sampled schools; (iii) measuring teacher morale in the sampled schools; (iv) studying interrelationship among leadership behaviour of the principals of secondary schools, organizational climate, teacher morale, innovativeness of the school, and motivation of pupils towards the schools and ultimately building up a picture of the achievement of the pupils in terms of the S.S.C. Examination results; (v) measuring academic motivation of pupils of the sampled schools; and (vi) studying the significance of relationship between each of the two dimensions of leadership behaviour namely, 'initiating structure' and 'condition' with (a) the nature of management of the school, (b) location of the school, (c) size of the school, (d) sex type classification of the school, (e) academic status of the school, (f) socio-economic status of the school, (g) innovativeness of the school, (h) age of the principal, (l) sex of the principal, (j) experience of the principal as a principal, (k) leadership behaviour patterns of the principal, (l) teacher morale, (m) organizational climate of the school, and (n) motivation of pupils towards their schools.

The necessary data were collected from 400 teachers and 1000 pupils of 100 schools selected on stratified bases from the Panchmahals District. The tools used were: (i) the Leadership Behaviour Description Questionnaire (LBDQ), (ii) the Organizational Climate Description Questionnaire (OCDQ), (iii) the tool for measuring Teacher Morale by Robert Coughlan (School Survey); (v) the
Innovativeness Scale prepared by Doctor; and (v) the Junior Index of Motivation (JIM) Scale.

It was found that (i) the leadership behaviour dimensions and patterns were critical indicators of organizational climate, staff morale, academic motivation, school innovativeness and academic status; (ii) the percentage of principals manifesting the HH pattern of leadership behaviour was the highest (forty-nine percent); (iii) all the principals of the open climate schools manifested the HH leadership behaviour pattern; (iv) the percentage of the principals manifesting the HH pattern went on decreasing from high morale schools to low morale schools; (v) there was no direct relationship between pupil motivation and the leadership behaviour of the principals; (vi) most of the schools having 'high innovativeness' had principals who manifested the HH and the HL leadership behaviour patterns; (vii) most of the schools of high academic status had principals with HH leadership behaviour pattern; and (viii) the leadership behaviour dimensions and patterns were found to be significant in relation to variables of climate, morale, and innovativeness but not in relation to pupil motivation towards schools and academic status of schools.
Cornell (1972) studies the "Relationship between Negotiation Function and Leadership Behaviour of Superintendents of School Districts in the State of New Jersey".

This investigation sought to determine and compare the school superintendent's negotiation function as stated by school superintendents and the leadership behaviour of the superintendent as perceived by school board presidents and teacher association presidents in school districts in the State of New Jersey in 1971. In addition, the investigation sought to ascertain the relationship between the perceived leadership behaviour and the negotiation function of the superintendent and each of the three variables: (1) district size; (2) experience as a superintendent; and (3) negotiation experience.

The sample for this study consisted of a superintendent, a school board member and a teacher association president in two hundred selected school districts in the State of New Jersey. Responses, considered valid, were received from 194 superintendents, 136 school board presidents and 159 teacher association presidents. The major materials used to collect data for this study were the Leadership Behaviour Description Questionnaire and the Negotiation Function Questionnaire. Questionnaires were returned from 81.5 percent of the total population sampling selected for the study.

The statistical techniques employed in the analysis of the study included means, standard deviations, percentages, a t test for independent samples, chi-square technique and analysis of variance.
Findings and Conclusions: Analysis of the data led the investigator to the following findings and conclusions.

Superintendents were perceived by school board presidents as engaged in leadership behaviour relating to the dimensions of initiating structure and consideration significantly more frequently than teacher association presidents. It was concluded that specific action on the part of superintendents was necessary if they were to strengthen the leadership behaviour perceptions of the teacher group. Further, superintendents should be as visible to their staff as they are to the school board or any community group.

The study revealed that superintendents have successfully developed skills in sensitivity, communication, empathy, motivation and goal involvement in their relationships with school boards but have not exhibited the same success with professional staff.

Superintendents' responses revealed a lack of consensus as to a singular negotiating position. The functions of non-participant, negotiator for the board and consultant to teachers were perceived as least acceptable to superintendents in this study.

The investigation revealed that the superintendents' negotiation function had little effect on the dimension of initiating structure yet, it was revealed that the superintendents' negotiation function affected the respondents' perceptions for the dimension of consideration especially in the areas of employment and salary. It was concluded that situational factors, peculiar to any given school district would be
the best determinants of the superintendent's negotiation function in all areas except those consisting of monetary, welfare or bilateral decision-making considerations. In those areas the function of either dominant third party or team member seemed to enhance leadership perceptions most consistently. It was further noted that the function of consultant to the board was least favourable to the leadership dimension scores of superintendents. Support for the middle man role was not evident in this investigation.

Relationships between negotiation function and leadership behaviour were not significant. It was concluded that superintendents were relatively free to select a position in negotiations as their particular situation demanded.

Significant relationships did exist between the superintendents' negotiation functions and the variable of district size. The variables of experience as a superintendent and negotiation experience had almost no effect on the negotiation function of superintendents.

The possibility that factors such as size of administrative staff, school financial status or academic training, peculiar to the superintendent's role or a particular school district, led the investigator to concluded that an in-depth investigation of these possibilities was necessary.

3.3 Conclusion:

There are very few studies conducted in India relating decision making with organizational health, teacher morale and leadership behaviour.
The present study makes an earnest attempt to study the relationship between decision-making, organizational health, teacher morale and leadership behaviour.

The succeeding chapter spells out the details of the research procedure.