CHAPTER III

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CHAPTER-III
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3.1 Introduction

The review of the related literature is an essential aspect of any research work. This is an exacting task, calling for a deep insight and clear perspective of the overall field. It is a crucial step which invariably minimizes the risk of dead ends, rejected topics, wasted efforts and trial and error activity, approaches already discarded by previous researchers, and even more important erroneous findings based on faulty research designs. It provides a greater understanding of the problem and its aspects to ensures the avoidance of unnecessary duplication; it enables to compare the data, on the basis of which a researcher can evaluate and interpret the significance of area’s findings, and in addition, contributes to the scholarship of the investigator. The relevant literature is a fruitful source of objectives and hypotheses. Further it is also very helpful as a backdrop for the study.

With this objectives, a survey has been made in the area of teacher and institutional correlates of leadership behaviour of Heads of schools. While surveying, it was found that the previous studies on leadership
behaviour were few which are presented in the form abstracts in the present chapter.

3.2 Previous Studies

Singh (1978) studied “Leadership Behaviour of Heads of Secondary Schools in Haryana and its Correlates”.

The major objectives of the study were:

1. to investigate into the leadership behaviour of the school head masters in Haryana as described by their teachers and to compare their leadership behaviour with some other professional leaders.
2. to explore the relationship of variables such as personality factors sex, age, teaching and administrative experience with leadership.

From each of 10 districts of Haryana state, 10 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 7 factory manager as perceived by their 28 factory superintendents, of army officers as perceived by their 28 junior commissioned officers, 7 college Principals as perceived by their 28 lecturers, and 7 municipal committee presidents as perceived by 28 municipal committee members.
The Leadership Behaviour Description Questionnaire and Cattell's 16 PF-Inventory were used to collect the data.

It was found that:

1. out of 5 professional leaders, Headmasters occupied the third position on the leadership scale.
2. total leadership was significantly related to the 4 personality factors viz., outgoingness, intelligence, emotional stability and assertiveness.
3. the leadership behaviour of the Heads was not related to sex, except on integration in which women Heads exceeded men Heads.
4. the leadership behaviour of the Heads was not related to their age between 25 and 62 years.
5. total leadership behaviour was not related to academic qualifications in terms of graduate and post-graduate degree, except that, post-graduate Heads were significantly better than graduate Heads on demand reconciliation.
6. the leadership behaviour of Heads was not related to their teaching experience, between 6 and 35 years.
7. the leadership behaviour of Heads was not significantly related to their administrative experience.

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 Halpin 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’ dimension. (vii) No significant differences were found between male and female administrators as perceived by teachers and by themselves on ‘initiating structure’ and ‘consideration’. (viii) The principal’s effectiveness was a significant predictor of organizational climate. (ix) The professional development of teachers of higher secondary schools was quite encouraging because on no dimension was the score less than sixty percent. (x) The schools showed a tendency towards being closed rather than open. (xi) 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. (xii) The teachers working in schools where a paternal climate prevailed scored highest on their professional development and lowest in schools with familiar climate. (xiii) The rural-urban dimension did not play any significant role in case of any of the dimensions of leadership behaviour. (xiv) Professional qualifications of Principals did not play any significant role in the professional development of teachers and in shaping the climate of the schools. (xv) Professional qualities significantly correlated with values, attitudes and motivation and negatively correlated with ‘consideration’. (xvi) Esprit significantly correlated with ‘intimacy’, ‘thrust’ and ‘aloofness’. (xvii) Aloofness significantly correlated with ‘production emphasis’ and ‘thrust’.

Ara (1986) conducted "A Study of Principals' Leadership Behaviour in Relation to Teachers' Self-Concept, Job-Satisfaction and Some Other Institutional Characteristics at Secondary School Level".

The study was conducted to investigate principals' leadership behaviour in relation to teachers' self-concept, job-satisfaction and some other institutional characteristics at secondary school level. The objectives were: (i) to study how teachers' self-concept was related to the leadership behaviour of the principals, (ii) to study the relationship between principals' leadership behaviour and teachers' job satisfaction, and (iii) to study how principals' leadership behaviour was related to some other institutional
characteristics such as sex and location of schools. The hypotheses formulated were: (1) Leadership behaviour of the principals was significantly related to teachers' self-concept. (2) Each of the two styles of principals' leadership behaviour, initiating structure and consideration, was significantly related to teachers' self-concept. (3) Leadership behaviour of the principals was related to teachers' job satisfaction. (4) Each of the two styles of principals' leadership behaviour, initiating structure and consideration was significantly related to teachers' job satisfaction.

The tools used were the Educational Leadership Behaviour Description Questionnaire by P.C. Shukla, Personality Differential (a measure of self-concept) by K.G. Agarwal and Teachers' Job Satisfaction Scale by S.P. Gupta and J.P. Srivastava. The sample comprised 780 teachers from intermediate colleges of the Gorakhpur region. Critical ratio was applied to test the hypotheses.

The findings were:

(1) High desirable leadership behaviour of the principals generated a higher degree of conformity and normalcy in the teachers while low desirable leadership behaviour of principals caused a low degree of conformity and normalcy in them. (2) The initiating structure style of principals' leadership behaviour appeared to be significantly related to conformity and normalcy
factors of teachers' self-concept. (3) The principals' leadership behaviour was positively related to teacher's job satisfaction. (4) The initiating structure and consideration styles of principals' leadership behaviour was found to be significantly related with teachers' job satisfaction. (5) Male and female teachers perceived alike the leadership behaviour of the principals. (6) The rural urban location of the schools was not related with the teachers' perceptions of principals' leadership behaviour.

Nanda (1992) conducted "A study of the Leadership Behaviour of Primary School Headmasters of Cuttack City".

The attempt is to study leadership behaviour of Heads of primary schools in Cuttack City.

The objectives of the study were: (i) To study the leadership behaviour of Heads of the primary schools of Cuttack City as perceived by their respective teachers in terms of two dimensions of leadership, i.e., initiating structure and consideration, and (ii) to find out the difference in the leadership behaviour of the Heads of primary schools in respect of their age, sex, teaching experience and controlling authority.

The sample for the present study consisted of 30 primary schools in Cuttack City, 30 Heads of primary schools and 189 teachers. The leadership
Behaviour Description Questionnaire of Halpin and Croft was used to collect the data. The collected data were treated using mean, 't' test and chi-square tests.

The major findings of the study were: (1) Out of 30 Heads of primary schools in Cuttack City, only 10 Heads were most effective leaders. (2) The Heads of four primary schools were found to show more consideration behaviour and less initiating behaviour, which was not desirable for a leader. Ten Heads of schools were not efficient in initiating structure and in consideration. So these Heads were the most ineffective leaders. (3) Six Heads of schools were found to manifest a higher type of leadership in initiating structure and consideration items. (4) There was no significant difference between the leadership of male and female Heads of primary schools in Cuttack City. (5) There was no significant difference in leadership between the Heads of primary schools in Cuttack City controlled by the Municipality and those controlled by the D.I. of Schools. (6) Age and length of experience were not contributing factors in leadership behaviour amongst the Heads of primary schools in Cuttack City.

Quintyne (1993) undertook a investigation on ”The Interrelationship of Conceptual and Organizational Patterns in the Culture of a Secondary School in Barbados: A Case Study”.

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This five part case-study describes the culture of a secondary school in Barbados, West Indies.

In the first part, the major objective of the study is outlined. The main focus of the study was on the interactions of faculty and students in a highly organized setting. The organization was assumed to mirror the concepts of the school’s main business of teaching and learning as outlined in the school’s mission statement. The school was itself analyzing its activities in light of the principal’s wish to change the public’s perception of it. Twelve research questions which guided the observation of the culture were introduced.

In the second section, the theories of school change impelling the study were those advocated primarily by Popkewitz, Wehlage, Layne and Newton, supported by other writers who had in interest in equity in schooling.

In the third section, the qualitative methodology of the case study was described. The study resulted from participant observation of many facts of the school’s organized life throughout one full semester. Structured and unstructured interviews, and document analysis contributed to the data.
The fourth section was given over to detailed descriptions and analysis of the findings. The findings were organized under the umbrella heading, Thought and Action. Different aspects of school life form the subordinate headings. Emphasis was on the ideas and interactions of faculty and students as they fulfill their perceived functions.

In the final section, the author attempts to answer the research questions asked earlier, based on the observations made. Finally, in the interest of equity, some practical ideas for capitalizing on human resources in the school, home and society were advanced.

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 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 programmes, 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 Programme (Comer) schools. Through practice and words, these Principals communicate the power we have in schools to "make a difference" in the lives of children.

Cekay (1999) made "A comparative Case Study of Leadership and Organizational Variables of Elementary, Middle and High School Violence Prevention Programmes in Illinois Public Schools".

This study focused on selected leadership and organizational variables of violence prevention programmes in three illions public schools. Case studies were conducted to describe these variable in violence prevention programme in elementary, middle and high schools. Three programmes were studied to find out why they were adopted, how leadership behaviour affected their adoption and implementation, and how the schools profiled according to the organizational variables described in Likert's System 4 Theory. The programmes were critiqued using ten strategies for successful conflict resolution programmes from the National Association of Mediation in
Education (NAME). Three key findings resulting from an analysis of organizational variables are stated below.

Only one of the three violence prevention programmes in this study had been started in response to the Title IV initiative by the U.S. Congress. Supportive leadership contributed significantly in the creation and implementation of the violence prevention programme at all three schools studied. All three schools had high levels of organizational harmony according to standards of System 4 Theory.

Larson-Knight (2000) undertook a study on “The Interdependent Relationships of Organizational Learning and Leadership Practices within School Cultures.”

This study investigated the interdependent relationships of organizational learning and leadership within school cultures and how these three variables facilitate systemic change. This field of research is particularly relevant in today's turbulent times of educational change as each of these concepts has been viewed in the literature as the "key" to organizational change,

As a comparative case study, this research involved three kindergarten to grade eight schools in a large school board in southern Ontario. Data
collection techniques included a focus group interview with members of each School's Growth Team (SGT), individual interviews with the principal, and individual interviews with eight staff members (three on the SGT and five not on the Team).

Results From the first level of coding identified the form and content of each school's culture, the leadership practices that were in place, and examples of single and double-loop learning. A second level of coding responded to the three research questions. Which conditions associated with school culture contribute most to organizational learning? Which leadership practices influence the nature of school culture? Which types of leadership practices contribute most to organizational learning? Causal maps were drawn to illustrate the relationships among culture, leadership, and organizational learning.

Data indicate that collaborative cultures were predominant in all three schools. Certain cultural conditions fostered collaboration. Specifically, norms of mutual support, risk taking, sharing of ideas and resources, students coming first in deliberations and practices, and professional development were viewed as significant features of collaborative cultures.
Leadership practices which impacted on the schools' collaborative, cultures were: providing support, providing a vision, building culture, and modeling expected behaviours. In addition, certain traits and capacities impacted on the schools' cultures. Further, leadership practices which influenced organizational learning were: providing support, resources, and intellectual stimulation.

Avery (2000) undertook a study on "Teacher Efficacy and Behaviour: their Relationship and Impact on Student Learning."

The purpose of this study were to explore the relationships between teacher efficacy and changes in teacher behaviour and student learning espoused by the standards-based reform movement and to examine the impact of a curriculum innovation on student learning and teacher efficacy. The study was designed to target sophisticated pedagogical behaviour associated with setting high learner expectations.

The context for the research was a federally funded project to develop and implement model lessons in elementary social studies in an urban settings, the sample comprised of 25 experimental and 17 comparison teachers. Instrumentation included two measures of teacher efficacy, two measures of teacher behaviour, and three measures of student earning.
Findings in regard to teacher efficacy were very limited. A factor analysis of the Social Studies Teacher Efficacy Scale uncovered a third factor dealing with lack of impact with difficult students that appeared to be distinct from perceptions of general efficacy, but this adapted instruments only accounted for 41% of the variance. No correlations between measures of teacher efficacy and total teacher behaviours on the observation instruments were detected, although inconsistent correlations occurred with some of the sub-categories. Weak 1.0 mild negative correlations were found between two of the sub-scales of the object-specific efficacy measure and two of the measures of student learning. Pre- and post-test scores on efficacy did not change.

Findings in regard to the curriculum innovation were more promising. Both teachers and external observers reported a significant increase (p < .01) in total behaviours and on four subcategories related to educational reform expectations. Teachers self-reported higher levels of behaviours than observers. Significant gains (p < .01) on all three measures of student learning accrued, but no differences emerged between groups. An examination of the performance of gifted, high, middle, and low achievement students from the experimental sample only showed differences by group and measure.
The study confirmed that the measurement of teacher efficacy is complex and current instrumentation weak. There was evidence that certain dimensions of the construct may be related to specific categories of teacher behaviour dealing with reform expectations, but no clear pattern emerged. Although there was tentative evidence that teacher behaviours were positively impacted by the introduction of the new curriculum, these changes appeared too shallow to affect student learning. In spite of incorporating key features from the change literature into the project design, many teachers had difficulty applying these lessons in the classroom and the overall implementation during the pilot phase was limited.

Crecione (2000) conducted "A Study of Efficacy Beliefs for Urban and Suburban School Teachers Trained in a Brain-Based Model of Instruction".

This study examined the efficacy beliefs of teachers in an urban and suburban school district that had been trained in a brain-based model of instruction. The relationship between teacher efficacy beliefs and salient personal and organizational factors were also examined.

A sample of 145 classroom teachers, representing grades kindergarten through eight, who taught in an urban or suburban school district participated in the study. All participants had received intermediate or advanced training in the 4MAT System, a brain-based model of instruction.
Teachers completed the Gibson and Dembo Teacher Efficacy Scale (1984) which measures their perceptions of general teaching efficacy and personal teaching efficacy. In addition, personal and organizational characteristics were examined to determine if certain variables influenced the results. These variables included years of teaching experience, grade level assignment, and class size.

Quantitative data were analyzed using analysis of variance and correlation analysis. The findings suggested that there were significant differences in personal and general efficacy beliefs between the urban and suburban teachers. Specifically, the suburban teachers perceived themselves to be more efficacious than their urban counterparts. The results also indicated that the organizational characteristic of class size significantly impacted efficacy beliefs in the urban and suburban districts.

The construct of teacher efficacy has been identified as an important variable related to student achievement and motivation. This study presented recommendations for practice, which have implications for school reform and restructuring efforts, as well as suggestion for future research related to the construct and measurement of teacher efficacy.
Pfaff (2000) undertook "A Study on the Effects on Teacher Efficacy of School-Based Collaborative Activities Structured as Professional Study Groups".

This study examined the effects on the general and personal teaching efficacy of a group of elementary school teachers who voluntarily participated in a year-long professional study group. The seven study group participants were members of a small elementary school located in a rural area in the north central part of Maryland. Qualitative data were collected from questionnaires and interviews and provided insight into the effects of participation in the study group sessions as perceived by group members. Changes in personal and general teaching efficacy were measured using the Teacher Efficacy Scale (TES) as a pre and post test measure and way administered to all instructional staff members. Data from the TES were impaired against teachers from the same school who did not choose to participate in the study group sessions. Teachers in this study showed a wrong level of general and personal teaching efficacy at the beginning of the school year. Therefore, there was no significant change in personal or general teaching efficacy among members of the study group. This diminished the power of the results; however, there was evidence that participation; the study group may have helped maintain the high level of general teaching efficacy as those who did not participate showed a decline.
in their level of general teaching efficacy between the pre and post test samples. The analysis of data collected from questionnaires and interviews indicated at the study group participants perceived their participation in the study group as a positive professional development experience. This study period evidence that teachers who engage in professional study groups are rely to gain or sustain a sense of security and confidence that can encourage teachers to transfer the content of the study group discussion's into classroom practice. There was also an indication from participants that their discussions strengthened their metacognitive awareness of themselves readers which was transferred to their students as readers, Study group participants believed that they had gained a deeper understanding of their students as learners which links the study group model to its influence on the personal and general teaching efficacy.


This study investigates the effects of teacher efficacy, child socioeconomic status, child ethnicity, and educational placement recommendations concerning children with behavioural or emotional disorders. Three hundred fifty special education teachers were randomly
selected from 10 school districts in the Denver Metro area. Subjects completed the expanded Teacher Efficacy Scale to measure Classroom Management/Discipline, External Influences, and Personal Teaching Efficacy. Subjects also completed The Educational Placement Vignette. After reading the descriptive case study of a fourth grade boy identified as behaviourally or emotionally disordered, special educators indicated the placement option they would recommend for the student. Vignettes were identical except for variations regarding socioeconomic status and ethnicity of the child. Results suggest Classroom Management/Discipline, External Influences, and child SES are significant predictors of special education teachers' placement recommendations. Knowledge acquired through this investigation allows researchers and educators to better understand the variables determining when students should be relocated from an Integrated to more restrictive settings. The implications for social work practice, education, and research are discussed.


The present study was designed to assess the relationship between teacher efficacy and teacher expectation for different types of students. More
specifically, the seven dimensional clusters of child behaviour (Kamphaus, Huherty, Distsfano, and Petoskey, 1997) derived from teacher ratings on the Behaviour Assessment System for Children (BASC) (Reynolds and Kamphaus, 1992) were individually examined to measure the relationship between self-ratings of teacher efficacy and teacher expectation for each individual dimension of childhood behaviour. Furthermore, this evaluated differences of teacher efficacy and differences of teacher expectation by gender and/or race of the students in each of the seven clusters.

Forty-nine elementary school teachers (Kindergarten through 3rd grade) from four public schools completed the Behaviour Assessment System for Children–Teacher Report Scale (Reynolds and Kamphaus, 1992) on the students in their classroom (n = 650) and the Efficacy and Expectation Measure (E^2M), assessing teacher efficacy and teacher expectations of each student in their classroom.

Seven correlations and fourteen 2 (male and female) x 2 (African American and Caucasian American) Analyses of Variance (ANOVAs) were performed to measure within and across cluster differences based on student gender and/or race. The results suggest that there is a strong positive relationship between teacher efficacy and teacher expectation. There were modest findings of gender and race differences among teacher expectations.
but found no differences on teacher efficacy among the seven behavioural
dimensions. Post hoc analyses indicated that teacher experience did not
significantly impact teacher efficacy or teacher expectation. Based upon the
findings of this investigation, implications were drawn and future research
was recommended.

Soler (2000) studied "The Relationship of Organizational Structure and
Job Characteristics to Teachers' Job Satisfaction and Commitment".

This study investigated the relationship of organizational structure, job
characteristics, and collegial ties with job satisfaction and commitment. The
central thesis of this study suggests that when there is less structure in a
school (lower centralization and formalization) and greater teacher
participation (PDM) and increased motivation from the work itself (high MPS)
there will be greater job satisfaction and commitment to the organization. It
was also hypothesized that greater collegial ties among teachers would make
a positive contribution to the dependent variables.

Job satisfaction was measured with the Job Index (Brayfield and
Rothe, 1951) organizational commitment with the Organizational
Commitment Questionnaire (OCQ) by Porter and Steers (1979) and motivation
using the Job Diagnostic Survey (JDS) by Hackman and Oldham (1980). A
three item survey was employed for collegiality.
Mowrer (2000) studied "The Effect of Leadership Styles on the Disciplinary Climate and Culture of Elementary Schools".

The elementary school represents the entry into the public school system for school-age students. As students enter the elementary setting, they are exposed to an organized set of regulations and procedures that will see them through the first six years of their formal education.

School climate and culture, discipline, and leadership represent variables of great influence upon the potential success or failure that students may encounter during their educational experiences. This study sought to examine the effects of leadership upon the disciplinary climate and culture in elementary schools through correlation analysis of faculty and leader perceptions. Specifically, this study focused on the relationship between leadership style and the disciplinary climate the culture of an elementary building as measured by the Organizational Climate Description Questionnaire (OCDQ) and the Leader Behaviour Analysis II (LBA II).

The research population was comprised of faculty and professional staff from 30 rural, suburban, and urban/inner-city elementary schools selected at random from Northeastern Pennsylvania. The sample included regular education teaching faculty, as well as teachers for special subject
areas including Music, Art, Physical Education, Library Learning Support, Gifted Education, Reading and Speech Specialization, guidance, and School Nursing. Further, the study included the 30 administrators delegated to the daily operation of these schools representing 19 public school districts. The schools included in this study were highly representative of the schools in this region in that they were located in three district geographic areas rural, suburban, urban/inner-city serving students from all socio-economic backgrounds.

The professional faculties of the 30 elementary schools completed the Organizational Climate Description Questionnaire (OCDQ) by Halpin and Croft. Additionally, the Principals of the same 30 schools completed the Leader Behaviour Analysis II (LBA II) by Kenneth Blanchard and his associates. The grand mean scores of the eight sub-tests of the Organizational Climate Description Questionnaire (OCDQ) for the 30 schools and the Effectiveness and Flexibility scores from the Leader Behaviour Analysis II (LBA II) were subjected to a multiple regression analysis.

Primary findings support a direct relationship between a schools' disciplinary climate and culture and most pointedly, the flexibility of its leadership.
King (2001) undertook a study on "The Teacher-Principal Relationship and Teacher Efficacy."

The purpose of this study was to determine whether or not there was significant relationship between teacher-principal interpersonal relations, as perceived by teachers, and teacher efficacy. Interpersonal relations was analyzed as a single construct and in terms of four dimensions of the relationship: empathy, regard, congruence, and unconditionally of regard.

A sample of 124 elementary classroom teachers from the central section of Virginia State was selected to participate in the study. The survey questionnaire used to collect data in this study consisted of two sections: The Barrett Learned Relationship Inventory and The Teacher Efficacy Scale.

The data for this study were compiled from 77 questionnaires. Pearson product-moments correlation were used to determine the relationship between interpersonal relationships and teachers efficacy. The 0.5 level of confidence was used to determine rejection or acceptance of the null hypothesis. Findings are summarized as follows: (1) There was a statistically significant relationship between teacher perception of teacher-principal in interpersonal relations and personal teacher-efficacy. (2) A significant relationship was found between teacher perceptions of the unconditionality of regard dimension of the teacher-principal interpersonal relations and
personal teacher efficacy. (3) A significant relationship was found between teacher perceptions of the congruence dimension of the teacher-principal interpersonal relations and teacher efficacy. (4) No variables or combinations of variables predicted teacher efficacy, personal teacher efficacy, or general teacher efficacy.

Miller (2001) undertook a study on "Leadership, Organizational Culture, and Managing Change: A Case Study of North Carolina's Johnston Community College".

The purpose of this research study was to ascertain an understanding of the Johnston Community College organizational culture from the perspective of its organizational leaders. The investigation qualitative attempted to uncover and express meanings and beliefs held by persons who possess executive leadership positions at the college. The concept of organizational culture provided a framework for systematically analyzing, understanding, and interpreting the experiences these individuals had in their organization.

In order to focus the study on the cultural characteristics of the college, the study utilized the Critical Incident Technique. The Critical Incident Technique was employed as a method of obtaining small cases that were
inductively classified to discover behavioural dimensions pertaining to organizational culture.

The study was grounded in current research literature pertinent to organizational culture, leadership, and the evolution of the community college as a framework for analysis. The theoretical framework for this study consisted of Schein's (1992) primary and secondary cultural embedding mechanisms. Schein (1992) asserted that a principal responsibility of leadership is to create, maintain, and shape organizational culture.

The first finding of the study suggested that continuous growth and improvement in every area of campus life depends upon the uninterrupted attention to people. The second was successful leadership depended on managing organizational culture by understanding it, shaping it, and reinforcing it along the lines of what the internal and external environments required. In this case, the president of the college provided collaboration opportunities, opened communication processes, focused on individual concerns, and addressed the needs and hopes of followers in order to manage the college's cultural change.

The third finding was the apparent effectiveness of the cultural embedding mechanisms described by Schein (1992). Use of these
mechanisms has been an effective process for shaping the organizational culture at the institution.

Further investigation using qualitative and quantitative methods at Johnston Community College that draws upon a broader population of employees would further illuminate the state of the institution's organizational culture.

Newman (2001) undertook a study on "The Perceptions of Elementary Principals Regarding the Relationship between Leadership and School Culture."

The purpose of this study was to explore, through the perception of the principals, the relationship between the Principals leadership behaviour and the culture of the school. A survey of a random sample of 250 elementary school Principals from throughout the state of Missouri provided the data for the study.

The study was based on the competing values Framework provided by Robert Quinn and his associates the four culture types that make up the dependent variables in the study are; Clan culture, Adhocracy culture, Hierarchy culture and Market culture. Each of the Culture types creates a quadrant in the Competing Values Frame work.
The data derived from the perceptions of Principals support the association of the Leadership Behaviour and the specific culture type. The results show that Principals rated their highest association between the Leadership Behaviour Relating to People and the Clan Culture.

The results of this study add to the existing research findings and are consisting with the Competing Values Framework and other studies that have been done using this theoretical model.

Roberts and Beverly (2001) conducted a study on "Teacher Perceptions of Middle School Principals' Leadership Behaviour".

Middle school principals' leadership, often as unique as the population they serve, may be perceived by teachers in a myriad of ways. This research examines teachers' perceptions of six domains (categories adopted by the author) of middle school principals' leadership. These include, but are not limited to: (1) Understanding the middle school concept, (b) An Understanding of adolescents as learners and as human beings, (c) Instructional leadership via teacher professional development, (d) Facilitating optimal student achievement outcomes, (e) Teacher Empowerment, and (f) Work behaviour: Allocating appropriate time and attention. The research also examines the influence of specific demographic data on teacher perceptions.
This data includes middle school principals’ and teachers’ gender, age, level of education, years in professional education, and school context, i.e., size and locale. Since much of what is known from empirical research about school leadership practices comes primarily from teacher perceptions (Leithwood, K. and Jantzi, D., 1990), this researcher spends a considerable amount of time examining how leadership perceptions are formed.

Effective middle school Principals often adopt commonly identified effective leadership practices to meet the unique social, emotional, physical, and academic needs of young adolescents. Whether or not these Principals actually do this is best determined through the perceptions of the teachers whom they lead. The problem investigated in this research is whether or not effective middle school leadership behaviour, as exemplified in empirical studies, is evident in the practices of middle school Principals as perceived by teachers.

The instrument used in this research was a staff survey consisting of 30 Likert-type questions and 10 demographic items. Each response required the participant to evaluate the items and their relationship to the leadership behaviour of the building principal. Fifteen hundred teachers were solicited from 30 districts throughout New Jersey and 283 of them responded.
In conclusion, school size and teachers' level of education influenced teacher perceptions of more characteristics of middle school principals' leadership behaviour than did any other variables. Surprisingly, middle school principals' gender, age, level of education or years in professional education had little to do with how teacher perceive their leadership. Although principals' level of education was significant in influencing teacher perceptions regarding principals' adaptation of proven leadership skills to fit the needs of young adolescents, it was 'school size' and 'teachers' level of education' that proved most influential informing teacher perceptions. Teachers' age, gender, and level of education were also statistically significant.

Bonton (2001) conducted a study on "Teachers' Perceptions of Principals' Leadership Behaviour".

The primary purpose of this study was to determine whether or not the teachers' perceptions of principal's leadership behaviour were associated with school level, number of hours of professional leadership development, and student performance. Specifically, the researcher was concerned with the independent combined effect of the variables school level, number of hours of professional leadership development, and student performance on
the perceptions of teachers toward three aspects of principals' leadership behaviour consideration, initiating structure, and total.

A survey descriptive research design was employed to collect and analysis the data for this study. The study consisted of 192 teachers who were randomly selected from an urban school district in Southeast Texas. The Leadership Behaviour Description Questionnaire (LBDQ) was used to gather the data. The Leadership Behaviour Description Questionnaire had split half-reliability coefficients of .83 for the initiating structure aspect and .92 for the consideration aspect. Finally, the data analysis for this study was accomplished through the application of the Three-Way analysis of Variance and the Scheffe test.

Among the conclusions derived from this study were: (1) Elementary and secondary teachers has similar perceptions regarding the consideration, initiating structure, and total aspects of principals’ leadership behaviour; (2) An increased number of professional leadership development hours did influence teachers’ perceptions toward the principals’ leadership behaviour; and (3) Teachers employed at low performing/ acceptable campuses had more favourable perceptions toward principal's leadership behaviour than teachers employed at exemplary/ recognized campuses.
Dilly (2001) undertook a study on “The Influence of Organizational Culture on Student Achievement in Elementary Schools”.

This study was conducted to determine if a relationship exists between organizational cultural factors and student achievement. A further purpose was to determine if a study validated in a business setting could have relevance and validity in an educational setting thereby adding to and updating the arsenal of survey tools public schools can use as they respond to the increasing demands for change and accountability.

The Denison Organizational Culture Survey was used to test the educational culture of six elementary schools in the same school district to determine what, if any, effect organizational culture has on the effectiveness of these schools, as measured by student achievement. Likert’s Profile of a School was also administered to substantiate validity. Information was gathered in the form of individual perceptions of the organizational culture of their school by the teachers within each school.

Results of this study showed there was no statistical relationship between organizational cultural factors and student achievement, as measured by the MEAP. However, when examining predictability of student achievement, one trait of organizational culture showed statistical significance. The subscale “climate”, within Likert’s Profile of a School,
appeared as a significant predictor of success for MEAS math results. Further, support was found for the relationship between organizational culture (as measured by the Denison Organizational Cultural Survey) and school management structure (as measured by Likert's Profile of a School). This result indicated that the Denison survey has good criterion validity and could be an effective alternative instrument for use in educational settings.

Though little significance was demonstrated in this study, the project was not without merit. The Denison survey is more up to date than Likert's Profile of a School. It helps to bridge the gap between business and educational settings in their mutual study of organizational effectiveness. It is important to determine what role, if any, organizational culture plays in student learning. If subsequent research fails to find a relationship between student achievement and organizational factors, educators can move on in their search to discover what factors do indeed affect learning outcomes.


Set within the context of the uncertain societal, educational, and organizational contexts facing today's schools, this study examined the relationships among Principal transformational leadership, school leadership team transformational leadership, and school culture. Twelve middle schools
participating in a statewide systematic school improvement project that emphasized the development of collaborative administrator-teacher leadership provided the data for the study. 475 teachers completed surveys, and 47 school leadership team members participated in interviews that yielded both quantitative and qualitative data. A model of the relationships between Principal and leadership team transformational and school culture was developed from the study's quantitative data, and qualitative data was used to enrich the model. The study found that Principals and school leadership teams appear to have somewhat distinct roles in exercising transformational leadership behaviour in the shaping of positive school culture. Principals seem to be most important in identifying and articulating vision and providing an appropriate model; leadership teams seems to be most important in providing intellectual stimulation and holding high expectations; and Principals and leadership teams seem to share influence in fostering commitment to group goals and providing individualized support. Implications for research, practice, and the preparation of educational leaders are discussed.

DeRosa (2002) undertook a study on "More Committed Teachers: The Relationship Among Commitment, Perceived Effectiveness, and Measured Achievement."
This researcher sought to examine variables that influence school performance. Using the department as the unit of analysis, the interrelationships among organizational commitment, perceived effectiveness, and measured achievement were examined. Teachers in four discipline-related departments in 10 high schools in the New York metropolitan area participated in this study.

Through co-relational analysis and multiple regression analysis the investigator revealed that among science, social studies, and math departments, a significant, positive relationship was found between organizational commitment and overall perceived effectiveness as well as between organizational commitment and the productivity and adaptability subscales of organizational effectiveness. As a result of multiple regression analysis the investigator showed that commitment was a significant, predictor of effectiveness in science, social studies, and mathematics department, but not the English department. In addition, Regents achievement was not found to be a significant predictor of effectiveness.

The finding supported the assertion that structures within high school affects their operation. Specifically, high schools are divided by discipline into departments having unique and individual cultures. As a result, commitment and effectiveness may be related differently within high school
departments and these relationships may be depended of students' achievement. Furthermore, the conclusions of this researcher suggested the need for additional research to clarify the role of the department in explaining complexities of high schools.

Pressey (2002) undertook a study on "Gender and the Relationship between the Dimensions of Teacher Efficacy."

This study was used to examine gender and the relationship between the dimensions of teacher efficacy. The efficacy variables in each of these areas are: (1) teacher efficacy; (2) spiritual efficacy (3) self-efficacy; (4) functional efficacy; and (5) physical efficacy. In addition to this study, an examination was conducted to understand the relation between the key study variables.

The sample population are teachers from a Baltimore public school. There were 99 participants selected. However, only 43 teachers submitted their questionnaire for this study. The school is located in northeast Baltimore.

In order to conduct this study, the researcher utilized descriptive statistics (Personal product moment correlations, means, and standard deviations). The Pearson product moment correlation was used to understand
the key study variables. In addition, the researcher utilized a one-way analysis of variance (ANOVA) to understand gender deference's in the dimensions of teacher efficacy.

All five null hypotheses were accepted. No gender differences were found in the dimensions of teacher efficacy. However, there was a significant correlation between various efficacy variables, previously mentioned. Teacher efficacy in relation to spiritual efficacy (0.49) displayed a strong correlation. Also, there was a strong correlation between emotional efficacy in relation to self-efficacy (0.67) and physical efficacy (0.56). As a result of these strong correlations, the need to investigate the dimensions of teacher efficacy in the field of education was highly recommended.

Shim (2002) undertook a study on "The Teacher Efficacy Beliefs of Korean Teachers of English as a Foreign Language"

In an attempt to expand research on teacher efficacy beliefs to the field of Teaching English as a second or a foreign Language, the personal, study investigated teachers' sense of efficacy among Korean teachers of English and its relatedness on profiling variables such as teaching satisfaction, 'role preparedness,' 'classroom management' 'school stress,' 'peer relationship,' 'academic emphasis,' 'listening skills,' speaking skills,
'reading skills,' and 'writing skills.' The subjects consisted of 106 in-service teachers, who were teaching middle or high school students.

Factor analytic procedures revealed that Korean teachers of English had two dimensions of efficacy beliefs: personal teaching efficacy (that is, beliefs system that the teacher has the capabilities to enhance the learning of his or her students) and general teaching efficacy (that is, belief system that teachers' influence on students is limited by students' home and family background). Based on the two dimensions, hierarchical cluster analysis derived three groups of subjects: high personal efficacy cluster, high general efficacy cluster, and low efficacy cluster. To understand the nature of differences among the three groups, discriminant analysis was conducted. The analysis revealed that 'listening,' 'speaking,' 'peer relationship,' 'academic emphasis,' 'classroom management,' 'role-preparedness,' and 'teaching satisfaction' were the variables that distinguished the three groups from each other.

Staggs (2002) undertook a study on "The Relationships Among Teacher Perceptions of Principal Leadership, Teacher Efficacy and School Health in a School Improvement Programme."

This study considers the relationships among teacher perceptions of Principal leadership, teacher efficacy and school health in schools at the end
of a five year school improvement programme. The improvement programme required the approval and involvement of 80% of the staff, specific objectives for improvement, and a model to implement the improvement programme at the local building level. Further, each project was provided with financial assistance during the five years of the program by the state of Ohio. Schools participating in the study were required to have the same Principal during the five years of the programme. Further, the data considered in the study were gathered from teachers who were in school during the five years of the improvement programme.

The data were gathered using survey instruments for school health and teacher efficacy. The teachers completing the survey instruments were from elementary, middle and high schools. Teacher perceptions of the dimensions of Principal leadership were included in the school health instrument.

Teacher perceptions of principal leadership were found to be correlated significantly with general teaching efficacy, but not personal teaching efficacy in the elementary schools. In the middle school teacher perceptions of Principal leadership were found to be correlated with both types of teaching efficacy. Teacher perceptions of principal leadership in the high schools were found to be correlated significantly with personal teaching
efficacy, but not general teaching efficacy. Teacher perceptions of school health were found to be correlated significantly with both types of teaching efficacy in the elementary, middle, and high schools.

Nichols (2002) undertook a study on "The Impact of Workplace Conditions on Teacher Commitment, Teaching and Learning."

Workplace conditions in schools have been a topic of concern and debate for several years. Recent and current, studies link working conditions and teacher commitment as direct, factors, which impact teaching and learning. Ultimately, the commitment of teachers is either enhanced or stifled by such conditions. This research was a descriptive study of workplace conditions, teaching, and learning. The procedure—used in the study was a descriptive survey. The instrument used in questionnaire form, the Keys to Excellence in your School, was administered to teacher and support staff. The instrument identified the factors, which are considered most important in the educational environment, for quality education to occur. Those factors are specific goals, objectives, priorities, and expectations. The study, also identified which factors are the most essential components or determinants, which influence job satisfaction, commitment to the teaching profession, and student learning. A total of fifty-four questionnaires were circulated. A total of thirty questionnaires were
returned and utilized in the study, as they met the required deadline. No survey received after the deadline was included in this study. An indication of a proportionate representation of the population was apparent.

The study tested the null hypothesis and explored certain questions. Respondents indicated a lack of commitment from administration, support from the school board, and cooperation from fellow teachers to improve the learning environment for student. Although there were apparent differences in many areas, all respondents agreed that communication of goals and expectations was very clear. This study also showed significantly low indicators in the area, which supports teaching and learning.

It was concluded that veteran teachers were more committed to the profession, but not necessarily to the process. Those relatively new to the profession, make career moves mainly because of the process and working conditions. Some of the recommendations included improving the quality of the workplace, maximizing necessary resources for schools/class-rooms, providing state-of-the-art training, giving teachers autonomy and efficacy, mutual respect and collaboration, and decent wages. The study provided invaluable information that indicated the impact, of working conditions on student learning, teaching, and commitment.
Ledford (2002) undertook a study on "Teachers' Level of Efficacy as a Predictor of the Academic Achievement of Students with Disabilities."

It was hypothesized that, teacher efficacy is significantly correlated to the academic achievement of students with disabilities who are included into mainstream classrooms. Teacher efficacy was shown, in previous studies, as well as via the factor analysis done within this study, to encompass two separate yet equally valid components: teaching efficacy (TE) and personal efficacy (PE). Teaching efficacy has to do with the teacher's belief that teaching can overcome the effects of external influences. Personal efficacy has to do with the belief that the teacher has that they can effect changes in his/her students.

To obtain data for this study, teacher efficacy questionnaires were mailed to 105 regular education teachers within a single uniquely populated New Jersey school district. Of these, 92 questionnaires were returned and used in this study. Students' math and reading scores on both the current and previous year's Metropolitan Achievement Test provided data on achievement, and scores for 402 students were obtained for the study.

Classroom observations were also done, in order to further enrich the results of the quantitative portion of the study. Specific teaching behaviours
were analyzed to know the whether teachers' level of efficacy does appear to affect teaching behaviours.

Simple correlation and regression analyses revealed that teaching efficacy is significantly correlated to both math and reading achievement, although more strongly related to reading achievement. Personal efficacy was found to have no statistically significant, relation to math or reading achievement. Years of teaching experience was not significantly related to teacher efficacy or personal efficacy. Number of students included in each mainstream classroom was found to have no significant relation to students' academic achievement. Specific teaching behaviours were identified by the qualitative portion of this study, as having a positive relationship to teachers' self reported efficacy.

The results contrast with those of past studies where personal efficacy was found to be more significantly related to student achievement than was teaching efficacy. Implications of the results for teacher training, teacher development, and scope for future research were presented.

Bowles (2002) undertook a study on "The Impact of School Organizational Culture on the Academic Achievement of Elementary Students."
The purpose of this study was to determine if there were significant differences in elementary schools' organizational cultures and the academic achievement of the students according to the neighborhood locations of the schools. The sample consisted of two hundred fifty-eight teachers and six hundred sixty-three fifth-grade students. The sample was taken from seven elementary schools in a district in Georgia.

An Organizational Culture Questionnaire, Developed by I. Reid (1998), was used to collect the data pertaining to teachers perceptions of the collaborative team and achievement cultures. The seven schools were classified according to their socioeconomic neighborhood location (low, middle, high). Academic achievement was measured by the Iowa Tests of Basic Skills (ITBS) in the areas of Reading Comprehension and Total Mathematics.

The study tested four hypotheses utilizing the Analysis of Variance Procedures, the Scheffe', and Newman-Keuls Multiple Range Tests to analyze the data. Analysis of the data indicated that there were no significant differences between schools located in low, middle, and high socioeconomic neighborhoods relative to collaborative team and total organizational culture. There was a significant difference (p < .0375) noted in the teachers' perceptions of achievement culture between schools located in the low and
high socioeconomic neighborhoods. The mean scores of the schools located in the high socioeconomic neighborhood schools were significantly higher than the scores of the schools located in the low socioeconomic neighborhoods.

There were significant differences noted between the seven schools in reading and math. These differences could not be attributed to the neighborhood location of the schools.


The purpose of this study was to examine relationships among general educators' efficacy, expectations, and tolerance levels for the academic and behavioural challenges typically presented by students with special needs. In addition, this study examined the relationship between measures of teacher efficacy at a domain and task-specific level.

One hundred eight elementary school teachers from Scottsdale, Arizona participated in the study. Teachers were asked to respond to a 3-part survey that, measured teacher efficacy at a domain level for academic instruction and behaviour management, teacher expectations and tolerance
level for students' academic skills and social behaviours, and teacher efficacy in addressing specific academic or behavioural tasks.

Kendall's tau-b was used to analyze the relationship between teachers' expectations and tolerance and their efficacy for promoting or managing corresponding students' academic skills and social behaviours. The relationship between task-specific efficacy and teachers' expectations and tolerance levels was only partially supported. The Pearson's product-moment correlation was used to analyze the relationship between teacher expectations and teacher tolerance levels. A moderate relationship was noted. The Pearson's product-moment correlation was also employed to analyze the relationship between measures of teacher efficacy at the domain level and at the task specific level. Results supported a moderate correlation between the 2 levels of measurement within teaching domains. However, high correlations were observed within measurement levels across teaching domains.

These results emphasized the need for more coherent measurement of teachers' expectations and tolerance levels for academic skills and social behaviours, as well as other aspects of teacher expectations and tolerance as they relate to the successful inclusion of students with special needs in general education settings. In addition, more needs to be understood about.
the nature of teacher efficacy across teaching tasks and appropriate measurement across levels of specificity. Exploring the thought processes and sources of information teachers use in making efficacy judgments when, faced with academic and behavioural challenges may clarify these issues.

Wong (2002) conducted a study on “The Role of Leadership in the Organizational Transformation and the Impact on Organizational Culture: A Case Study of a Private Catholic University”.

The purpose of this study was to examine the role of a small valued based and mission-driven Catholic university’s president in the implementation of transformational changes necessitated by time and environment considerations in order to define a unique academic niche. In this case, for an institution with its 187 year historical, religious and cultural background, a new lay president brought in a new leadership style and changes. The researcher assumed that (1) the vision of a president plays a key role (2) there would be resistances and difficulties in varying degrees from the faculty and staff in adapting to the new leadership and the consistent ongoing changes, and (3) the change would shape a new culture. In order to examine the assumptions, 70% of the defined populations were surveyed with three instruments: and interview, an Organizational Description Questionnaire (ODQ) developed by Bass and Avolio (1992), and a
demographic survey. Findings indicate that the employees believe that the most significant characteristics of the lay president’s leadership is “visionary”. Over half of the respondents feel positive and have no difficulty in adapting to the changes. In terms of E.M. Rogers’ (1995) theory of “Adopter Categorization on the Basis of Innovativeness,” 65.9% respondents placed themselves in the categories of innovators and/or early adopters. While 88% of respondents asserted the culture of the organization has been affected by the organizational changes, the results from the survey of ODQ show that most employees of this institution have a strong sense of belonging and identity to the mission statement. Their commitments to the institution are long term instead of situational or a deal-exchange relationship. Study indicates that a lay president, not a member of the founding religious community, brought his experiences and vision, and successfully shared with the members of an “old” institution and led the whole institution to growth and refine its own character and academic niche. The evaluation supports that the president is highly recognized by the employees and makes the culture of the institution a transformational one.

Ennsmann (2002) undertook a study on “Leadership and the Organizational Culture in Change-Oriented Schools”.
This was a study of leadership styles and cultural norms and their relationship to 14 specific areas of change. The population consisted of randomly selected LUDA Principals and department chairs. Two standardized instruments and a questionnaire were used. The data provided in this study identified specific leadership characteristics within three styles using the LSI and cultural norms using the OCI that were conducive to a change culture. This study provides another approach in identifying three specific leadership styles and cultural norms. A determination was made regarding the correlation among three behavioural norms and leadership styles and which was most conducive to promoting change or tradition within the organizational culture.

Three leadership styles and cultural norms were studied. When looking at the 12 characteristics that identified the three leadership styles and cultural norms, the Principals and the department chairs identified more with the four characteristics of the constructive style than the passive/defensive or aggressive/ defensive styles. No significant correlation among the leadership styles or norms of the culture could be determined.

From the perspective of a change culture, this study went further in looking at the relationship of change to the leadership styles and the norms of the culture and their effect on the 14 areas of change. In the area of change,
the Principals and the department chairs agreed to the level of change in 10 out of the 14 areas. In nine positions, there was a significant correlation between specific characteristics of leadership styles on the circumplex and the 14 areas of change. No significant correlation could be determined between the 12 positions on the OCI and the 14 areas of change.

According to the research, educators are continuously looking for Principals that are change agents. Whether the organization is one of change or tradition, providing another approach in identifying specific characteristics that are more conducive to change or tradition is a tool that can be helpful in various aspects. Identifying leadership styles can help educators in the process of hiring committee structures, and staff development initiatives.

DeMarco (2002) studied “Principal Leadership and Organizational Commitment: The Role of the Principal in the Elementary School”.

The purpose of this research is to determine the relationship between the leadership behaviour of Principals and the degree of teacher organizational commitment at the elementary school level. The concepts of collegial leadership and commitment are variables that are addressed in an effort to study the components of a successful school. The existing research on commitment and leadership is presented leading to the question of what
aspects of Principal leadership behaviour have the most influence on teacher commitment.

A review of the literature reveals a strong link between collegial leadership and commitment. It is expected that given the relationship between these two dimensions one would expect leadership to predict commitment. An explanatory framework is presented explaining this relationship. The hypothesis that will test the framework is: The greater the degree of collegial leadership, the greater the degree of commitment of elementary school teachers.

Data re collected from 180 randomly selected New York City schools, 60 elementary, 60 middle, and 60 high schools as part of the Chancellor's Cohort Doctoral study programme at St. John's University. This researcher relies heavily on the survey instruments related to climate, leadership, motivation, and organizational commitment measures found in the Organizational Climate Descriptive Questionnaire (OCDQRE) and the Organizational Commitment Questionnaire (OCQ), respectively.

The hypothesis, that collegial leadership would predict commitment, is not supported by the data. However, a regression analysis relating other climate measures, of which collegial leadership is a part, is significant in its impact on the organizational commitment of teachers at the elementary level.
These other measures, academic press, teacher professionalism, and environmental press are all climate measures for which data were collected as part of the larger study, which when regressed with collegial leadership are significant in affecting commitment. That finding supports the findings of related studies (Bossert, 1982, Tarter, Hoy, and Bliss, 1989). Further researchers could focus on the various components of these parsimonious constructs to explain how these variables are interrelated.

Paul (2003) undertook a study on "The Impact of Principals' Transformational Leadership Behaviours on Teacher Commitment and Teacher Job Satisfaction.

The purpose of this study attempted to investigate teachers' perceptions of Principals' transformational leadership behaviours. Furthermore, the study investigated the relationship of these perceptions to teacher commitment and teacher job satisfaction. Practicing teacher (n=74) who were currently enrolled in graduate programs within the field of educational administration, were surveyed to evaluate their current principals' exhibition of transformational leadership behaviours. Levels of organizational commitment and job satisfaction were also obtained through survey.
Statistical analysis of the data yielded statistically significant relationships between a Principals' usage of transformational leadership and staff morale. The transformational leadership behaviours also were found to have a significant impact on teacher commitment, and teacher Job satisfaction.

An unexpected finding of this research also clearly showed a significant, negative relationship between the number of years a teacher has taught in the same school and their level of both commitment and job satisfaction.

Practical implications are drawn from this research as well as recommendations for further extension of this research.


Schools have been subject to unprecedented change in the last, decade. Some argue that the challenges schools face because of these changes provide evidence for advocating transformational leadership in schools. Further, advocates argue that transformational leaders are able to ensure that these changes will result in improvement for students. However, other research suggests that people, events and other organizational factors
such as teacher outcomes and school learning culture will mediate the influence of leadership on student outcomes. In addition, motivation research has suggested that school learning culture has an important, influence on patterns of student learning and achievement. Thus, the purpose of this study was to investigate the relationships of transformational and transactional leadership with teacher outcomes and with school learning culture. The study consists of three phases, a pilot study, a main study and an interview study.

Samples of Principals and teachers were randomly selected from New South Wales State secondary schools. The pilot study involved a sample of twelve Principals and one hundred and twenty four teachers; the main study consisted of a sample of thirty-eight Principals and three hundred and seventy three teachers; the qualitative part of the study involved a sample of four Principals and eleven teachers.

Quantitative and qualitative methods were used. The pilot study used exploratory factor analysis and multiple regressions, the main study used multilevel analysis and structural equation modeling and qualitative methods were used to analyze the interviews.
Within the context of the research, the results suggested leadership behaviours have important relationships with teacher outcomes and school learning culture.

Vision is portrayed in the literature as critical in leadership. However, in this study, the most critical leadership behaviour was individual concern. This means each teacher is treated individually with respect and fairness, supported, and provided with direction for growth and development. Further, evidence from this study suggests that teacher may be more responsive to vision when individual concern is displayed.

In addition, leadership in schools was found to be a complex phenomenon. The research suggests that leader behaviour, follower perceptions and context have important implication for leadership in schools.


The purpose of this study was to assess the influence of leadership practices of Florida public school district superintendents upon the organizational commitment of subordinate principals. A single research question was explored for testing the relationship between leadership
practices and organizational commitment. "Is there a relationship between public school district superintendents’ leadership styles and the level of organizational commitment of subordinate district principals?"

The study utilized the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1995) and the Organizational Commitment Questionnaire (OCQ), developed by Mowday, Steers, and Porter (1979) to establish self-reported leadership practices and organizational commitment levels of respondents. The respondents for the study were public school district superintendents of the state of Florida and subordinate high school principals.

The leadership practices of superintendents were established using the MLQ developed by Bass and Avolio (1995). Furthermore, the OCQ developed by Mowday, Steers, and Porter (1979) was used for establishing the level of organizational commitment among high school Principals. A demographic characteristic questionnaire was also included in the survey instrument.

Conclusions: Statistical analysis of the leadership practices, the organizational commitment levels, and the demographic questionnaire was conducted. Pearson product-moment correlation, multiple regression analysis, and ANOVA were used to establish the relationship between leadership
practices and organizational commitment, and between the demographic information and organizational commitment.

An answer for the study's single research question of "Is there a relationship between public school district superintendents' leadership styles and the level of organizational commitment of subordinate district Principals" was established. The results indicate a relationship between the transformational leadership practices of idealized influence (attributed), idealized influence (behavioural), inspirational motivation, and intellectual stimulation, and the transactional leadership practice of contingent reward; and the organizational commitment levels of district Principals.

Stone (2003) undertook "A Study of the Relationship between Principals' Leadership Behaviours and the School Culture as Perceived by the Teachers".

This study examined the relationship between the principals' leadership behaviours and the school culture in schools in Madison County, Mississippi. Principals' leadership behaviour was measured through the use of a questionnaire soliciting teachers' perceptions of their principals' leadership behaviour. School culture was also measured through the use of teachers' perception survey. Principals' leadership behaviours examined included leadership roles, styles, and communication styles. School culture
was judged based on the presence of shared decision-making, site-based management, and participatory decision-making.

The population under investigation included 513 teachers from the eligible schools at all levels. 6 elementary, 3 middle, and 2 high schools. A random sample was selected and the two instruments were utilized to obtain information from the participants in this study. The Leadership Practices Inventory Observer (LPI) and the Instructional Climate Inventory, Form T, (ICI) were used in this study to provide a profile of the instructional leadership and school culture. The LPI was utilized to elicit perceptions of the principals' behaviours that, influence the motivation and productivity of others. The teachers also determined school culture, which referred to the school's physical and psychological environment. Utilizing the ICI, data was obtained on the principals' voluntary actions to share information, create plans, share in decision-making, and evaluate programs, thereby classifying the school culture as collaborative or non-collaborative.

In Hypotheses 7-12, the analysis of variance (ANOVA) test was used to examine the differences in the teachers' perceptions of the principals' leadership behaviour. A Pearson Product-Moment Correlation was generated for Hypotheses 1-6 in order to assess relationships between the principals'
leadership behaviours and the shared decision making scores. Data were analyzed using alpha level 0.05.

Based on the findings of this study, Hypotheses 1-12 revealed no significant differences in the leadership practices of elementary, middle and high school Principals as perceived by teachers. The principals' leadership practices were similar regardless of the type of school in which they worked. An extensive explanation of the results from each hypothesis is found in the Discussion of Results section.

Goelzer (2003) studied "Effects of National Culture Organizational Culture".

This study informs broad questions about the effects of national culture on organizational traits (cultures). To answer questions about how the national culture level affects the organizational level, this research sampled 218 organizations from seven countries. The data was obtained through surveys of 2,162 employees of supermarket business. The results showed that three of the five national culture dimensions described by Hofstede (2001) were significant predictors of organizational traits as described by Denison (1995). The national culture dimensions of masculinity versus femininity, power distance, and uncertainty avoidance were significant predictors for organizational traits. All four organizational traits —
involvement, consistency, mission, and adaptability – were significantly affected by national dimensions.


This pilot study examined the effectiveness of staff development training in classroom management and positive behaviour support for difficulty teachers. Effectiveness was assessed by comparing post-training differences in teaching efficacy, school suspension rates, and referral rates for special education. The Teaching Questionnaire (Emmer and Evertson, 1991) was used to measure three dimensions of teaching efficacy: classroom management/discipline (CMDE), external influences (EIE), and personal teaching (PTE).

Effective classroom management contributes to student learning (Wang, Haertal, and Walberg; 1993). High personal teaching efficacy is associated with high student achievement. It was hypothesized that participants in training would show higher CMDE, lower EIE, and higher PTE than contrast teachers. Another hypothesis of this study was that student suspension rates and special education referral rates would be lower in the schools where training occurred.
Two groups of elementary teachers participated in the training activities. Two matched groups of teachers, who did not receive similar training, were used for contrast. Training Group 1 received 30 hours of training. Training Group 2 received just over 19 hours of training. Training Group 1 teachers scored significantly lower on EIE and significantly higher on PTE than did Contrast Group 1. There was no difference between the CMDE of Training Group 1 and Contrast Group 1. Training Group 2 showed no significant differences in any dimension of teaching efficacy when compared to Contrast Group 2. Analysis of aggregated data from both contrast groups revealed that one teacher characteristic, teaching fourth guide, impacted EIE. Fourth grade teachers exhibited higher EIE.

Both Training Group 1 and Training Group 2 Schools posted decreases in suspension rates after training. Training Group 1 showed a practically significant decline of 43%. Contrast Group 1 School showed a decline in its suspension rate. Contrast Group 2 School displayed a substantial 65% increase in suspension rates.

Referral rates for special education services were unchanged for Training Group 1 School. Contrast Group 1 School showed a remarkable increase in special education referrals. Both Training Group 2 and Contrast
Group Schools 2 had unremarkable decreased rates for special education referrals.


The purpose of this study was to discover and explain the formation and persistence of the Oakwood-Lincoln / Jefferson-Barns School Health Centre in Westland, Michigan, a collaborative project jointly operated by the Wayne-Westland community schools and the Oakwood Healthcare System. The health center is located within Lincoln Elementary School. The clients are the students, their families, and the residents of the surrounding neighborhood called Nor-Wayne. This site was selected for study because the project had been operating since 1997. This research conducted interviews, examined artifacts, and functioned as a participant, observer in the Nor-Wayne community for two years.

The Oakwood-Lincoln / Jefferson-Barns School Health Centre was formed because it was a problem-solving solution for the healthcare providers, the educators, and the people of Nor-Wayne. It persists because it, symbolizes different things for the various subcultures of thin community. Kingdon (1995) describes policy changes as single solutions to single problems. This study shows how a single solution solves multiple problems.
and also how a single symbol represents multiple values in one socially constructed space. Because schools typically have multiple rather than single, isolated problems to solve and desire lasting results because resources must be spent wisely, the importance of this study lies in the implications for school leaders as they plan projects and make policy decisions.

Nolen (2003) conducted a study on "An Analysis of Principal Leadership Behaviour, Teacher Attendance and Student Achievement in Chicago Public Secondary Schools".

When regularly assigned teachers are absent, a key pillar in the educational process is missing. The style and type of leadership exhibited by a Principal may have an impact on a teacher's attendance, and in turn, impact student achievement. This study focused on the leader behaviours of twenty-eight Chicago high school Principals as measured by the Leader Behaviour Descriptive Questionnaire (independent variable), a teacher attendance index from their schools, and the combined Test of Achievement and Proficiency-Reading of their Freshmen and Sophomores for the 2000-2001 school year. Four focus questions guided this study: (1) What does available research and literature say regarding the relationship between Principal leadership behaviour, teacher attendance, and student achievement? (2) What relationship exists between Principal leadership...

The hypothesis for this study sets forth no relationship existed between the leader behaviour of principals, teacher attendance, and student achievement. Twenty-one tests of the data yielded three instances where the hypothesis was rejected. Pearson product Moment Correlation statistical analyses were applied in response to focus question two, three and four. Focus question two yielded a weak but statistically significant relationship between Principal leadership behaviour and teacher attendance, $r_7 = -.955$, and the hypothesis was rejected. Focus question three did not yield a statistically significant correlation and the hypothesis was accepted. Focus question four yielded a weak but statistically significant relationship between Principal leadership behaviour and student achievement, $r_{16} = -.932$ and $r_{21} = 1.801$, the hypothesis was rejected.

Lawson (2004) made an “Examination of the Relationship Between Organizational Culture and Knowledge Management”.
Knowledge management is now widely recognized as a competitive advantage and on increasing number of organizations are incorporating knowledge management, as a core strategy to enhance their organizational competitive advantage. A high percentage of organizations that have implemented knowledge management, as a corporate strategy have not achieved their objectives and are having a growing sense of disenchantment, about its practicality: Research revealed that organizational culture is a major barrier to creating and leveraging knowledge assets. This research examined the relationship between organizational culture and knowledge management. The Competing Values Framework devised by Robert Quinn and John Rohrbaugh (1983), was used to analyze the differences in organizational culture profiles and how they might be related to the various dimensions of knowledge management. The implications of this study can be of significant value to organizational as they prepare to implement knowledge management initiatives. The findings could help organizations assess the likelihood that implementation of knowledge management, initiatives will be successful or will increase the organization's competitive advantage in relationship to the current organizational culture.
Schiffler (2004) undertook "A Study on the Relationship between Teacher Philosophy of Discipline and Teacher Efficacy".

The current study was designed to investigate the relationship between teacher philosophy of discipline and general teacher efficacy. Various variables identified as affecting efficacy were also explored.

Three hundred urban high school teachers were surveyed, one hundred twenty-one teachers participated in this study. The instrument designed to collect data was divided into three sections. Section one encompassed teacher background information with variables that affect efficacy; gender experience, level of teaching; and subjects taught. Section two included the "Teacher Efficacy Scale: Long Form" and two additional GTE questions. Interspersed among the teachers' general efficacy were questions regarding the variables of perceptions of class size, school commitment, colleague support, administrative recognition, administrative validation, school involvement, and parental contacts identified as possible factors affecting teacher efficacy. The last section included the modified "Beliefs About Discipline Inventory" (BAD). The original BAD was designed for elementary and middle school teachers.

Most participants in this study had low efficacy and believed in a more Rules and Consequences philosophy of discipline. The best single predictor
of philosophy of discipline was efficacy. The correlation increased when the efficacy statement concerning the degree to which administrators listen to teacher problems was added as a variable. There was no relationship between teacher philosophy of discipline and gender, experience, or responses to any of the other six selected variables.


Throughout the 20th century, education has looked beyond its own parameters to adapt theories of scientific management or models of Business World paradigms to address problems unique to schools. When leadership is analyzed through such outside perspectives as these, it is assumed that rational policy will guide rational decision-making. But what history and research have shown is that the practices of scientific management and methods of accountability used in business tend to ignore the unquestioned foundation of values upon which such policies rest. Values that frequently have been unchallenged and accepted without criticism.

The administrative process in education is a highly personal, uniquely insular and ultimately intimate enterprise. While the rational models of scientific management posited by business and political leaders may be useful for understanding or justifying administrative decision-making, they
cannot capture the complexity of the process through which leaders make decisions that directly or indirectly impinge on the welfare of others. Administrators must recognize the inevitable interjection of their personal values in the decisions they make. They must also be conscious and critical of the data upon which their administrative actions are based and how these actions will impact the success or failure of their schools.

This study examined how practicing administrators of successful elementary schools assess the interjection of their own personal values into the decisions that they make and how these practices may have contributed to the success of their schools. Through the use of qualitative methodology, this study will attempt to derive from practicing elementary Principals critical assessments of their own values and reflection upon the role they play in determining the success of their schools. The primary research intent is to explore the possibility that successful schools and the leadership that guides them is defined not by organizational models and variables that exist outside of education, but, rather, culture influences and variables that exist within the educational institution itself.
Hazel (2004) conducted a study on "Administrators' Perspectives: The Effect of Change on School Culture".

This case study was planned to determine (a) how the culture of a public school district may be impacted by a change in a superintendent, (b) how the culture of a public school may be impacted by a change in building principles, (c) what specific areas regarding school culture are impacted, and (d) how the impact of school culture differs due to internal promotion or external hiring of superintendents and / or building principals. Research has found that school culture involves understanding the faculty and staff, effective leadership, open communication among the district faculty and staff, community and parents. This study examined how administrative changes impact the culture of public school districts and found that a change in administration, specifically superintendents and building Principals tends to be positive when there is common vision, mutual respect, and open communication throughout the public school district. When administrators are hired internally, they have an understanding of the district and can effect consistent development by continuing district initiatives. When administrators are hired externally, they bring new ideas to the district.
Smith (2005) conducted a study on "Principal Leadership Styles that Promote Community: A Case Study of Stakeholder Perceptions and Interpretations of Effective Principal Leadership".

This study examines the leadership behaviours of one Principal over a time period of five years and how he went about transforming the culture of the school. This case study focuses on a middle school that had previously experienced a degree of turbulence in administration due to frequent turnover in Principal assignments. Examined for this study was how the Principal brought about stability and what type of strategies he utilized in his leadership activity.

A qualitative research design was constructed for this study. Interviews with various staff, parents, and Central Office administrators who worked with the Principal were transcribed to reflect the participants' thoughts, memories, and perspectives on the Principal studied. Data collected included written narratives from interviews of various stakeholders in the setting during the time period of the principal's tenure there, as well as survey data collected by the researcher utilizing the Hoy Environmental Health survey. Additionally, data from the Abingdon School Climate survey of staff and parents for the year 2001 was included in the study. Using the
surveys along with anecdotal accounts from stakeholders and artifacts from the school enabled the researcher to triangulate the results of the study.

While the case study approach provided a method of study for the uniqueness of this particular setting, the findings revealed approaches to leadership, engagement of staff, and individual perceptions of a school leader who brought about change to a school culture while bringing stability to the role of educational leader.

The study revealed strategies that brought success to a school leader and improved the climate and culture of the school setting. The study also provided the rich history of a school as well as revealed the concerns of staff during a time of turbulence and change and the feelings of pride and community during the tenure of the Principal studied.

Chan (2005) examined the “Effects of Leadership Practices on Promoting Positive School Culture and Enhanced Student Performance”.

The purpose of this study was to examine the relationship between effective school leadership practices and the impact on enhancing overall student achievement and learning. This study imparted an in-depth account concerning leadership behaviour and the impact on influencing and sustaining positive school cultures. Three specific research questions have targeted the essence of this study through leadership surveys, structured
interviews, and filed observations. These questions encompassed variables such as the programmes that have been in place, effective leadership practices, and a positive school culture.

Based upon the data obtained from field observations, leadership surveys, and structured face to face interviews with the principal, staff members, and district administrators, it was evident that the Principal had implemented a variety of measures to promote a positive school culture and to enhance student performance. Through her transformational instructional leadership practices, the Principal had emulated a shared vision through collaboration and shared decision making with her staff. In addition, the culture of preserving a village had fostered the capacity for all staff members to become familiar with each student. At this successful elementary school, the variety of programmes that have been in place coupled with the principal's capacity for effective leadership had accentuated the levels of student performance.

“Marlatt (2005) studied "Characteristics of Superintendents who are Effective Instructional Leaders".

The purpose of this study was to identify superintendents in the state of California who are highly successful instructional leaders and analyze their methods and strategies for motivating staff and garnering support of all
stakeholders, then analyze the data and identify a common set of strategies used by all superintendents who are effective instructional leaders.

One-on-one interviews were conducted with superintendents' Principals and cabinet level administrators in five districts in California. Superintendents were motivated to be effective instructional leaders for several reasons: They sought to have a positive impact on student learning and life long success; they wanted to leave a legacy of success; and they were motivated to keep their jobs.

Superintendents established effective communication systems that permeated throughout the learning community. The superintendents were master communicators at all levels of the organization and were able to maintain articulation of district goals from the boardroom to the classroom. Superintendents included stakeholders in the development, implementation and monitoring of goals. Consequences for not meeting established goals were utilized and recognized at all levels of the learning organizations as the most prevalent incentive for following district goals and superintendent directives. Superintendents maintained a budgetary focus on district goals using a variety of means including realignment of personnel. All stakeholders were held accountable for maintaining district budget priorities. Superintendents worked with school board members closely to establish,
implement and monitor district programmes goals and objectives. The relationship between the superintendent and school board members was critical to the success of the district. Board members attended workshops in a variety of areas including budgeting, goal setting and monitoring, and data analysis of district success on student achievement. Student achievement was the predominant indicator for district success and evaluations for staff members, including the superintendent, focused on student achievement trends.

-Onoye (2005) undertook “A Case Study of a Successful Urban School: Climate, Culture and Leadership Factors that Impact Student Achievement”.

The literature on organizations emphasizes that leadership and strong organizational culture are central to development of successful organizations. Schools are increasingly facing government controls, accountability and financial restraints. California has invested in major public focus on its schools through its accountability system of Academic Performance Index scores and comparisons between and among schools. California has made the high stakes testing programme the public indicator of successful schools. Schools are given Academic Performance Index scores and growth targets for the year.
Research has also focused on the many challenges of urban schools with high minority and high poverty communities. Many schools are failing. Many schools have not met their growth targets and are sanctioned by the state as underperforming. In the face of this public accountability and scrutiny, what is the role of the site administrator and school leaders in successful schools? What programmes contribute to success in schools that exceed their expectations? What factors of school culture and climate impact successful schools that exceed expectation?

The study focused on “thick descriptions” of the participants, their environment, contextual factors that influenced their life within the school. The results of the study included: (1) Successful schools have strong academic focus, (2) Teachers work collaboratively with shared decision making and teamwork, (3) Principals are leaders, (4) High expectations are held by all stakeholders, (5) The school was a community or village with caring and commitment.

The themes were examined through the Deal and Bolman’s Four Frames. The findings supported good and successful school research. The challenges of urban schools require the same structures and practices as effective schools research. the sense of community, commitment, respect and focus were strength in this case study school.
Woods (2005) studied “The Effects of Self-Efficacy, Transformational Leadership and Trust on Leadership Effectiveness of Senior Student Affairs Officers”.

Many researchers have sought to determine what makes an effective leader. However, despite a handful of studies in higher education administration, application of these findings to student affairs leaders in higher educational settings, specifically community colleges, is minimal. In light of the foregoing, this research was designed to examine antecedents of Senior Student Affairs Officers’ (SSAO) effectiveness in the context of community colleges located in the eastern half of the United States. More specifically, it sought to determine whether self-efficacy, transformational leadership and trust in the SSAO correlated with and predicted effective leadership as perceived by both leaders and followers. Analysis of empirical data gathered from 56 leaders and 180 followers showed that transformational leadership was the strongest predictor of leadership effectiveness from the perception of both the leaders and the followers. Self-efficacy was also a significant predictor from the perception of the leaders and trust was a significant predictor from the perception of the followers. The implications of these findings for the role of SSAOs as senior administrators in positions with significant leadership responsibilities are discussed and suggestions for further research are offered.
Quiambao (2005) undertook "An Analysis and Comparison of School Culture with Academic Achievement of Middle School Students with Specific Learning Disabilities".

This study was developed to generate data about the overall culture of selected Central Florida middle schools in Osceola County. It was designed to enhance the existing body of knowledge on collaboration, collegiality and self-efficacy, as related to the academic achievement of students with specific learning disabilities. This study focused on two research questions: (a) to determine how well the three key areas of school culture (collaboration, collegiality and teacher efficacy) predict the placement of middle school students with specific learning disabilities in general education class or special education (resource and separate class) settings and (b) to determine what relationships (if any) exist between the three key areas of school culture (collaboration, collegiality and teacher efficacy) and FCAT Reading and Mathematics scores of middle school students with specific learning disabilities. Secondary analysis consisted of (a) analyzing and comparing the three areas of school culture across the selected schools and (b) analyzing and comparing FCAT Reading and Mathematics scores of middle school students with learning disabilities across general education, resource and separate class educational settings.
The population of this study consisted of seventh and eighth grade middle school students with specific learning disabilities during the 2003-04 school year in the selected middle schools in Osceola County Public Schools, Kissimmee, Florida. To control for the high mobility rate, only those students who attended the same middle school since grade 6 were selected. Twenty-five general education and five exceptional education teachers were randomly selected from each of the four selected middle schools. FCAT Reading comprehension and Mathematics problem solving percentile rank scores for all selected students with specific learning disabilities over a four year period (2001 through 2004).

According to a review of professional literature and research findings, the researcher concluded that (a) none of the three key areas of school culture (collaboration, collegiality or teacher efficacy) predicted the placement of middle school students with specific learning disabilities in general education or special education (resource or separate class) educational settings and (b) there were no relationships between any of the three key areas of school culture and FCAT Reading and Mathematics scores for middle school students with specific learning disabilities in the sample population. Secondary analyses revealed (a) strong overall culture in the selected middle schools, as overall culture scores in collaboration, collegiality and teacher efficacy ranged from the mid 2nd quartile to mid 3rd quartile; (b) statistically
significant differences among four schools of teacher perceptions of collaboration and teacher efficacy; (c) statistically significant differences between Reading and Mathematics FCAT scores for students in general education as opposed to those in resource or separate class placements. (NO statistically significant differences were found between FCAT Reading and Mathematics scores of students in resource room or separate class placements).

Lee (2005) conducted a study on "Teachers' Perceptions of Principals' Transformational Leadership and Teachers' Job Satisfaction and School Commitment".

The purpose of this study is to examine teachers' job satisfaction and school commitment using the transformational leadership model in the context of educational reform in Taiwan. A self-report questionnaire was administered to 1,250 secondary school teachers in Taiwan in 2003. Respondents were instructed to refer to their current school Principal when answering questions about Principal leadership style, and teachers' job satisfaction and school commitment. The survey also collected background information through a set of questions about personal and school characteristics. A total of 685 teachers returned usable questionnaires.
Data are analyzed using descriptive statistics, multiple correlation analyses, and regression models. The results of this study show that the model of transformational leadership has significant and positive effects on job satisfaction and school commitment among Taiwanese secondary school teachers. Teachers seem to be very satisfied and committed when they perceive their Principal as someone who is able to articulate a vision of the future for the school, provide an appropriate model that is consistent with that vision, foster the acceptance of group goals, offer individual support, and communicate high performance expectations. The implications of this study are discussed in relation to public and private school Principals and government policy making.

Wilson (2005) studied on "Principal Leadership, School Climate, and the Distribution of Leadership within the School Community".

Increased demands for accountability at the school level have occurred at a time when the public's expectations are increasingly complex and even overwhelming. Schools that will successfully meet these new challenges and expectations have systems of internal accountability and organization that will lead them in school improvement. These complex systems demand more leadership than a single building administrator provides.
Eight Montana high schools received exemplary accreditation status in 2003-04. This study analyzed what happened in those schools – from the Principals' leadership, to the school climate, to the distribution of leadership within the school – to provide insights into leadership reparation and effective school leadership. Quantitative information was gathered by survey from all eight schools. Teachers' perceptions of the frequency of principal's use of instructional management elements were gathered using the Principal Instructional Management Rating Scale. Their perceptions of school climate were collected using the Organizational Climate Description Questionnaire Revised Secondary. Finally, their perceptions of the distribution of leadership were gathered using the Survey of Distributed Leadership, developed for this study using indicators from the National Study of School Evaluation's Indicators of School Quality.

Two research questions and related sub questions were analyzed. Distribution of central tendency and dispersion statistics were computed for each subscale on each instrument. Pearson correlations were used to determine the relationships among the variables.

Results showed that the profiles of the eight exemplary schools varied significantly. However, there was a very strong and significant relationship between the principals' use of elements in each domain measured by the
Principal Instructional Management Rating Scale and the distribution of leadership throughout the school. There was also a strong and significant relationship between the school’s openness index as measured by the Organizational Climate Description Questionnaire – Revised Secondary and the distribution of leadership within the school.

This study concluded that Principals must pay attention to the context of the schools where they work to determine how to most effectively engage in school improvement. However, they must also engage in all elements of effective instructional leadership and in the behaviours that promote an open school climate if they are to effectively distribute leadership throughout the school.

Duncan (2005) studied “School Culture: Exploring its Relationship with Mental Models and Leadership Behaviours in Schools”.

The purpose of this study was to explore the relationships among variables reflecting the cultures, mental models or thinking styles, and leadership behaviours for elementary, middle, and senior high schools. This study explored the characteristics of thinking styles and leadership behaviours as they related to school culture. It was important to find out how these constructs, differ depending on school level, gender, position and years of experience. The three constructs were school culture, mental models of
thinking styles and leadership behaviours of school administrators. School administrators studied consisted of both female and male Principals and assistant Principals from K-12 schools in Riverhills County (a pseudonym).

This research design was a quantitative correlational study. The Pearson Product-Moment, multiple regression analyses, and a two-way analysis of variance (ANOVA), were used to examine the research questions to determine the relationships between the dependent and independent variables. Instead of the usual alpha level of \( \alpha = .05 \) that is recommended for educational research, the decision was made to control for the family wise error rate and to set a more rigorous level of significance for alpha \( \alpha = .01 \).

The survey instruments utilized to measure the constructs of mental models, leadership behaviours and current school culture were: the Inquiry Mode Questionnaire (Bramson-Harrison, 1982), the Leadership Orientations Self-Survey (Bolman and Deal, 1991), and results of the Whole School Effectiveness Survey (Riverhills County School).

For the two primary questions: relationships were found between school culture and mental models, but they were not of statistical significance; relationships between school culture and the four frames of leadership behaviours were not of significance. There were four secondary questions to further explain the relationships of the three constructs.
Bivariate correlations and multiple regression analyses showed statistically significant relationships between the four frame and dimensions of leadership behaviours and demographic variables. Characteristics of current school culture had statistically significant inverse relationships with gender of school administrators. School level one (elementary schools) had statistically significant relationships with all the characteristics of current school culture (assumptions, behaviours, beliefs, norms and values). A two way ANOVA was used to show differences between gender and position as indicated by the thinking styles of school administrators. Statistically significant differences were found between the "idealist" and 'realist' mental models for female and male school administrators. Finally, effectiveness as manager and leader were found to be statistically significant with the four frames of leadership behaviours (i.e., structural, human resource, political and symbolic).

Lloyd (2005) conducted a study on "Transformational Artful Leadership: Creating Successful Secondary Schools".

The purpose of this study was to analyze the causal relationships between school achievement, climate, and artful transformational leaderships by examining two Principals from 2002-2004 and their leadership styles affecting student success. Through a two year process, data collected by
three quantitative instruments were analyzed to determine if a correlation existed between climate, artful transformational leadership, and higher student success. This study was generated because of the need for additional research in the field of artful transformational leadership its impact on student achievement. The results of this study established that there is firm evidence between student achievement and leadership styles. By comparison of test data from the Georgia Department of Education and aggregated statistics from the survey instruments, results determined that the role of the Principal is paramount as schools strive to increase student achievement.

Flamer (2005) studied "The Relationship between Personal Characteristics of Principals and their Perception of School Leadership Autonomy".

This study investigated the relationship between personal characteristics of public school Principals and school leadership autonomy. Additionally, it sought to determine if there was a relationship between school locale of public school Principals and school leadership autonomy. Gender, race, age, salary, educational attainment, and school locale served as control variables.

This study utilized the Schools and Staffing Survey (SASS) 1993-1994 data to examine the relationship between school leadership autonomy and
personal characteristics of public school Principals in the United States. The study sample consisted of 9,098 public school principals; 72 percent male and 28 percent female.

Cross-tabulation, chi square, analysis of variance (ANOVA) and the Tukey Honestly Significance Difference Test were used to examine the relationship between the key study variables. Findings from this study indicated that there is a relationship between personal characteristics of Principals and school leadership autonomy. In addition, there is also a relationship between school locale and school leadership autonomy.

Female Principals reported a greater degree of school leadership autonomy than their male counterparts. Principals who are Asian and Pacific Islanders reported a greater degree of school leadership autonomy than whites, blacks, and American Indians or Alaska Natives, respectively. Principals in the age range of 30 to 39 reported a greater degree of school leadership autonomy than Principals 40 and above and under 30 years old, respectively. Principals in the salary range of $49,000 and above reported a greater degree of school leadership autonomy than those in salary ranges of $32,000 to $48,000. A master’s degree is significantly associated with school leadership autonomy. A bachelor’s degree is significantly associated with school leadership autonomy. Principals located at school in the urban fringe
of large/mid size cities reported a greater degree of school leadership autonomy than in other locales.

Results of this study have implications for educational administrators, policy makers, and other leaders interested in the recruitment, retention, and professional development of public school principals.

3.3 Conclusion

There are very few studies conducted in India relating leadership behaviour with teacher efficacy, teacher commitment and organizational culture.

The present study makes an earnest attempt to study the relationship between leadership behaviour and teacher and institutional correlates.

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