CHAPTER-III

REVIEW OF RELATED LITERATURE

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 ensure 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 on the area of personal and institutional correlates of leadership behaviour of
Principals of colleges. While surveying, it was found that the previous studies on leadership behaviour were few and are presented in the form of abstracts in the present chapter.

3.2 Previous Studies

Patel (1974) studied "The Leadership Behaviour for Improving Instruction in High School of Selected Districts in Gujarat".

The major objectives of the study were:

1. to survey and evaluate the instructional leadership in the high schools of the Surat district.
2. to compare the results with similar survey and evaluation of instructional leadership in high schools of the Bulsar district and the panchmahal's districts for the purpose of comparison.
3. to determine the relationship between the leadership and organizational climate, the leadership and teachers morale, and the leadership and supervisory practices and
4. to determine the possible main dimensions and directions of improvement of instruction in the high schools.

The sample of 162 schools was drawn from Surat, Bulsar, and Panchmahal's districts. For the collection of necessary data the following tools were used:
i) the questionnaire to find out the organizational climate.

ii) Rating scales to obtain data about the general leadership behaviour, principal's instructional leadership, teachers sensitivity for new ideas in supervision, perception of teachers about the practicability of implementation of innovative instructional practices in schools and morale of teachers and

iii) Checklists to find out basic data about the methods and programmes in supervision used in schools and the problems of supervision.

The major findings of the study were:

1. leadership organizational climate, teachers morale, supervisory practices, and innovation and change were significantly related to the progressive characteristics of high schools.

2. instructional leadership in high schools was highly correlated with organizational climate.

3. leadership and organizational climate of the schools influenced the morale of their teachers and

4. where the leadership, organizational climate and teachers morale were of high quality, the supervisory practice for the
improvement of instruction were found to be effective and the teachers were more innovative.

Darji (1975) studied “The Leadership Behaviour and its Correlates in the Secondary Schools of Panchmahal's District”.

The major objectives of the study were:

1. identifying the leadership behaviour patterns of principals of sampled schools of the selected district.
2. identifying the organizational climate of the sampled schools.
3. measuring teachers morale in the sampled schools.
4. studying inter relationship among leadership behaviour of principals of secondary schools, organizational climate, teachers morale, innovativeness of the schools and motivation of pupils towards the schools and ultimately building up a picture of achievement of pupils in terms of S.S.C. examination results.
5. measuring academic motivation of pupils of the sampled schools and
6. studying the significance of relationship between each of the two dimensions of leadership behaviour, viz., initiating structure and consideration with:
   a) the nature of management of the school
b) location of the school  
c) size of school  
d) sex type classification of the school  
e) academic status of the school  
f) socio-economic status of the school  
g) innovations of the school  
h) age of the principal  
i) sex of the principal  
j) experience of the principal as a principal  
k) leadership behaviour patterns of the principal  
l) teacher morale  
m) organizational climate of the school and  
n) motivation of pupils towards their schools.

The necessary data were collected from 400 teachers and 1000 pupils of 100 schools selected on stratified bases from the Panchmahal’s district.

The tools used were (i) Leadership Behaviour Description Questionnaire (LBDQ) (ii) the Organizational Climate Description Questionnaire (OCDQ) (iii) the tools for measuring teacher morale by Robert Coughlan (School Survey) (iv) the innovativeness Scale prepared by Doctor and (v) Junior Index of Motivation (JIM) scale.
The major findings were:

1. the leadership behaviour dimensions and patterns were critical indicators of organizational climate, staff morale, academic motivation, school innovativeness and academic status.

2. the percentage of principals manifesting the HH pattern of leadership behaviour was highest (49%).

3. all the principals of the open climate schools manifested the HH leadership behaviour patterns.

4. the percentage of the principals manifesting the HH pattern went on decreasing from high morale school to low morale schools.

5. there is no direct relationship between pupil motivation leadership behaviour of principals.

6. most of the schools having high innovativeness had principals who manifested the HH and the HL leadership behaviour patterns.

7. most of the schools of high academic status had principals with the HH leadership behaviour patterns and

8. the leadership behaviour dimensions and patterns was found to be significant in relation to variables of climate, morale, and innovativeness but not in relation to pupil motivation towards school and academic status of the schools.
Gupta (1978) studied “Leadership Behaviour of Secondary School Headmasters in Relation to their Personality and the Climate of their Schools”.

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

Using stratified two stages random sampling technique drew a sample of hundred secondary schools from Rajasthan State. The Sharma’s School Organizational Climate Description Questionnaire, the Stogdil’s Leadership Behaviour Description Questionnaire (LBDQ) and 16 PF Test From A of Cattell and Eber (standardized for Indian adults by S.D. Kapoor, 1962) were used as tools for data collection. Correlation, chi-square, Kolmogorov Smirnov two sample test, analysis of variance and Scheffe’s test were used for the analysis of data.
The major findings of the study were as follows: (i) Out of the 100 schools, 15, 15, 14, 20, 26 a 10 schools were perceived by their respective staff as open, autonomous, familiar, controlled, paternal, and closed respectively. (ii) Headmasters of different climate type schools were found to differ significantly on eight dimensions of LBDQ, viz., 'Demand-Reconciliation', Tolerance of Uncertainty', 'Initiation of Structure', 'Tolerance of Freedom', 'Role-Assumption', 'Consideration,' 'Production-Emphasis', and 'Superior-Orientation'. (iii) 'Tolerance of Uncertainty', mean score was reported highest for headmasters of 'Paternal' type climate schools and lowest for the 'Closed' climate type schools. (iv) Headmasters of 'Open' climate type schools scored highest 'Integration' mean score, whereas the same was lowest in case of 'Closed' climate type schools. (v) There were significant positive relationships between school climate and all the different dimensions of LBDQ. (vi) There were no significant relationship between school climate and factors A, C, E, H, N, O, Q1, Q3 and Q4 of 16 PF. (vii) The following predictor variables for predicting the school climate were located: (a) Consideration (leadership behaviour dimension), (b) predictive-Accuracy (leadership behaviour dimension), (c) Expedient vs. Conscientious (personality factor), (d) Tough-minded vs. Tender minded (personality factor), (e)
practical vs. Imaginative (personality factor), and (f) Group-dependent vs. Self-sufficient (personality factor).

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 lectures, and 7 municipal
committee presidents as perceived by 28 municipal committee members.

The Leadership Behaviour Description Questionnaire and Cattells 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.

Gupta (1978) has undertaken "A Study on the Leadership Behaviour of Secondary School Head Masters in Relation to their Personality and the Climate of their Schools". The major findings of the study were as follows:

(i) There were significant positive relationship between school climate and the different dimensions of LBDQ.

(ii) There were no significant relationship between school climate and other factors.

(iii) Head Masters of 'open' climate type schools scored highest 'integration' mean score, whereas the same was lowest in case of closed climate type schools.

Varshney (1979) studied "Organizational Climate of Different Types of Schools and Reactions to Frustrating School Situations among Adolescent Boys Studying in these Schools". The major findings of the study were:

(i) The dimensions of Organizational climate distinguished the schools.
(ii) The different schools climate types had different effects upon the students and different reactions to frustrating school situation.

Pandey (1981) studied the "Relationship Between the Organizational Climate of Garhwa’s Secondary Schools as Perceived by the Teachers and their Adjustment Problems".

The major findings were:

(i) A significant negative relationship between the total scores on the Organizational climate and social adjustment was identified.

(ii) The government secondary schools, girls’ schools and urban area schools had better organizational climate.

(iii) The secondary school teachers in urban areas had less problems related to home and social adjustment than the teachers in rural areas.

(iv) Rural teachers were well adjusted in the areas of emotional, health and educational adjustments.
Sharma (1982) studied “The Impact of the Leadership Behaviour of the Headmasters on the School Climate and the Effect of School Climate on the Achievement of Pupils”.

The objectives of the study were:

(i) To identify and classify the organizational climate of the junior high schools of Agra City,
(ii) To study the leadership behaviour dimensions of the Headmasters of these junior high schools, and
(iii) To study the relationships between leadership behaviour, school climate and student achievement.

Sixty junior high schools of both sexes situated in Agra District (rural and urban) were included in the study. From these 548 teachers were taken and 1346 students studying in Class VIII comprised the sample. The random sampling procedure was used. The Leadership Behaviour Descriptive Questionnaire (LBDQ) (Hindi version of LBDQ by Ralph, M.I. Stogdill). School Organizational Climates’ Description Questionnaire (SOCDQ) by Sharma and the Achievement Record form by Sudha Rani were used. The collected data were treated using ‘t’ test, chi-square and analysis of variance.
The major findings were:

1. A significant difference was found between the different types of school climate and leadership behaviour.

2. Five types of school climate were found in three Higher Secondary School (HSS) of Agra, for example - open, autonomous, familiar, controlled and parental. The closed climate did not find a place in any school.

3. No significant difference was found among the various types of climates prevailing in the Junior High School (JHS) of Agra City.

4. No significant difference was found on the basis of sex (Board and Gender), locality (Rural and Urban) and Management (Government, Private Aided and Private Unaided).

5. A significant difference was found in the open, autonomous and parental type of climates of JHS whereas controlled and familiar climates had no significant difference.

6. The leadership behaviour of the Headmasters of the JHS was not significant on the basis of area (Rural and Urban) and management (Government, Private Aided and Private Unaided). The leadership behaviour of the Headmasters of the JHS was significant on the basis of sex.
7. A significant difference was found among open, controlled, familiar and parental type of school climates on the leadership behaviour.

8. No significant difference was found among the various dimensions of LBDQ.

9. A better achievement was found in the case of the familiar climate schools though they did not show a positive relationship with leadership behaviour.

Singh (1982) studied "Role Expectations, Job Satisfaction and Aspiration Levels of BEO's of Harayana".

The major objectives of the study were:

1. to find out if there was a consensus among B.E.O's on various items concerning their role (actual behaviour)
2. to find out if there was a consensus among B.E.O's on various items concerning their role (expected behaviour)
3. to find out if there was a consensus among seniors (District Education Officer, Sub-divisional Education Officers) on various items concerning B.E.O's role (expected behaviour)
4. to find out if there was a relationship between actual behaviour and expected behaviour as perceived by the B.E.O.'s themselves.
5. to find out if there was a consensus among seniors on the various items concerning B.E.O's role (expected behaviour)

6. to find out if there was a relationship between the B.E.O's own perception and the seniors perception of B.E.O's role.

7. to find out if there was a consensus among B.E.O's on various items concerning job satisfaction and

8. to find out if there was a consensus among B.E.O's on various items concerning the aspiration level.

The study was carried out on all the B.E.O's S.D.E.O's D.D.E.O's and D.E.O's of the state of Harayana.

The main tool of data collection consisted of 18 scales of Gross on various aspects of role theory of B.E.O's. The scale were either administered personally or mailed. In all 112 B.E.O's and 50 Senior responded.

The data so collected were analyzed through chi-square test of equality independence and co-related proportions.

The findings of the study were:

1. there was general consensus among B.E.O's perception of their won role on the items contained in the scale namely, initiative function rating, educational progressivism; division of labour,
worry scale, actual performances, friendships, departments, actual performances and expectations for attributes.

2. there was no consensus among B.E.O's in their own perception about items contained in participation behaviour scale (actual).

3. there was consensus among B.E.O's that they were doing the activities associated with their job fairly well and some items excellently.

4. the B.E.O's in general, showed consensus on a significant majority of items in the job satisfaction scale.

5. there was a general consensus among the seniors on a significant majority of items in the scales B.E.O's functions rating scale, expectation for division of labour, B.E.O's behaviour scale, B.E.O's friendship behaviour scale, department performance scale, and expectations of B.E.O's attributes.

6. there was a general consensus among the seniors that, B.E.O's were performing their functions well.

7. there was an agreement of views among B.E.O's and the seniors regarding item contained in scales expectations of B.E.O's friendship, B.E.O's actual participation behaviour scale and expectations of B.E.O's attributes.
8. there was no consensus among the B.E.O's and the senior on item concerning expectations for division of labour.

9. there was no general directional conclusion whether the B.E.O's agreed or not, on their expected and actual behaviour four pairs of scale concerning their behaviour expected division of labour versus B.E.O's actual division of labour expectation for B.E.O's performance verses actual friendship behaviour expectations for B.E.O's participation verses B.E.O's actual participation behaviour.


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 and 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 'condition'.

(xvi) Esprit significantly correlated with 'intimacy', 'thrust' and 'aloofness'. (xvii) Aloofness significantly correlated with 'production emphasis' and 'thrust'.

Amarsingh (1985) studied "Correlates of Job Satisfaction Among Different Professionals".

The main objectives of the study were:

1. to construct and standardize a job satisfaction scale.

2. to find out the incidence of job satisfaction amongst professionals.

3. to compare the incidence of job satisfaction amongst teachers, engineers, advocates and doctors.

4. to relate job satisfaction with job intrinsic and job extrinsic variables and age, experience, academic and professional attainment, mental status family size and employment of spouse and

5. to relate job satisfaction with personality dimensions and traits such as self esteem, extraversion introversion, neuroticism and emotional stability.
The sample was conducted in two phases. In the first phase, a sample of 320 subjects was selected randomly. It included 80 college or university teachers, 80 engineers, 80 advocates, 80 doctors. In the second phase, those subjects from amongst teachers, engineers, advocates and doctors who had obtained scores equivalent to Q1 or below and scores equivalent to Q3 or above on the job satisfaction scale were administered. (i) the self esteem scale (ii) the Eysenck's Personality Inventory. These two tests were administered to 75 subjects who were termed the dissatisfied group as well as to 87 subjects who were termed the satisfied group. The job satisfaction scale used was prepared by the investigator. It had 30 items on a 5 point scale. The test-retest reliability of the scale was 0.97 and its validity established against Muthayya's satisfaction questionnaire was 0.84.

The findings were:

1. the job intrinsic variable correlated positively and significantly with job satisfaction of professionals viz., teachers, engineers, advocates and doctors. Job concrete and job abstract dimensions of this variable were also found positively and significantly correlated with job satisfaction.
2. the job extrinsic variable including psycho-social, economic, and community growth factors was found to be positively related to job satisfaction of professional. Since the occupational status, social status, wage etc., of this study were at par with one another on the job and off the job factors had been witnessed affecting their job satisfaction alike.

3. age was found to be positively correlate of job satisfaction. In the case of doctors and advocates age was found to be a positive correlate of job satisfaction.

4. experience correlated positively and significantly in the case of advocates and doctors with job satisfaction, but on the case of teachers and engineers the relationship between experience and job satisfaction was not signified.

5. size of family was negatively related with job satisfaction in all the categories of professionals.

6. professional with extra academic and professional attainment had shown a trend towards reduced job satisfaction.

7. married professionals were found more satisfied than unmarried professionals.

8. double employment was found to correlate positively with job satisfaction.
9. self esteem was found to be positively related with job satisfaction

10. neuroticism was found to be negative correlate of job satisfaction among all the professionals.

11. regarding relationship between extra version and job satisfaction, it was found that, high score on extra version affected the job satisfaction of teachers, advocates and doctors negatively.

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.

Jayanna (1986) conducted a study on “Nature of Organizational Climate in Some Private Aided High Schools in Bangalore City and their Impact on the System of the School”.

The major objectives of this study were to investigate into the nature of organizational climate of the private aided high schools and the total impact of organizational climate and achievement of the school. The study revealed that the nature of organizational climate of 64% private aided high schools in Bangalore city was essentially controlled and closed. The findings of the study also revealed that the total teacher behaviour dimensions and leadership behaviour dimensions of the organizational climate had little positive relationship with the achievement.
Singh (1988) studied "Analyzing Teaching Behaviour of Effective Teachers in Different Types of School Climate in Etah".

It attempts to study the effectiveness of teaching as influenced by school climate.

The objectives of the study were: (i) To identify the impact of school climate on students' achievement, (ii) to find out the difference in the teaching behaviour of arts and science teachers, (iii) to find out significant sex differences in the teaching behaviour or teachers, and (iv) to identify any special impact of school climate on the teaching behaviour of teachers.

Three hundred teachers from the high schools and intermediate colleges of Aligarh District were randomly selected. The Rating Scale of Effective Teachers by R. C. Deva, the Organizational Climate Description Questionnaire by Halpin and Croft and Teaching Behaviour by Flander were used. The data were analyzed using mean, SD, 't' test and 'F' test.

The major findings of the study were: (1) The schools had different types of school climate, (2) Stream or subject, sex, culture, and place of living of living had no effect on teaching effectiveness. (3) The differences between the means of academic achievement of boys
in different organizational climates were significant. (4) The lowest academic achievement was obtained in the open climate while in the controlled and closed climate the academic achievement was the highest. (5) The academic achievement of girls and urban students was better. (6) In the case of science male urban teachers, there was high task orientation. (7) The female arts teachers were conventional in their style of teaching. (8) The teaching behaviour of all the teachers could not be the same in all the identified climate.

Dhulia (1989) conducted “A Study of the Role of Administrative style, Teachers’ Job Satisfaction and Students’ Institutional Perception in Determining the Nature of School Climate”.

It attempts to study administrative styles, job satisfaction of teachers and institutional perception of students as related to school climate.

The objectives of the study were: (i) To identify the various administrative styles prevalent in our schools, (ii) to understand the quantum of job satisfaction of teachers in the different administrative styles, (iii) to identify the perception of students pursuing studies in the institutions having different administrative styles, (iv) to identify the nature of the climate in schools having different styles, (v) to
investigate the relationship between the above mentioned variables on the basis of different administrative styles. (vi) to identify the role of the interaction of the above-mentioned variables in determining the nature of the school climate, and (vii) to suggest a theoretical model of administration.

The sample comprised 30 principals, with 470 teachers and 470 students drawn by the proportionate allocation technique of sampling. The tools used included the School Climate Description Questionnaire (SCDQ) by Shah, M. L. and Sah. A Principals' Administrative Style Scale (PASS), Teachers' Job Satisfaction Scale (TJSS) and Students' institutional Perceptional Scale (SIPS) for secondary level. The collected data were treated with correlation.

The major findings of the study were: (i) All the variables mentioned in the study 0 JSS - SIP-TJS-SC SIP -SC - were identified to be positively and significantly correlated with each other on the basis of different types of administrative styles. AS-LFS-AS, respectively. (2) The highest agreement was seen with the democratic style as well as the laissez faire style whereas the lowest agreement was seen with the autocratic style. Hence, the democratic style and the laissez-faire style can be located at the positive points and the autocratic style at the negative point of administrative style.
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.

Jayajothi (1992) studied “Organizational Climate and Leadership Behaviour of Principals in Relation to Teacher Morale in Central Schools”.

This study addresses the problem of the organizational climate, the leadership behaviour of the principals and the morale of teachers in Central Schools, which form the three major components of educational administration. It focuses on the liability of the administration of the Central Schools.
The objectives of the study were: (i) To identify and classify the organizational climate of the Central Schools in Madras and make a climate wise comparison with the western classification of Halpin and Croft, both by distribution and trend, (ii) to investigate the relationship of the organizational climate, the sex, age and experience of the faculty, the leadership behaviour of the principals and the teacher morale of Central Schools, (iii) to study the influence, predictive ability and accountability of each of these variables with respect to the others, and (iv) to analyse the climate wise leadership behaviour of the principals and the teacher morale of the Central Schools.

The sample consisted of 308 post-graduate teachers teaching classes VI to XII, selected by random sampling from 20 central schools in the Madras region. The tools used were a questionnaire consisting of four parts, the Organizational Climate Description Questionnaire (OCDQ) of Halpin and Craft, Leadership Behaviour Description Questionnaire of Halpin and Winer and the Teacher Morale Opinionnaire of Anjali Mehta. The collected data were treated with ‘t’ test, analysis of variance, and coefficient of correlations.

The major findings of the study were: (i) The Central Schools of the Madras region differed in their climate. 18.75% had ‘open’
climate; 12.5% had ‘controlled’ climate; 6.25% had ‘familiar’ climate; 6.25% had ‘paternal’ climate; and 37.5% had ‘closed’ climate. 

Experience and age did not discriminate the perception of school climate, teacher morale and leadership behaviour. (3) The ‘open’ climate related best to the perception of leadership behaviour of principals by the teachers, and the ‘autonomous’ climate had the least relationship. (4) Female teachers had a better perception about the leadership and teacher morale. (5) Sex was not a discriminator of perception of school climate. (6) Leadership behaviour differed with climate.

Quintyne (1998) undertook a study on “The Interrelationship of Conceptual and Organizational Patterns in the Culture of a Secondary School in Barbados: A Case Study”.

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 is on the interactions of faculty and students in a highly organized setting. The organization is 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 is
itself analyzing its activities in light of the Principal's wish to change the public's perception of its. Twelve research questions which guided the observation of the culture are introduced.

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

In the third section, the qualitative methodology of the case study is described. The study resulted from participant observation of many facts of the school's organized life throughout one fall semester. Structured and unstructured interviews, and document analysis contributed to the data.

The fourth section is given over to detailed descriptions and analysis of the findings. The findings are organized under the umbrella heading, Thought and Action. Different aspects of school life form the subordinate headings. Emphases are 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 are advanced.

Cekay (1999) undertook "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 Illinois 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.

Lin (1999) undertook "A Study of Principal's Leadership Style and School Effectiveness in Selected Secondary Schools in New Jersey".

This study attempted to investigate the principal's leadership style, leadership flexibility, and leadership effectiveness as identified by LBA II Self, an instrument developed by Blanchard Training and Development Incorporated, and to determine their correlation with school effectiveness as measured by student's academic achievement in HSPT, SAT, graduation rate, and post-graduation plans in selected public secondary schools in New Jersey.

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

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

Stringhman (1999) undertook "A Study of Leadership Styles of Principals and the Organizational Climate in Successful Public Secondary Schools in New Jersey".

This study analyzed the preferred leadership styles of principals in successful public high schools in New Jersey and the organizational climates found in these public high schools. In addition, this study examined the relationship between the preferred leadership styles of principals in successful public high schools in New Jersey and the characteristic traits of transformational leadership. The staff and principals of eight New Jersey high schools that were awarded the United States Department of Education's Blue
Ribbon Award were surveyed using two quantitative instruments. The first survey, called the Organizational Climate Description Questionnaire. Revised for Secondary Schools (OCDQ-RS) developed by Halpin and Croft (1963) and later revised by Hoy and Tarter (1997), presents an in-depth analysis of teachers' perceptions of the organizational climates found in their schools. This thirty-four item climate instrument measures five dimensions: (i) supportive principals, (ii) directive principals, (iii) engaged teacher behaviour, (iv) frustrated teacher behaviour, and (v) intimate teacher behaviour. This instrument also measures openness of school climate. The second quantitative instrument called the Leadership Assessment Inventory (LAI) created by Burke (1994) contains eighteen pairs of statements. The LAI identifies transformational leadership and transactional leadership styles. The dimensions of the LAI are: (i) determining direction, (ii) influencing followers, (iii) establishing purpose, (iv) inspiring followers, and (v) making things happen. The results indicated a relationship between school climate, transformational leadership, and successful public high schools in New Jersey.
Morrison (1999) undertook "An Investigation of Leadership practices Demonstrated by two Women Principals Identified by their Supervisors as Risk Takers in one North Carolina County".

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

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

Several themes emerged from the data, which confirmed that these two principals are indeed taking risks which “make a difference” in their schools. The data revealed that both principals have a strong sense of purpose that influences their respective school cultures. Both principals are straightforward in communicating to all stakeholders and the community that schools are for developing children and that we must do “whatever it takes” to as sure their development. In addition, both principals exhibit a bias toward action and risk taking. These principals and their schools write grants, explore and implement new 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.

Bare-Oldham (2000) undertook a study on “An Examination of the Perceived Leadership Style of Kentucky Public School Principals as Determinants of Teacher Job Satisfaction”.

This study was designed to determine the leadership style of Kentucky school principals as perceived by Kentucky public school teachers. The study then measured the job satisfaction of the Kentucky public school teachers and examined the significant relationship between leadership style and teacher job satisfaction. The design and the findings of the study are as follows:

From the population of 40,000 teachers as identified by the teacher certification unit of Kentucky’s State Department of Education, a random sample of 500 (250 elementary and 250 secondary) was chosen. Each teacher received a packet which contained the Leader Behaviour Description Questionnaire (LBDQ) to measure leadership style of their principal, the Mohrnan-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) survey to measure teacher job satisfaction, and a demographic sheet for ancillary findings. The return surveys that were usable numbered 20 or 54%.
Statistical procedures were used to determine the relationship. The Statistical Package for Social Sciences (SPSS) was used to analyze the data. A simple regression analysis was used to test the research questions.

Analysis of the data indicated the following findings. There was a significant relationship between public school principals' consideration leadership style, as perceived by teachers, and teacher job satisfaction. There was also a significant relationship between public school principals' initiating structure leadership style, as perceived by teachers, and teacher job satisfaction. Significant results were also indicated in the ancillary findings of the study. Ancillary findings contained descriptive data about the principals' gender, teachers' gender, and type of school.

Gayton (2000) conducted a study on “What is the Relationship, If any, Between the Teacher-Perceived School Climate and the State Accreditation Status of Elementary Schools in West Virginia?”

The purpose of the study was to determine if a significant relationship exists between teacher-perceived school climate and state accreditation of elementary schools in West Virginia. Teachers
perceived school climate was measured by the CFK School Climate Profile.

The sample consisted of 100 schools. Included were 53 randomly-selected elementary schools which earned full accreditation and 47 elementary schools which lacked full accreditation in 1998 due to results on the Stanford Achievement Test. The response rate was 65%. Statistical analysis of data occurred through test and stepwise multiple regression with an alpha level of .05 applied.

The major findings of the study were: The percentage of students eligible to receive free or reduced lunch ranged from 11% to 99% in respondent schools and was significantly greater in schools which lacked full accreditation (79%) compared to schools which earned full accreditation (54%). Student enrollment in respondent schools ranged from 68 to 950 students and was significantly greater (358) in schools which earned full accreditation compared to schools which lacked full accreditation.

Conclusion: (1) High morale is related to student achievement. Therefore, high morale is related to state accreditation of elementary schools in West Virginia. Two possible phenomena exist to explain this finding. (a) High morale may be lower in schools which lack full
accreditation due to the lack of accreditation. (b) Lower morale may lead to a school's lack of full accreditation (2) Cohesiveness was found to be lower in small schools which lacked full accreditation. A sense of cohesiveness may cultivate working together toward common goals. Working together may lead to higher student achievement and possibly full accreditation. (3) Findings indicate SES is related to student achievement measured by standardized tests. It is likely that in low SES schools, the greatest number of students wins score below the 50th percentile in a normal distribution, and as a result may lack full accreditation status. (4) In higher SES schools students may be members of families in which parents earn better wages and perhaps have more education. Parents with more education may understand the educational process better and may place more emphasis upon education. Students from higher SES backgrounds may have broader life experiences which may enable them to relate better to items on standardized achievement tests.

The study examined the relationship between the self perceived job satisfaction of chief academic officers and the leadership style of the presidents of the institutions. The relationship between these two variables and the selected demographics of age, gender, and length of service in the current position of the president and the chief academic officer was examined. Bolmnn and Deal's Leadership Orientations (Other) leadership survey instrument, the Mohman-Cooke-Mohrman Job Satisfaction Scale, and a demographic questionnaire were sent to the 446 chief academic officers of Baccalaureate II institutions in the United States and the District of Columbia. Responses were received from 235 chief academic officers. Using these responses, presidents were classified as being single framed leaders, paired frame leaders, or multi-frame leaders. Comparisons were made among the job satisfaction means within each of these classifications and based upon the demographics. Results of this study indicated significant differences in the job satisfaction of chief academic officers based upon the leadership frame(s) of their presidents. These differences most often occurred in extrinsic and overall job satisfaction with the Human Resources frame as a single frame or as one of a paired frame or multi-frame leadership styles having a higher mean than leadership styles that employed the Political frame.
Mack (2000) undertook a study on "Perspectives of Principals on Job Satisfaction".

The purpose of this study were to examine the factors that contribute to the job satisfaction of principals in 2 metropolitan school districts and to identify specific perspectives of those principals related to job satisfaction. Many studies have been done on job satisfaction of workers, including the job satisfaction of teachers; however, there have been very few studies on the job satisfaction of principals. The significance of the role of the principal in the overall operations of the school is very important. The relationship between job satisfaction and the factors of principals’ experience, gender, school type, degree attainment, school size, salary, and age were also assessed.

The researcher employed qualitative and quantitative procedures to evaluate principal satisfaction. A questionnaire was distributed to principals. An open-ended questionnaire and personal interviews were used to gain additional views of principals about job satisfaction. Data were analyzed using descriptive statistics along with ANOVAs and MANOVAs.
The results were: Principals regardless of experience, gender, school type, degree attainment, school size, race, salary, and age had similar views on what brought about job satisfaction. However, there was significance in the areas of experience, degree, and race. The responses of the principals indicated that the subscale Service to Others brought about the greatest satisfaction to principals. The subscales of Practices, Advancement, and Salary brought about the least satisfaction. Principals also indicated that school size and the ability to make their own decisions were important.

The data revealed that there was no major variation in principals' perspectives on the mean score ratings on the overall categories. The fact that race was significant implies that additional, in-depth research should be done to gain information on how a higher satisfaction can be achieved in this area. Principals, regardless of demographic characteristics, rated the subscale of Service to Others highest. More training in the sub-scale area of Practices should be done to improve satisfaction. School size was a major factor in job satisfaction.

Massaro (2000) conducted study on “Teachers’ Perceptions, School Climate and Principals’ Self-reported Leadership Styles Based on Three Empirical Measures of Perceived Leadership”.  

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The purpose of this study was to provide data for a framework to re-think the current role of principal leadership and its effect on school climate. In order for the school organization to meet the demands of society and augment educational reforms, school leaders (principals) and followers (teachers) must closely examine their working relationship for improving organizational outcomes.

This study examines whether there were statistical associations between principal leadership style and teacher perceptions of principal leadership style and their effect on school climate. The study employed Hersey and Blanchard's situational leadership instrument (LEAD - Self and LEAD other) to investigate the association between principals' leadership style. The National Association of Secondary School Principal School Climate Survey was used to measure teacher perceptions of school climate.

Four-stage cluster sampling (country, district, school and teacher) was used to select 20 school districts. The study included 20 elementary principals and 330 elementary teachers.

Parametric and non-parametric statistical methods indicated that the teacher disagree about the influence the principals have on school climate. The findings seem to suggest a disagreement between
teachers and principals about the influence the principal actually exerts over school climate. Teachers demographics, total number of years working in the field of education, and highest degree earned, had no effect on teacher perceptions of school climate. Principal demographics, total number of years as principal, and total number of years working in the field of education, had no association with teacher perceptions of school climate. Differences in principal self-evolution, and difference in teacher perceptions of a principal's leadership style, showed no association with teacher gender. However, female teachers had higher mean climate scores compared to their male counterparts.

The findings encourage principals and teachers to work in a collaborative mode for the purpose of enhancing their communication. It is recommended that school leaders (principals) and followers (teachers) actively engage in dialogue that will lead to improvements in school organizational outcomes.

Mowrer (2000) studied "The Effect of Leadership Styles on the Disciplinary Climate and Culture of Elementary Schools".

The elementary school represents the entrée 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 10 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 background.

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.

Tobias (2001) conducted a study on “The Leadership of the Principal and School Climate: Teachers’ Perceptions”.

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A common question asked by education critics throughout the United States the last 20 years has been, "What is wrong with our schools?" In an attempt to address this question, school climate has received considerable attention. School climate can be either a positive influence on the teaching environment or a barrier to learning. Although improving school climate takes commitment from teachers, parents, and students, the principal is the key to shaping school climate.

This study focuses on perception of teachers, including interaction and communication among teachers and between teachers and administrators. A quantitative research analysis was conducted to investigate whether there is a relationship between teachers' perceptions of instructional leadership and school climate. A correlation research design was used.

The data are taken from a random sample survey of 400 teachers that measured their perceptions of the relationship between the building principal and school climate. The survey included 10 questions about perceptions of the principal; these were intended to measure Leadership Quality and 16 questions about the tone or atmosphere of the school; these were also intended to measure perceived school climate.
The study found that: (1) Data from the faculty survey indicate there is a significant correlation between the total leadership ratings or Leadership Scale and the total climate ratings or Climate Scale ($r = .68, p< .01$). Therefore, the more favourably teachers rate their building principal, the more favourably they rate their school climate. 

(2) Male faculty members had more favourable views of leadership and climate than female faculty members. Therefore, males were more pleased with both their building principal and school climate. 

(3) Teachers at the elementary level tended to be less satisfied with their building principal and climate than teachers at secondary schools. (4) All groups show a positive and significant relationship between perceived school leadership quality and school climate.

Davidson (2001) studied “The Relationship between Teacher Perceptions of High School Climate and Selected Characteristics of Effective Schools as Defined by the State of Oklahoma”.

The purpose of this study was to determine if a definable relationship existed between teacher perceptions of high school climate and selected characteristics of effective schools as defined by the State of Oklahoma.
This study was designed in such a way that research questions served as research hypothesis to be tested utilizing the Pearson r test to establish a correlation coefficient between teacher perceptions of school climate and the primary State of Oklahoma characteristics of effective schools which were standardized test scores, graduation rates, and dropout rates.

It was concluded from the results of this study that teachers' perceptions of a school's climate might not have been a factor in certain correlations of effective schools. This study yielded no significant relationships on 51 of the 54 correlations.


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.

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 teaches 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 adapt 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 (2002) 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 analyze 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 (2002) 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 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.

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: an 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
refines 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.

Askins (2002) conducted a study on "Teachers' Perceptions of the Instructional Leadership Role of the Principal in the Implementation of the Virginia Standards of Learning".

In 1995, the state of Virginia responded to the national debate over the quality of public schooling by defining curriculum content through its Standards of Learning (SOL), devising assessments for student learning and setting benchmark scores for school accreditation. This accountability movement included the setting of job performance requirements for both teachers and principals. Teachers were changed to provide educationally sound instruction and principals were charged to provide effective instructional leadership, including support designed to improve instruction.

The purpose of this study was to determine through teachers' perceptions how principals have responded to the mandate to be instructional leaders during the past four years. The fundamental questions for this study were: What kinds of support had principals...
provided in their role as instructional leaders? How and to what degree had this support assisted teachers in implementing the SOL?

Fifteen teachers in graded 3, 5 and 8 were interviewed regarding perceptions of how their teaching had changed, what support they had needed, what support principals had provided, and how well their principals had performed as instructional leaders. Data analysis was facilitated through use of Duke’s (1987) model of instructional leadership.

The following conclusions emerged from the data regarding teachers perceptions of instructional leadership and principal support for SOL implementation: Teachers associated instructional leadership with: (1) a facilitative style of leadership, (2) both staff and professional development, (3) supervision as collaborative problem solving, (4) nonthreatening evaluation, (5) effective remediation programmes for students, (6) the shielding of teachers from pressure to raise test scores, and (7) promoting of school improvement as a collective responsibility. Teachers have experienced (1) an expectant or directive style of leadership, (2) only staff development, (3) little involvement of principals in classrooms, (4) adequate resources for instruction, (5) minimal assistance for remediation of students, (6) the passing on of stress to raise scores, and (7) school improvement
as a sole teacher endeavour. This study has relevance for those currently in administrative practice and those who prepare them. Further studies should continue this line of inquiry to include the examination of the effects of high-stakes testing on instructional leadership practices.

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.

Nix (2002) studied “School Leadership: An Ethical Dilemma”.

This descriptive study examined the understanding of ethical principals by educational leaders as they relate to their professional actions in the decision making process when faced with ethical dilemmas. School leaders’ decision making was studied within the framework of four paradigms: ethic of justice, ethic of critique, ethic of care, and professional ethics. The Inter-state School Leaders Licensure Consortium standard of 1996 suggesting that a school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner was the impetus for this study. To meet this standard, an administrator must (a) possess a knowledge and understanding of the various ethical frameworks and perspectives on ethics; (b) have knowledge and understanding of professional codes of ethics; (c) believe in, value, and be committed to bringing ethical principles to the decision making process; and (d) believe, in, value, an be committed to developing a caring school community. The study explored theories of several writers indicating different factors impacting the ethical principles used by decision makers. These
factors included gender, age, years of experience, the grade level of the principalship, and professional affiliations. Educational leaders who might be impacted by these standards were asked to participate in this study. A proportional random stratified sample of subjects was identified to respond to an ethics orientation self-test developed by Ronald Rebore.

Findings in this study did not support theories that females use different principles than males in resolving ethical dilemmas. Educational leaders did not respond in different ways to the ethics orientation self-test based on age. No findings emerged indicating differences in responses based on the years of experience of the respondents. The grade level of principalship of the respondent (Elementary, Middle, or High School) did not affect the application of principles in decision making. Members and non-members of state affiliated associations did not show differences in their understanding of ethical principles as related to their professional actions. Although results of the study indicate no differences in the responses by subgroups, the data gathered from the 162 ethics orientation self-tests returned did support the existence of a socialized bureaucracy in education that affects decision making.
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.
Schwartz (2002) conducted a study on “New Principal Support Programmes and Job Satisfaction”.

The purpose of this study was to examine the perceived effectiveness of support programmes for new principals in five school systems most strongly served by the University of Central Florida’s Department of Educational Research, Technology and Leadership. They included the Brevard, orange, Osceola, and Seminole Public School Districts, and the Catholic Schools of the Diocese of Orlando, which include thirty four schools in nine countries.

This study sought to examine the existence of a relationship between participation in new principal support programme, with and without mentors, on the job satisfaction experienced by new principals. It further sought to determine whether a relationship existed between those having mentors with strong similarities to themselves and job satisfaction of those new principals. The problem addressed in this investigation was, “Do existing support programme for new principals have a relationship to their job satisfaction?

Data derived from the responses of 98 new principals (defined as having been a principal no more than three years) to a researcher-designed survey were used in the analysis of the three research
questions that guided the study. Pearson correlations were calculated, with practical importance defined at the 5 level.

It was concluded that there was no relationship of practical importance between participation in support programme and job satisfaction, nor between the assignment of a mentor, regardless of how similar to the principal, and job satisfaction. The variable "adequate district support", however, showed a positive relationship with several other variables comprising job satisfaction.

Opportunities for networking among new and experienced principals emerged as an expressed need of the principals. Responses of principals also indicated that job satisfaction could be improved if they had fewer managerial tasks and more time to share ideas with colleagues.

Recommendations were made for inclusion of principals in the design of programmes intended for their benefit, and for further investigation into the components of effective mentoring of principals.

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 behaviour and teacher attendance in Chicago Public Secondary Schools? (3) What relationship exists between teacher attendance and student achievement in Chicago Public Secondary Schools? (4) What relationship exists between principal leadership behaviour and student achievement in Chicago Public Secondary Schools?

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 week but statistically significant relationship between principal leadership behaviour and teacher attendance, $r_7 = -0.955$, 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 week but statistically significant relationship between principal leadership behaviour and student achievement, $r_{16} = -0.932$ and $r_{21} = 1.801$, the hypothesis was rejected.


The purpose of this study was to explore the leadership styles, practices, and influential factors contributing to the leadership styles and practices among Korean senior pastors based on transformational, transactional, and laissez-faire leadership.

Quantitative and qualitative research were employed in this study for data gathering and analysis in light of the research
questions. Quantitative research was employed for exploring the leadership style performances among Korean senior pastors. The instrument for data gathering of the leadership style preferences was the Multifactor Leadership Questionnaire (MLQ form 5X). Transformational, transactional, and laissez-faire leadership styles were identified by using this instrument. This instrument assisted the leader to know which characteristics of transformational leadership were idealized influence, inspirational stimulation, intellectual stimulation, and individual consideration.

Qualitative research was employed in order to explore the leadership practices and factors which have influenced leadership development among Korean senior pastors. A case study was conducted in order to analyze the leadership practices and influential factors among Korean senior pastors. Semi-structured interviews, observations, and document research were conducted for data gathering in this case study.

As a result, Korean senior pastors preferred Inspirational Motivation (visionary leadership). There was, however, no significant difference between Inspirational Motivation (visionary leadership) and Idealized Influence (charismatic leadership), Inspirational Motivation
and Intellectual Stimulation (creative leadership), and Idealized Influence and Intellectual Stimulation.

Leadership practices for Idealized Influence were to exhibit a willingness to sacrifice in personal lives for the benefit of church and society and to be for crisis management: in addition, personal and spiritual lives served as a servant. The leadership practices for Inspirational Motivation were to conceive a vision for bringing up lay people and the vision for Christian school. The leadership practices for Intellectual Stimulation were an ability to conquer a poor pastoral environment, endeavours for overcoming the boundary of denomination, endeavours for contextualization, and the trials for having church be the center of local community. The leadership practices for Individual Consideration were the efforts for team ministry and considering women in church leadership.

Factors which contributed to leadership styles and practices were personal relationship, with God, the relationship with significant person (mentoring relationship), the situations surrounding the pastoral environment, endeavours toward self-development, crisis experiences. Formal curriculum in theological education, however, was not mentioned as an important factor contributing to leadership styles and practices.

This study was designed to explore how principal leadership and school climate influence vocational high school outcomes as measured by school to work and school to post-secondary transition effectiveness variables. The study had three major objectives: (1) to determine leadership and school climate relationships as perceived by vocational high school teachers; (2) to observe how teachers differently perceive their principal leadership and school climate by the school outcomes; and (3) to analyze how perceived relationships between principal leadership and school climate vary to the school outcomes. In addition, this study examined the validity of Western leadership theories when applied to secondary school principal leadership in Korean educational settings.

From a total of 42 commercial high schools in Seoul, 872 teachers were selected as a research target sample and 702 copies of the Leadership Orientations and School Climate Inventory instrument questionnaires were returned. Of that total, 693
questionnaires were decided as usable and represented a return rate of 80.5 percent.

The major findings were as follows: (1) teacher perceptions of principal leadership behaviours positively correlated to their perceptions of school climate, (2) teachers from the top 20% schools ranked on employment and postsecondary enrollment rates of high-school graduates perceived their principal’s leadership as more effective and their school climate as more positive than those from the bottom 20% ranked schools did; (3) leadership and school climate relationships as perceived by teachers were stronger for teachers from the top 20% ranked schools than for those from the bottom 20% ranked schools. These trends were observed more clearly when comparing teachers perceptions of the top and bottom 20% schools ranked on postsecondary enrolment rate; (4) the human relationship based leadership behaviour of principal contributed most to teacher perception of effective leadership and positive school climate, regardless of school outcomes; and (5) Korean teacher perceptions of their principal leadership, in some degrees, paralleled the patterns that international populations perceived their administrator’s leadership.
Arguelles (2003) studied “The Principal’s Role in Changing School Culture”.

The study describes efforts to implement an effective student portfolio assessment programme in an urban middle school and identifies, describes, and analyzes the strategies used by the principal to influence and support the faculty’s implementation of the programme. Strategies used by leaders of change provided the framework of the study. Authentic assessment of students as an educational reform was the catalyst for intervention. The study focused on two areas: student portfolio assessment and leadership strategies.

The study design included both action research and ethnographic research case study. The action research documented how the problem of implementing an effective student portfolio assessment programme was identified, understood, and solved by the practitioners. The ethnographic research was a case study of the culture of the school and strategies used by the principal to influence and support the implementation of the programme. Data collection consisted of questionnaires, surveys, notes, interviews, observations, and document reviews.
In surveys completed by parents, teachers, and students, at least 75% of all respondents agreed that portfolios accurately assess growth, learning, progress, and achievement. In the teacher survey, 87% of the teachers agreed that portfolios provided information about whether or not their teaching goals had been achieved and 91% agreed that portfolios helped them make decisions about subsequent teaching techniques. The teachers further reported that 100% of the eighth-grade students had completed and presented their portfolios and 85% of the sixth and seventh-grade students had started their portfolios.

The teachers identified the following characteristics as the strategies used by the principal to influence them to implement portfolios: providing information, leading by example, encouraging risk taking, and empowering teachers. The teachers also identified the following characteristics as the strategies that supported them in the implementation of portfolios: listening, giving recognition, having high expectations, and providing resources.

The results of the study indicate that an effective student portfolio assessment programme was implemented and that eight strategies used by the principal emerged as the main factors of
influencing and supporting teachers in the implementation of student portfolios.

Booker (2003) studied on the “Teachers’ and Principals’ Perceptions of Leadership Styles and their Relation to School Climate”.

This study examined teachers’ and principals’ perception of leadership styles, transformational, transactional, and laissez-faire, and the relation these leadership styles have to school climate. A sample of 36 principals and 1080 middle school teachers from the southwestern and middle regions of the state of Tennessee participated in the study. Subjects completed both the Multifactor Leadership Questionnaire Form 5X (MLQ-Form 5X) and the Organizational Climate Description Questionnaire for Middle Schools (OCDQ-RM). Scores from the MLQ 5X-Short examined the leadership style of the principal as perceived by both the principal and teachers. Scores from the OCDQ-RM examined school climate as perceived by the principals and teachers. Leadership variables and school climate variables were examined individually and collectively, comparing principals’ perceptions to teachers’ perceptions. Data were analyzed at the .05 level of significance. A Pearson-r correlation was performed on leadership style (i.e., transactional, transformation, and laissez-
faire) scores and school climate scores. Principals' leadership style scores were correlated with scores representing teachers' perceptions of principal's leadership style. A separate analysis was then performed examining principals' school climate scores and the school climate scores of teachers, both individually and collectively. Results of data analysis revealed 5 significant relationships between teachers and principals perceptions of transformational leadership and aspects of school climate: principal-directed behaviour, openness of principal behaviour, teacher-collegial behaviour, teacher-committed behaviour, and openness of teacher behaviour. There were 4 significant relationship and aspects of school climate: principal-directed behaviour, teacher-collegial behaviour, teacher-committed behaviour, and openness of teacher behaviour (3 of which were negative). There were 6 significant relationships found relative to teachers' and principals' perceptions of school climate: principal-directive behaviour, teacher-collegial behaviour, teacher-committed behaviour, openness of teacher behaviour, openness of principal behaviour, teachers' perceptions of openness of teacher behaviour, and principals' perceptions of openness of principal behaviour.
Lawler (2003) studied on “The Examination of the Missouri Leadership Academy and Principal Leadership Effectiveness”.

The purpose of the study was to examine the impact of the Missouri Leadership Academy on improving a principal's ability to be an effective leader as perceived by superintendents, self, and teachers. Constructs of research pertaining to the study included leadership, effective leadership, professional development for leaders, and academies.

In this study, the researcher administered the Leadership-Practices Inventory developed by Kouzes and Posner (1995) to 37 Missouri principals, their superintendents, and a random selection of teachers. The LPI identified five key leadership practices: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. The data collected were analyzed to compare participants in each of the five leadership areas as perceived by self, managers, and followers.

The findings of the study suggest that teachers and superintendents perceived principals who participated in the Missouri Leadership Academy as more effective in the area of challenging the process and inspiring a shared vision. The other
three leadership practices were found to parallel, regardless of participation in the academy.

Cheryl (2003) conducted “A Study of the Relationship between Principal’s 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 a 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 programmes, 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 .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
Nobles (2004) conducted a study on “Public School District Organizational Culture and Decision-Making” An African-American Female Perspective”.

This case study examined the decisions made by an African-American female public school administrator as she attempted to redefine the organizational culture of a large, number public school district. The purpose of the study was to determine the foundation of the school administrator’s decision-making strategies, and how her gender and racial identity developed impacted those decisions. The framework of the study was established through a literature review that included the topics of school leadership issues impacting women; the development of an Afrocentric feminist epistemology, an African-American identity, and African-American socialization; and the effects of gender on the development of female self-concept and cognition.

Qualitative research strategies were used to gather and analyze data. The African-American female administrator served as the primary study participant. The researcher conducted 10 interviews
with the primary study participant. The main focus of these interviews was a discussion of the decisions the primary study participant made regarding the process of redefining the school district organizational culture. Each interview was audio taped and transcribed by the researcher. The researcher also observed the primary study participant for two eight hour work days. The researcher used field notes to record the data from these observations. Three additional secondary study participants, identified by the primary study participant, were interviewed. The secondary study participants were asked to discuss their impressions of the primary study participant's decision-making ability with regards to redefining organizational culture. The secondary study participant interviews were audiotaped and transcribed by the researcher. Three techniques, member checks, and audit trail, and triangulation, were used to ensure data credibility and integrity.

Five major themes emerged from the data analysis. These themes included communication, accountability, alignment, relationships, and coaching/mentoring/teaching. These themes were matched to findings from other studies about African Americans and women. Information from this study should provide the reader with
an opportunity to reflect on his or her own decision-making strategies.


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 will examine 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 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.

The purpose of this study was to determine the leadership styles of 9 principals who administered schools in a central Alabama school district. These principals administered schools categorized as Clear, Caution, or alert based on students' performances on the Stanford Achievement Test. The designation of this status (Clear, Caution, or Alert) by the Alabama State Department of Education placed schools into categorizes that allowed stakeholders to understand standards used for the State Department of Education to intervene and implement state planned techniques for school improvement.

The study employed quantitative and qualitative measures. Instruments used to gather data included. The Leadership Effectiveness and Adaptability Description (Lead-Self and Lead-Other) surveys developed by Hersey and Blanchard (1982). Eighteen persons were purposefully selected to serve as subjects. Nine principals and 9 teachers made up the subject pool. Principals completed the Lead-Self instrument, and teachers completed the Lead-Other instrument.
The researcher served as the instrument for the qualitative phase of the study. Focus group interviews were conducted with all participants. Data gathered from the Lead instruments were analyzed through the computation of sums, percentages and frequencies. Data gathered through focus interviews were analyzed through the determination of emerging themes.

Results revealed that (a) subjects completing the Lead instruments perceived that the primary leadership style employed by principals was selling, (b) principals who participated in the study possessed a low to moderate leadership style adaptability, and (c) nine themes emerged that were placed into three categories. These categories were leadership style, human resources, and change.

Martino (2004) undertook a study on "Leadership Style, Teacher Empowerment, and Job Satisfaction in Public Elementary Schools".

This study was designed to determine the leadership style of public elementary school principals, as perceived by the teacher and principals and to determine if there was a significant relationship between leadership style and teachers empowerment, as well as
leadership style and job satisfaction. The researcher also tested the correlation between teacher empowerment and job satisfaction.

Based on a chosen population of 500 teachers and 50 principals, each school received a cover letter explaining the study and the Multifactor Leadership Questionnaire (MLQ) Leader Form for the principal to complete, which measured leadership style. Packets for the teacher containing either the Marlowe-Crowne Social Desirability Scale, which measured the truthfulness of the responses, and the School participant Empowerment Scale (SPES), which measured teacher empowerment the Multifactor Leadership Questionnaire (MLQ) Rater Form, which measured principal leadership style as perceived by the teachers, and the Minnesota Satisfaction Questionnaire (MSQ), which measured job satisfaction were included for each school. The teachers were also required to submit information on gender and level of education for ancillary findings. There were 381 (76%) surveys returned for the teachers and 44 (88%) returned for principals.

The Statistical Package for Social Sciences (SPSS) was used to analyze the data. A bivariate correlation of leadership style (transformational, transaction, and non-transactional), teacher empowerment (decision making, autonomy, self-efficacy, impact,
status and extrinsic) was conducted. In addition, a linear regression to determine the relationship of job satisfaction to the six levels of teacher empowerment (decision making, autonomy, self-efficacy, impact, status, and professional growth) and to the three types of leadership style (transformational, transactional, and non-transaction) was conducted. Descriptive statistics of means and standard deviations were conducted on three levels of leadership style, the six levels of teacher empowerment, and the two levels of job satisfaction. There was a significant correlation between transformational leadership style and teacher job satisfaction. A significant relationship was also found between three levels of teacher empowerment (impact, autonomy, and self-efficacy) and teacher job satisfaction. It was determined that although teachers' level of job satisfaction increased with transformational leadership style and certain levels of empowerment, no significant correlation existed between leadership style and teacher empowerment.

Dono-Koulouris (2004) undertook a study on “Leadership Style Teacher Empowerment, and Job Satisfaction in Selected Catholic Elementary Schools”

This study was designed to determine the leadership style of Catholic elementary school teachers, as perceived by the teachers
and principals and to determine if there was a significant relationship between leadership style and teacher empowerment, as well as leadership style and job satisfaction. The researcher also tested correlation between teacher empowerment and job satisfaction.

Based on a population of 2,393 teachers and 187 principals, a random sampling of 500 teachers and 50 principals was chosen. Each school received a cover letter explaining the study and the Multifactor Leadership Questionnaire-Leader Form for the principal to complete, which measured leadership style packets for the teachers containing either the Marlowe-Crowne Social Desirability Survey, which measured the truthfulness of the responses, and the School Participant Empowerment Scale, which measured teacher empowerment or the Multifactor Leadership Questionnaire-Rater Form, which measured principal leadership style as perceived by the teachers, and the Minnesota Satisfaction Questionnaire, which measured job satisfaction were included for each school. The teachers were also required to submit information on gender and level of education for ancillary findings. There were 288 (58%) surveys returned for the teachers and 42 (84%) returned for principals.

The statistical package for social science was used to analyze the data. A bivariate correlation of leadership style (transformational,
transactional, and non-transactional), teacher empowerment (decision making, autonomy, self-efficacy, impact, status, and professional growth), and job satisfaction (intrinsic and extrinsic) was conducted. In addition, a linear regression to determine the relationship of job satisfaction to the six levels of teacher empowerment (decision making, autonomy, self-efficacy, impact, status, and professional growth) and to the three types of leadership style (transformational, transactional, non-transactional) was conducted. Descriptive statistics of means and standard deviations were conducted on the three levels of leadership style, the six levels of teacher empowerment, and the two levels of job satisfaction. Ancillary data were used to find means of gender and level of education. There was a significant correlation between transformational leadership style and two aspects of teacher empowerment-status and professional growth. A significant correlation between transformational leadership style and job satisfaction was also found. It was determined that although teachers were empowered at various levels and exhibited job satisfaction based on mean scores of intrinsic and extrinsic job satisfaction, no significant correlation existed between teacher empowerment and job satisfaction.
Chen (2004) studied "The Relationship between Leadership Styles and Faculty Job Satisfaction in Taiwan".

This was a descriptive, correlational, and cross-sectional study using self-administered questionnaires. The main purposes of this study were to examine the nursing faculty's perceptions of nursing deans' and directors' leadership styles, and to understand how well the perceptions relate to faculty job satisfaction levels. The transformational leadership theory and a direct effects model supported the research framework of this study. A random sampling technique was employed to collect data from 18 schools with nursing programmes. A total of 400 questionnaires were mailed directly to the selected faculty members at the school address. A number of 286 questionnaires were returned, representing a 72.96% response rate.

Findings indicated that Taiwanese nursing deans and directors tend to display transformational leadership more frequently than the transactional leadership and the laissez faire in their workplace. In addition, Taiwanese nursing faculty members reported moderate levels of satisfaction in their jobs. Regardless of each school's organizational characteristics, nursing deans and directors performed transformational leadership more frequently than the transactional leadership and the laissez faire. The contingent reward, passive
management by exception, and individualized consideration leadership styles of nursing deans and directors were significant predictors of nursing faculty job satisfaction in Taiwan. This study helps pave a path for Taiwan's researchers to understand the importance of setting up a leadership training programme for nursing leaders.

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 have impact on 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 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 turn over 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.

The results from the findings of this study have generated several implications and recommendations for administrators. The impact associated with instituting a village approach had been paramount to fostering a nurturing and caring environment. Likewise, promoting parent involvement in the school had been critical. Key strategies and additional research may be necessary to enhance parent input. Furthermore, the notion of fostering communication and collaboration opportunities for staff members is crucial.

Chugbo (2005) conducted a study on “Teacher and Principal Perceptions of Instructional Leadership and the Impact of School Climate in Los Angeles County Court and Community Schools from the Rossier School of Education”.

The purpose of this study was to determine to what extent principals were engaging in instructional leadership and their impact
on school climate in the three juvenile hall schools under Juvenile Court and Community Schools (JCCS) and Los Angeles County Office of Education (LACOE). While much have been written about instructional leadership and school climate as they relate to school improvement, the best practices and means of encouraging such an improvement has only recently become the subject of academic research.

The study sought to answer six research questions regarding instructional leadership and their impact of school climate. Ninety (90) teachers and three principals from JCCS were involved in this study. Respondents were surveyed on various aspects of their schools including the principals' perceived leadership behaviours, functions, and their school climates. The responses were tabulated and analyzed to determine where consistent and inconsistent responses were given. The questionnaires were subjected to statistical analyses using two tailed Pearson correlations, one way t-test analysis of variance (ANOVA) and multi-variance analysis of variance (MANOVA) to determine similarities and differences in perceptions regarding instructional leadership and school climate.

The findings from this study confirmed the vital role principals play as instructional leaders. Effective school research has shown
support of the findings of this study. This study concluded that the principal as an instructional leader sets instructional direction, develops others by monitoring and coaching, and being a team member. Effective principals work closely with teachers on the improvement of instructional and curricular issues. This study supports the idea of selecting and hiring teachers who are not only committed, but are responsible and accountable for the success of all students.

The findings in this study were similar to previous effective school research findings. However, it concluded that JCCS principals should engage more in instructional leadership. Instead of refuting any previous research, this study supported, added and complimented those findings.

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 an 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.

McIntyre (2005) conducted "A Study to Determine the Relationship between Principal Leadership Style and School Climate as perceived by Teachers in Middle Schools in Two Military Communities".

This study examined the perceptions of middle teachers in regards to principal leadership style and school climate in military communities. Non probabilistic samples, convenience and purposive, were used in this study. The participants in the sample were middle school teachers who work in the Copperas Cove Independent School District (OCISD) and the Killeen Independent School District (KISD). The school were chosen because of their closeness to the researcher.
and their accessibility for data. Teachers responded to three survey instruments. The Leader Behaviour Description Questionnaire (LBDQ) provided data that identified the leadership style of the principal; the Organizational Climate Descriptive Questionnaire Revised Middle (OCDQ-RM) identified the school climate type; the demographic questionnaire provided data about the age of the teacher, the number of years teaching, and the number of years teaching in the current school. Descriptive and correlational statistics were used to determine the relationship between the variables. A total of 328 surveys were distributed in seven middle schools with 219 (66.8%) being returned. Of those, 207 (63.1%) were usable. The results of the study showed there was no statistically significant correlation between principal leadership style and school climate. There also was no statistically significant correlation found between any of the demographic variables and the LBDQ and the OCDQ-RM subscales.

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 the 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).

Shouppe (2005) studied “Teachers’ Perceptions of School Climate, Principal Leadership Style, and Teacher Behaviours on Student Academic Achievement in Selected Georgia Schools”.

The purpose of this quantitative research study was to examine teacher perceptions of principal leadership style and school climate and the relationship between school climate and student academic performance. Teacher demographic backgrounds and perceptions were also investigated. In response to accountability issues mandated by federal and state legislation, Georgia’s new Standards-Based School Reform and Curriculum, educators are looking at various aspects within schools to identify relationships between school variables and student performance.

Approximately 370 teachers from ten public middle schools in a mid-western Georgia community were surveyed concerning their perceptions of school climate, principal leadership behaviours, and teacher behaviours. Differences in perceptions of school climate and factors affecting climate were investigated according to teacher
demographics. School climate, principal, and teacher openness, as related to student academic achievement, was also studied.

Statistical procedures included Pearson's product-moment correlations, repeated measures ANOVAs, and two sample t-test. Correlations coefficients found no statistically significant relationship between school climate and student academic achievement. A statistically significant difference between teachers' perceptions of teacher/principal openness and years of teaching experience and ethnicity was found. This study found no differences in perceptions related to gender.

Khaki (2005) conducted a study on “Exploring the Beliefs and Behaviours of Effective Headteachers in the Government and Non-Government Schools in Pakistan”.

This study explored the roles, beliefs and behaviours of three reputationally effective secondary school Headteachers in Karachi, Pakistan. It selected one head from each of three types of schools - government, community and independent, assuming that contextual factors will influence the nature of leadership. It particular, it explored the heads' roles, task management behaviour and conceptions of effective leadership, and observed them enacting their
roles in their daily school lives. The study also explored the key stakeholders' (e.g., teachers, students, parents and officials) perceptions of an effective headteacher in order to see how they view school leadership.

The enquiry collected data through qualitative research methods, including semi-structured interviews, discussions, non-participant observation, pre and post observation discussion, informal conversations and analysis of relevant documents. Data also came from focus group discussions with key stakeholders: teachers, students and parents in each school. In action, the researcher interviewed selected officials or governors related to each school, exploring their views and expectations of school heads and their effectiveness.

The findings reveal that all three heads' beliefs and practices show similarity in a vision of providing an education balanced between Islamic teaching and values and modern, secular content and skills. As managers and leaders, the heads focused on building an environment conducive to better teaching and learning, enabling teacher development, and fostering productive relations within and outside the school. However, they differed in their rationale, understanding, strategies and application of these strategies, due
largely to differences in their personal histories, specific beliefs and values, and organizational settings.

The Heads' and key stakeholders' images converged in a role of an effective head that I characterize a "Prophetic Professional" having a dual role: "prophetic" in commitment to Islamic values and "professional" in playing the role of a good school leader in terms of instruction, management, and leadership. The prophetic professional aims to make sure that Islamic education and values are imparted, in conjunction with the modern secular academic knowledge. This dual leadership role derives from broader Islamic ideological and socio-cultural context of Pakistan.

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

Nations that wish to compete in the global economy recognize education as an indispensable tool of development. Taiwan has recently launched a major effort at educational reform aimed at enhancing its students' ability to efficiently participate in a rapidly changing and globalizing world economy.
One of the major factors in providing effective instruction to a nation's younger generation is teacher performance. If teachers lack job satisfaction and commitment, the possibilities for productive learning and educational reform are sharply diminished. This makes teaching performance and all the variables that affect it an area of vital concern for educational leaders.

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 “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 very a 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 or 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 “idealists” 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”.

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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.

Tasnim (2006) studied “Job Satisfaction among Female Teachers: A Study on Schools in Bangladesh.”

This study is conducted to analyse the job satisfaction among the female teachers of government run schools in Bangladesh.
Though job satisfaction is considered as a factor of social psychology but in this study job satisfaction is analysed from organizational perspective. Two research questions are posed to identify the level of job satisfaction of female teachers. The prime aim of this study is to find out the teachers' perception of 'job satisfaction' and to identify the factors, which affect job satisfaction of female teachers. To fulfil these aims fifty-seven teachers from seven government run schools in urban and rural areas have been selected. Among the selected teachers twenty five are male and thirty two are female teachers. Both open ended and close ended questionnaire are used to get the answer of the research questions.

The empirical study has found some factors, which affect job satisfaction of both male and female teachers. The factors are salary, academic qualification, career prospects, supervision, management, working environment, culture etc. Few perceptions of job satisfaction and the factors those affect it are same to the male and female teachers. But here are many perception as well as factors in which the male and female teachers are in two opposite pole. These different opinions are mostly interpreted in masculinity-femininity and power distance model of Hofstede. It is found that both the male and female
teachers are dissatisfied but the female section is more dissatisfied than those of the male teachers.

Maaja (2007) studied Relationship between Organizational Culture and Performance in Estonian Schools with Regard to their Size and Location.

Organizational culture expresses to what extent the members or organization is willing to support each other and also the goals and development of their organization. Previous research has shown that organizational culture has a considerable influence on employees' behavior and work results. The aim of the study is to explore the relationships between the organizational culture estimations and actual school performance vis-à-vis the size and location of Estonian secondary schools. The empirical study (n-558) was conducted in years 2003-2006 among the personnel of 60 Estonian secondary schools. The sample included representative of school administration, teachers and support personnel. The organizational culture estimation were measured by the organizational culture questionnaire (Vadi et.al., 2002), which reveals task and relationship orientations of organizational culture. For measuring performance, the national examination results were used.
The results show that managing and improving of the organizational culture could contribute to the performance of schools.

Smart (2008) studied Organizational Culture and Effectiveness in Higher Education: A Test of the “Culture Type” and “Strong Culture”.

Two of the more promising lines of inquiry in efforts to understand the hypothesized linkage between organizational culture and effectiveness have focused on the differential effectiveness of organizational depending on their dominant culture type and their culture strength. The primary purpose of this study was to determine whether these two lines of inquiry operate in an independent or conditional manner in explaining the hypothesized linkage between organizational culture and the performance of a sample of four year colleges and universities. The findings provide support for both lines of inquiry, albeit not entirely in a manner suggested by their respective proponents. For example, while culture type has a decidedly stronger independent effect on institutional performance than culture strength, the differences are clearly more pronounced on campuses with “Strong” rather than “Weak” cultures. The implications of these findings for research on and efforts to improve the performance of colleges and universities are discussed.
Kamla-Raj (2009) The Effects of Leadership Behavior on Efficacy: A Comparative Study of Faculty of Two Universities from Iran and India.

The present study examined the effects of leadership behavior on faculty efficacy of Department of Humanities in University of Mysore (India) and University of Shiraz (Iran). The data were collected from amongst the faculty of the two selected universities including 174, of whom 93 were from India and 81 from Iran. The instruments used were the Leadership Behavior and the Pareek Faculty Efficacy Questionnaire. First, it was hypothesized that there would be a relationship between the department heads' leadership behavior and their faculty efficacy and that the heads' leadership behavior and faculty efficacy of the related departments of the two universities would not be significantly different. The results, approving the first assumption, revealed that there was a significant relationship between leadership behavior and faculty efficacy. Moreover, it was found out that the department heads' leadership behavior and faculty efficacy of the Department of Humanities of the two universities were consequentially distinct.

This study was based on data from the 2008 Take20: Alabama Teaching and Learning Conditions Survey and focused on a comparison of teachers' perceptions of how school principals exercise their role in both high- and low-performing elementary and middle schools that serve high-poverty student populations. Teachers in the high-performing schools consistently viewed their principals' behavior more positively than did their counterparts in the lower-performing schools. Teachers reported less difference in regard to engaging the community to create shared responsibility for student and school success. Very little difference existed in the principal's involvement of teachers in key school decisions; neither population of principals scored high in this area.

3.3 Conclusion

There are very few studies conducted in India relating leadership behaviour with job satisfaction, personal effectiveness, organizational culture and climate.
The present study makes an earnest attempt to study the relationship between leadership behaviour, job satisfaction, personal effectiveness, organizational culture and organizational climate.

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