

## CHAPTER - 2

## CHAPTER II

### REVIEW OF RELATED RESEARCHES

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Researches Reviewed

## 2.1 INTRODUCTION

The major concern in the present chapter is to glance through some of the researches on organizational climate of primary schools in the first instance and on the leadership behaviour as a consative factor of this climate and teacher morale as a resultant effect of the climate. This will be largely the focus of the present study. However, incidentally, some researches may be reviewed which throw light on these three dimensions and the possible relationships that they bear among themselves. Not only that some other independent variables which provide meaningful understanding of the integral relationships that exist among them and particularly their bearing on school quality or achievement index will also be examined. In this the investigator would endeavour to be selective and would review such researches which help in understanding the theme of the study as well as the possible outcomes of developing and maintaining good school climate through ensuring effective leadership of principals of schools and the morale of the school teachers.

## 2.2 HALPIN'S WORK ON ORGANIZATIONAL CLIMATE

The investigator would prefer to initiate the present exercise in reviewing the pertinent researches in the field by first giving a close and full look at the research of Andrew Halpin on the subject. This he wants to do for two purposes. Firstly, as observed earlier, no attempt has

so far been made to inquire into the climate of the school systems on scientific lines in Thailand, and therefore, a comprehensive review of Halpin's endeavours in this sphere would be of great interests to educators in Thailand. Secondly, Halpin and Croft's OCDQ (Organizational Climate Description Questionnaire tool) has been the fountain-head of the researches done in this field from 1963 to the present date - most of the studies on organizational climate done in U.S.A., Canada, Australia, and to some extent in Korea, Philippines and India have used the OCDQ tool and followed the techniques developed by them to identify, classify and interpret the organizational climate.

The research on organizational climate of schools was first concretised by Halpin and Croft in September 1954. It took full nine years to implement the plan. It was completed at the University of Utah and was the exploratory phase of what had been conceived originally. In 1966, its fuller account was published by Halpin in his "Theory and Research in Administration". It formed Chapter 4 of the book running into 135 pages excluding notes.

The purpose of the research was to "map the domain of organizational climate, to identify and describe its dimensions, and to measure them in a dependable way". The research plan consisted of constructing an Organizational Climate Description Questionnaire (OCDQ) that would lend

itself easily to portray the organizational climate. This tool was constructed by Halpin and his colleague Don B. Croft to describe the climate of elementary schools. It was decided to use a set of Lickert-type items. The OCDQ was originally composed of items which teachers and principals can use to describe the climate of their school. A sample of 71 elementary schools was chosen from six different regions of the United States. The tool was administered to 1,151 teacher respondents. The scale against which the respondent indicated the extent to which each statement characterized his school was defined by four categories : (1) rarely occurs, (2) sometimes occurs, (3) often occurs, and (4) very frequently occurs. The numerical values given to these responses were respectively 1, 2, 3 and 4.

The analysis of the items led the researchers to prune 80 items to 64 items. The results of the responses to these items were subjected to factor analysis. As a result of this exercise, the eight dimensions of the organizational climate mentioned in the previous chapter were identified. The 64 items which loaded on each of the eight dimensions were assigned to eight corresponding sub-tests.

The next step in the research was to move from the item level to the sub-test level. Then, using statistical devices, eight standard scores for each sub-test were obtained. It was found that all the eight sub-tests were

saturated, to at least some degree, with either Social Control and Social Needs behaviour (or both). It was also found that some sub-tests provided "poorer" measures of one of the behaviours described as Social Control and Social Needs. The composition of the eight sub-tests was found to define the Organizational Climate profiles.

Then, the researchers moved to the next important step of the consensual description of each school by the respective staff. The steps involved in the identification of the organizational climates were six :

(1) The school-profiles based upon the raw scores on the eight sub-tests of the OCDQ were constructed. The raw scores of the sub-tests were standardized in two ways : normatively and ipsatively;

(2) Through factor-analysis, six major patterns of factor loadings were found among the profiles; each school-profile in respect to one of these six sets or patterns was categorised;

(3) The six sets of profiles were designated as prototypic profiles and defined the six organizational climate in terms of these six prototypes;

(4) The six Organizational Climates were ranked in respect to Openness versus Closedness, for example, the Open Climate, the Autonomous Climate, the Controlled

Climate, the Familiar Climate, the Paternal Climate and the Closed Climate.

This is, thus, the research Halpin and Croft which uses the OCDQ to get the responses of the teachers about their principal's and colleagues' behaviour in the school which portray the climate in the school. These responses are then statistically treated and with the help of the Prototypic profiles which the researchers have developed, the organizational climate of individual schools in terms of one of the six climates is identified.

### 2.3 RESEARCH ON CONCEPTUALISATION OF ORGANIZATIONAL CLIMATE

In the previous chapter, the concept of organizational climate of schools as conceived by Halpin and Croft (1963) and as accepted by the present investigator for the purpose of the present study has been already set forth. Here some researches will be reviewed which either stimulated the thinking of Halpin and Croft, or which had led them to such a conceptualisation or which bear some significant bearing on it. Such a brief review would also help in focusing the fact that organizational climate is a complex and intricate phenomenon and it leaves more questions unanswered than what the Halpin - Croft concept of the same answers.

Schein's (1965) conclusion is that the organization is a complex social system which must be studied as a whole if individual behaviour within it is to be truly understood. Davis (1962) too stresses the same fact in other words, namely that organizations are social systems and people make them immensely complex because of their many needs and value systems which they entertain. Baldrige (1972) has aptly concluded that such an organization is an 'organic system'. Here the organization is conceived as functioning to promote good relationships between groups as well as between individuals. Mutual trust and confidence, shared responsibilities and resolution of conflicts are made through problem solving.

According to Brown (1965), organizational categories attract, repel or isolate the sub-groups and individuals along a variety of lines. This peculiar patterning of personnel in any organization is what he calls 'climate'.

Guba (1960), viewed 'organizational climate' as the state of the organization which results from the interaction that takes place between organizational members as they fulfil their prescribed roles which satisfying their individual needs. Lonsdale (1964) gave his view of organizational climate as the global assessment of the interaction between the task-achievement dimension and the need satisfaction dimension within the organization.

Feldvebeli (1964), defined organizational climate as a pattern of social interaction that characterizes an organization. The main units of interaction in the concept being individuals, the group and the leader.

The term 'Climate', for a long time, has been rather generally and imprecisely used to describe the 'atmosphere' of an organization. Any how, Argyris (1957) first attempted to describe systematically the factors which comprise organizational climate in a study of organizational relationships in a bank. The research findings of Halpin and Croft (1963), however, give a more precise meaning to the term 'Organizational Climate' which gives a normative base and enables comparison between organizations.

The climate may be pictured as a personality sketch of an institution. As personality describes an individual, so climate defines the essence of an institution. Climate also refers to the environment. Environment is the 'skin' of the organization. The culture or environment may influence the organization. Hence the climate plays an important role in any formal organization.

Organizational Climate is the term used in the environmental research of the industries. This is rather new area of research. Gilmer (1966) described several studies on organizational climate, each of which concentrated on meaning one or a few variables of the organization rather

than taking into account all the variables. Nelson (1960) has classified the organizational climate into four types: (1) the bureaucratic, (2) the autocratic, (3) indiocratic, and (4) democratic. Kahn et al (1964) have remarked that "the concept of organizational climate, as its analogical name implies, sums up many of the determining conditions for what things shall grow in organizations and what things be sighted. The vocabulary of organizational variables require this term or its equivalent. This implies that one must take into consideration all the organizational variables in any study of the organizational climate. Rao (1968), while studying the organizational climate as a multi-dimensional variable which follows the normal curve.

Halpin and Croft (1963), as discussed in the previous chapter, viewed the organizational climate of schools as the interaction between the leader (principal) and the group (teachers). Since, it is an interactional process between the leader and the group, it is also necessary to understand clearly about the leadership in the group.

Stern (1962) viewed the organizational climate as the interaction between the personal needs of the individuals and the environmental press in any formal organization.

Sharma (1971) described the organizational climate as the concept which described the milieu of role participants, interacting within the sociological and psychological

frame-work of an institution such as the school. According to him, it is the interaction between the perceiver and the perception. It is the interaction between the personalities. As personality describes an individual, so climate defines an essence of the institution. Since personality will change after sometime, so also the climate will change. In brief, organizational climate is the interaction between the leader and the led or the interaction between individual need-satisfaction and the task-achievement in any formal setting.

According to Forehend and Filmer (1969), behaviour is a function of the interaction between personal character and environmental variables and they go on to describe 'climate' as 'a set of organizational properties' which may influence the behaviour of individuals in organization. Much of the literature dealing with satisfaction and related concepts is based upon the assumption that the social climate of an organization is in some way related to motivation, aspiration and eventually to job-proficiency.

In educational administration, some practitioners have given high priority to efforts that could create that kind of situation in a school in which the teachers would find the organizational demands on them to be just exactly what they, as individuals would have actually desired.

Chris Argyris (1957) who has an impressive background of research and practical experience in organizational

facets of business, industry and government has taken up a stand that the needs of the individual cannot be totally congruent with the demands of the organizations. He suggests that if ways and means could be found to keep this inevitable conflict within tolerable bounds, that would be sufficient for a start. If an atmosphere of trust, openness, and law threat can be created, the very admission that conflict does exist would lead to talk about it and work towards reducing the causes of conflict.

These are some of the facets of the concept of organizational climate emerging from the researches done in fifties and sixties of the present century.

#### 2.4 INDIAN RESEARCHES IN ORGANIZATIONAL CLIMATE OF SCHOOLS

Some studies on organizational climate of Indian schools are reported by Mehra (1970), Bayati (1970), Sharma (1971, 1972, 1973), Sharma, Buch and Rai (1971), Kumar (1972), Vinodini Parikh (1972), Madhu Patel (1972), Lulla (1972), Pillai (1973, 1974), Bhikhu Patel (1974), Neela Shelat (1975), Darji (1975), Dalsukh Pandya (1975), and Ivy Franklin (1975).

The trends in these Indian researches are as under :

(a) They have mostly used the OCDQ of Halpin and Croft; Reddy's study (1972), however, uses Stern's

Organizational Climate Index (the OCI). This is a solitary exception;

(b) The sample in most cases is drawn from secondary schools;

(c) Mehra's (1970) study showed that the dimensions of organizational climate are Disengagement, Aviscidity, Esprit, Intimacy, Controls, Hindrance, Thrust, and Task Orientation. (The underlined are new dimensions and are different from Halpin and Croft's dimensions.)

(d) They mostly use the six climate categories of Halpin and Croft in the prescribed sequence. In Sharma's study this sequence gets changed. The third category becomes "Familiar Climate" whereas it is "Controlled Climate" in Halpin's classification. Mehra's sequence of climate types is also different. The sequence is : Open, Controlled, Autonomous, Paternal, Familiar and Closed.

(e) In each sample of schools, the Open, the Autonomous, the Controlled, the Familiar, the Paternal and the Closed types are revealed, but in varying extent.

(f) The three climate types largely found were Paternal, Closed and Controlled.

(g) Sharma (1973) claims to have identified four new dimensions of organizational climate, viz., (1) psychological hindrance, (2) alienation, (3) controls, and (4) humanised thrust.

(h) Sharma (1973) also found a new factor which he calls 'Organizational Control', besides the factors of "Social Needs" and "Esprit" as against the three factors yielded by Halpin's research, namely, "Social Needs", "Esprit" and "Social Control".

(i) Sharma's (1973) study also showed that the four dimensions of the OCDQ of Halpin and Croft namely, Hindrance, Aloofness, Thrust and Consideration were not in agreement with the dimensions identified in his study.

The prominent findings of Indian researches in organizational climate of schools deserve to be noted here :

(1) No significant differences in patterns of organizational climate seem to characterise government and non-government schools;

(2) One climate type of schools (e.g. Open Climate) of one region (e.g. Rajasthan) seems to differ significantly from the some climate type of schools of another region (e.g. Gujarat) in certain dimensions of organizational climate such as Hindrance and Consideration;

(3) Different organizational climate of schools have different effects on certain aspects of student behaviour. For instance, in matter of better personal adjustment of pupils, schools with the Open Climate stand first, followed

by schools having Closed, Autonomous, Controlled, Paternal and Familiar Climate in the sequential order;

(4) Different climate types prevailing in different schools produce differences in their pupil population in respect of their behaviour (a) related to value orientation, (b) their attitude toward certain educational subjects, and (c) their achievement index;

(5) Significant positive correlation operates between pupil performance and innovativeness of the school and openness of school climate;

(6) Variables like urban - rural locations of schools and achievement index of the schools as measured by public common examination do not seem to be related to organizational climate of schools.

Some specific findings of Indian researches may be referred to which give a significant focus to researches on school climate.

Reddy (1972) noted five important significant correlations between organizational climates of schools and some independent variables viz., (a) size of the school and low degree of intellectual climate and achievement standards; (b) size (small) of the school and controlled and closed climate; (c) size (small) of the school and good supportiveness; (d) converse of the 'c' above; and (e) age (older) of the staff and adaptability (low) and vice versa.

Buch (1972) showed that no significant relationship existed between adaptability of the principal and the eight dimensions of the organizational climate of schools.

Sharma (1973) found four positive significant correlations, viz., (a) age of the staff (faculty) and disengagement; (b) size of the staff and disengagement; (c) teacher satisfaction with (i) school climate, (ii) esprit; (iii) controls, and (iv) humanised thrust; and (d) head-master's effectiveness with (i) school climate, (ii) esprit, (iii) controls, and (iv) humanised thrust.

Sharma also found negative correlations between (a) staff age and esprit, (b) staff stability in a school and alienation, (c) teacher satisfaction and disengagement as well as psycho-physical hindrance, (d) head-master's effectiveness and disengagement, (e) school climate and staff age as well as their length of experience. One important conclusion of Sharma's study was also this - the school climate is independent of factors such as school size, staff ability and the length of the head-master's experience.

Pillai's (1973) findings give more direct clues regarding the significant relationship existing between the openness of school climate and factors such as higher index of pupil performance and school adaptiveness to innovations. She also found that of the eight dimensions

of organizational climate of schools esprit and thrust correlate positively and disengagement and hindrance negatively with pupil achievement index. The three climate dimensions that significantly influence the innovative behaviour of a school are esprit, thrust and disengagement, the first two positively and the last negatively.

Bhikhu Patel's (1974) study supports some of the findings noted above, and emphasises some new ones. He found that (a) climate of a school varies as a function of the progressiveness of a school; (b) the more progressive, the less progressive and the least progressive categories of schools differ in their climate.

Neela Shelat's study (1975) revealed that variables like the age of teachers, teachers' academic and professional qualifications, their teaching experience in terms of total years of services and their urban-rural background of up-bringing are not correlated to organizational climate of schools. But she found that variables like size of the school is partially related to organizational climate. School effectiveness as measured by a group of experienced and competent educational inspectors of State Department of Education is significantly related to organizational climate.

Ivy Franklin's (1975) generalisation regarding the climate types in India deserves to be underscored. She

observes, "In India, a tendency towards more Closed and Paternal type of organizational climate is indicated, which goes well with the cultural environment of the country where the characteristics of obedience and submission to authority and elders are predominant.

Thus, Indian educational researches show a distinct trend towards studying organizational climate of schools. New tools adapted to Indian social, economic and educational environment are being developed for instance by Kirit Gandhi for secondary schools, Anjani Mehta for private colleges affiliated to Gujarat University, and by Seema Sahastrabuddhe for a unitary and teaching university like the M.S. University of Baroda. The Indian States that have figured prominently are Gujarat (with bulk of researches) on climate and Rajasthan, Delhi and Tamil Nadu States with a couple of studies on the subject. The trend in Indian researches is to study several correlates of organizational climate of schools.

#### 2.5 SOME SELECTED WESTERN RESEARCHES ON ORGANIZATIONAL CLIMATE OF SCHOOLS

In contrast to Indian researches on organizational climate of schools, the theme has been more extensively and intensively investigated in some western countries. The OCDQ has been largely used but its variations have also been attempted. For instance, Borrevik (1972) constructed

OCDQ to measure organizational climate of colleges and university departments. He designated his tool as 'OCDQ - HE'. Western researches on organizational climate will also be reviewed under two major sub-heads, viz., (a) those that deal with the measurement of school climates and (b) those that examine organizational climate of schools in the context of some independent variables.

In the first category of study fall the researches of Halpin and Croft (1963), Feldvebel (1964), Blumberg and Amidson (1965), Cole (1965), Bushlinger (1966), Cook (1966), Anderson and Brown (1966), Flanders (1967), Gentry and Kenny (1967), Sargent (1967), Watkins (1968), Pumphray (1969), McLeod (1969), Anderson (1969), Hull (1971), Coetzee (1972), Borrevik (1972), Okada (1972), Baroft (1972) and Finlayson (1973).

They have largely used the eight dimensions of Halpin and Croft but some researchers like Borrevik (1972) have used only 5 sub-tests and 4 of them through differently designated (e.g. Social Needs, Social Control, Esprit and Student Involvement and Detachment) were similar to those found in Halpin and Croft's OCDQ.

Grassie and Carass (1973) in their study of organizational climate of secondary schools of Australia have slightly modified the OCDQ of Halpin and Croft.

Finlayson (1973) has indicated that recently in England scales to measure teacher behaviour and administrative behaviour indicative of organizational climate of educational institutions and communication behaviour have been developed. They constitute significant research exercises in U.K. in the direction of measuring organizational climate of educational institutions.

The principle facets of the findings of these researches were found to be as follows :

(a) In Western countries the trend points out to the existence of more Open type of climate schools than Paternal or Closed types of climate schools as was reflected in Indian researches.

(b) Principals and teachers vary significantly in the estimation of the organizational climate of their own schools.

(c) A school having a number of Departments does not reflect marked variations in the departmental perceptions of the organizational climate of the school.

(d) Teachers of the Open climate schools tend to be more favourable in their perceptions about the effectiveness of school than is the case with the teachers of the Closed climate schools.

(e) The size of the school does not bear any relationship with the openness of its organizational climate.

(f) The open space schools as a group tended towards closedness of climate, while the traditionally structured school tended towards openness of climate.

(g) Those who are in managerial positions tend to be more pessimistic about the climate of their schools than others.

(h) Personality attributes of teachers in open climate and closed climate differ.

(i) Certain personality factors of teachers, along with their attitude towards children are related to the evaluation of certain dimensions of behaviour as indicated by scores on the eight sub-test of the OCDQ.

Halpin (1963) found the maximum number of schools possessing the Open climate, the next in rank was Closed climate and the smallest number was the Familiar climate.

Sargent (1967) found that a principal's personality relates somewhat to certain climate dimensions. The extent of openness of a high school climate cannot be predicted from a knowledge of the principal's personality.

Anderson's (1969) study supported a hypothesis of Halpin and Croft (1963) on the teachers' personality

attributes of autonomy, hetero-sexuality, deference and abasement go with openness of climate.

Kim Hyo-Sun's (1971) study is not Western but is Asian. It is in fact a Korean study. This study showed that principals in school with 'Open' climate have relatively high development oriented values and principals in 'Closed' climate schools have non-development oriented values and the value of teachers' group was not positively related to school organizational climate.

Coetzee's (1972) study revealed that Open climate is not the function of the openness of space.

Okada's study (1972) revealed that Open and Closed climate schools differed in their scores on Esprit and Intimacy. The teachers enjoying decentralised powers were found to belong to Open Climate Category. No significant differences were found to operate between two groups with centralised and decentralised functioning in respect of their scores on dimensions of the OCDQ such as Disengagement, Hindrance, Aloofness, Production Emphasis, Thrust and Consideration.

Baroft's study (1972) showed that no significant relationship exists between faculty members' perceptions of the organizational climate of their schools and their conditions of employment. He found significant differences

in perceptions of members of Technology Division and Business Division particular in regard to the dimension of Production Emphasis of the OCDQ.

The following excerpt from Neela Shelat's study (1975) throws light on research efforts directed in England towards identification of climate of educational institutions. She observes :

"It appears that in Britain, little has been done to investigate the perceptions of teachers on this and related themes since the research movement originated in U.S.A. has spread to some other countries on the continent and in Asia..... But this position has been recently changing in England, since a number of such instruments have been produced. They are not of the OCDQ type, but somewhat differently conceived and structured. They include six scales to measure the social and administrative behaviour of school principals. They are on : (1) Awareness, (2) Bureaucratic Orientation, (3) Openness, (4) Friendliness, (5) Professional Concern for Staff professional development, and (6) Professional concern for staff personal welfare. The four scales relating to leader behaviour are on (1) Identification, (2) Familiarity, (3) Social Disintegration, and (4) Obstruction."

Like Indian researches, the Western researches, too, have thrown light on the relationship existing between climate and certain related factors or variables.

- (a) There is significant positive correlation between openness of climate and teacher satisfaction from task-achievement and social needs and negative correlation between closedness of climate and the same variable.
- (b) Low correlation was found between decision-making structure and principals' score on organizational climate dimensions.
- (c) There is no correlation between the perceptions of the full-time teachers and part-time teachers and the organizational climate.
- (d) The Western researches on relationship between organizational climate of schools and their size have conflicting results, and, therefore, no assailable conclusion can be drawn. However two emergent trends are as under, namely (i) more of smaller sized schools have 'Open' climate, and more of bigger sized schools have 'Closed' climate, and (ii) no significant relationship exists between the school size and school climate.
- (e) Optimum size of teachers per age level was found to be significantly related to 'Disengagement' and 'Hindrance' dimensions and not related to

'Aloofness', 'Thrust', 'Production Emphasis' and 'Consideration' dimensions.

- (f) Significant relationship has been reported by some researches, between 'urban schools' and 'Open Climate', and 'rural schools' and 'Closed Climate' respectively.
- (g) Relationship seems to exist between the developmental value orientation of school personnel and organizational climate of schools.
- (h) Low correlation was found between school administrative district decision-making structure and organizational climate of schools.
- (i) Some researches have revealed a significant relationship between Socio-Economic Status (SES) of the school community and 'Hindrance' and 'Consideration' dimensions though, no significant relationship exists between SES and school climate as a whole.

The researches referred here are small out of the many directed on organizational climate of schools. They show how the movement for measuring school climate has been developing. Some reactions have come forth towards the tools, procedures and interpretation of these researches. One stream of criticism seeks to expose the fact that

majority of these researches assume that by averaging the perceptions as reflected from the responses of the teachers and making generalisations therefrom, can be valid measures of really how teachers and principals behave in the school and how teachers perceive the behaviour of their colleagues and their boss, the principal. The validity of the responses is being doubted.

This tendency of skepticism is more noticeable and pronounced among educational researchers of Great Britain than among their counterparts in U.S.A., Canada, Australia and Asian countries like India, Philippines and Korea.

This is reflected from the observations as the following :

"There has always been the problem of the lack of consensus among teacher respondents about their perceptions of the same behaviour on the part of their colleagues or their head..... There is, too, a considerable body of experience demonstrating the influence of psychological factors on perception, and recent studies have shown that both values and motivation influence the perception of leader behaviour in schools. Organizational factors such as school size also seem to influence teacher perceptions." (Finalayson, 1973)

But researchers do concede that perceptions of teachers will have a place in educational research because they constitute a valid subject of investigation in their own right. Brown (1965) holds the view that if teachers'

perceptions are used as the dependent rather than independent variable in research design, more would become known about the psychological and sociological concomitants of such perceptions, and in the light of such findings, the teachers' perceptions about their colleagues' and head's behaviour and basing the climate of their school on them could be better interpreted.

#### 2.6 RESEARCHES ON LEADERSHIP BEHAVIOUR AND ORGANIZATIONAL CLIMATE OF SCHOOLS

It was seen in Chapter I that in the concept organizational climate of schools, both teachers' behaviour and leader's behaviour contribute very largely. Thus, it can be assumed that teachers' interaction behaviour among themselves and with the school principal mould the organizational climate of schools. Considerable research output is to be found on the possible relationship existing between leadership behaviour of school principals and organizational climate. In most of the Indian researches this relationship is investigated. In fact, this constitutes a distinct trend in Indian researches on organizational climate.

In this section some selected researches on the concept and behavioural characteristics of leadership will be reviewed, the significance of leadership behaviour as reflected in educational research will be underpinned and

the impact of leadership behaviour on the organizational climate of schools will be focused. These exercises will be on a selective rather than comprehensive basis.

It is a fact that any administration whether in education, business or industry refers to human activity that involves a minimum of four components : the task, the formal organization, the work group and the leader. The leader is the member of the organization who is formally charged with responsibility for the organization's accomplishment.

According to Bullock (1969), the principal in a school or a college occupies a vital position within the organization. His actions influence the effectiveness of the educational programme. The day he is appointed as a principal and he attains an administrative position, he develops the role of an administration and his behaviour begins to be influenced by his perceptions.

Within the research studies of educational administration by Kenvin (1970) and Gordon (1971), a school is often analysed in terms of what Weber (1949) considered to be the ideal type of formal organization or a bureaucracy. Here, a dogmatic principal is defined as an individual who exhibits a closed way of thinking, having an authoritarian outlook of life, intolerance toward those with opposing beliefs and a sufferance of those with similar beliefs.

Such a closed minded principal forces a closure to the decision-making processes by introducing a set of formal and impersonal rules. These rules become the barrier of authority for the school and through these rules the school controls and directs the action of the teacher in the accomplishment of its goals.

From the research analysis it becomes evident that a school with a dogmatic leader would develop an organization characterized by a hierarchical authority, rules for teachers, procedural specification, and impersonality. In such an organization the climate is tense; there is superior subordinate relationship, the group members comply with the wishes of the superior by self-subordination; and become uncritical and accept the opinion of the experts, prefer impersonal or formal relationship in job, and conform to the rules and regulations will give security.

Fuhrmann (1973) worked toward a theory of leadership by drawing from the Gestalt theory of humanistic education and Torgler's Group Development Theory. He arrived at a conceptualisation of leadership which implicitly reflects value-prescribed roles for leaders, manipulation of others and a qualitative difference between those who lead and those who follow. Three characteristics which create unhealthy, thwarting conditions for all concerned leaders as well as followers are :

- (1) Prescribed roles demand inauthentic behaviour;
- (2) Manipulation others demands that followers do not actualize their own unique potentialities; and
- (3) A qualitative difference between those who lead and those who follow creates position of inferiority and superiority and thwarts natural growth.

Out of these three situations emerge unhealthy conditions of dependence and counter dependence.

Fuhrmann (1973) also assumes two clusters of human behaviour. One cluster is dysfunctional and defense-producing and includes behaviourism which are dependent, counter-dependent ambiguous, passive, fearful and distrusting. The second cluster is functional and growth producing and includes behaviour which is independent, clear, active and inter-dependent. The theory assumes that there is a desirability of the functional, growth producing behaviour on the part of these designated 'leader'. He suggests that the linking of the Gestalt theory, with the Humanistic Education and Tory Group Development Theory provides a model of leadership which affirms the integrity of both individuals and groups. This theory of growth facilitating leadership is called by him as 'confirmatory leadership'. The confirmatory leadership utilizes technologies which are authentic, which facilitate actualizations and which characterize growth to encourage independent, clear, active and interdependent behaviour

among people in organizations, which confirm and enhance authenticity, fulfilment and growth.

A model of leadership as devised by Elwell (1973) is an adopted 'Action System'. The theory accounts for its being more than a leader-follower relation. According to her, the action system has six parts : namely, identification, rationale, operation, direction, dimension and dynamics. The six parts of the system are linked by the meaningful information generated by the process and role elements in mutual interaction. When the total organization is viewed as a unit, it was found by Dennis (1969) that as an organization becomes more centralized and formalized management styles become less participatory, morale decreases, innovation and productivity are lower. However, when the organization is viewed as the sum of social positions, or when sub-groups within the organization are considered, these relations do not hold.

The leader behavioural styles are developed in an organization and are perceived by the subordinates which favourably or unfavourably affect the morale of the members. Blumberg and Weber (1968) found that differences in perceived supervisor behavioural style were related to the differential morale scores. There are four distinct supervisory behavioural styles viz., High-direct and High-indirect; Low-direct and High-indirect; High-direct

and Low-indirect; Low-direct and Low-indirect. Teachers felt more positive about the quality of interpersonal relationship in supervision. They felt that they have more communicative freedom and saw their supervision as being more productive than those teachers who perceived the behavioural style as high-direct and low-indirect. Sometimes, the feelings of the subordinates are suppressed and intellectualized. Under these conditions the 'touchy' issues in a group meeting are not discussed. Under these conditions the executive or the principal tends to use the power and control and gets things done and thus causes problems for subordinates. Argysis (1971) points out to the inter-personal blindness and the concept of strong leadership combined together leading to the problems in the organization. Under these conditions, individual growth will not be achieved unless the leader processes on his own behaviour.

Many studies report personal variables of the leadership and analysis of leadership behaviour. Halpin (1966), defines the 'initiating structure' and 'consideration' as the two variables of the leader behaviour. Kavanough (1972) views the behaviour of the principal in terms of 'consideration' and 'initiating structure' as a function of subordinate competence and test complexity.

Combs (1970) views that the good helpers are concerned with people and the poor ones are concerned with things with

regulations, order and procedure. A great many of the difficulties that administrators or principals get into are caused by the fact that they are too much concerned with the problem of things and not enough concerned for the problems of people. The good helpers believe that the people are able rather than unable, dependable rather than undependable, friendly rather than unfriendly, worthy rather than unworthy.

The other characteristics of the leader behaviour as pointed out by the researcher are sociability, persistence, initiation, knowing how to get things done, self-confidence, alertness and insight into situation, co-operativeness, popularity, adaptibility and eloquence. He is also intelligent, scholarly, dependable, active in social participation and human relations.

According to social psychologists, leader behaviour is a special phenomenon arising from group action. It is not considered a special property of gifts of an individual, although some people appear to possess more of the characteristics conducive to leader behaviour than others. Leadership occurs in group situations. In a society that is committed to a democratic way of life, Leadership must be considered a group property, which is bestowed upon the separate members in terms of the needs of the group and the competencies of the individuals involved.

Lipham (1964) has argued that leadership is behaviour oriented to initiating new organizational structure or to changing the goals of the organization. Koty and Kohn (1966) concluded that leadership may take place at any point in the organizational hierarchy. However, leadership at different levels requires different personality traits and intellectual skills and demands different behaviour by the leader. So the principal's position is defined as one of professional leaderships.

Halpin and Winer's (1952) research on leadership behaviour deserves a special place in this brief review because in the present investigation their concept of leadership behaviour is used to develop a Thai version of the Leadership Behaviour Description Questionnaire (the LBDQ). The LBDQ was devised by the Personal Research Board at the Ohio State University (U.S.A.). Hemphill and Coans (1950) constructed the original form of this questionnaire. Halpin and Winer adapted this instrument in the research relating to the study of leadership behaviour among Air Force Commanders in 1952. The Considerations and Initiating Structure scores were correlated with the ratings by superiors and by air crew members and with the Crew Satisfaction Index. The ratings by superiors yielded significant correlations with the Initiating Structure scores, whereas none of the corresponding correlations was significant.

Halpin (1958) developed a quadrant scheme for describing leaders' behaviour on the Initiating Structure and Consideration dimensions. His interpretation of leadership behaviour falling in each of the four quadrants is as under the Q:I includes those cases which are high on both these dimensions (the HH Pattern). He regards these principals highly effective. Q:II includes cases which stand high on Consideration dimension but low on Initiating Structure dimensions. He regards these principals as ineffective leaders. He observes, "They may ooze with the milk of human kindness, but this contributes little to the effective performance unless their Consideration behaviour is accompanied by a necessary minimum Initiating Structure behaviour. The Q:III includes cases which stand low on both the dimensions. The leadership behaviour of such principals is ordinarily accompanied by group chaos and in most cases they are ineffective. The leaders in Q:IV stand low in Consideration dimension but high on Initiating Structure dimensions. They are described by Halpin as "martinets and the 'cold fish' so that intent with getting a job done that they forget they are dealing with human beings, not with cogs in a machine".

Some Indian researches have been done on leadership behaviour of principals of schools. Among these mention must be made of doctoral studies by Patel (1974), Shelat

(1975), Frenklin (1975), Pandya (1975) and Darji (1975).

Patel categorised his sampled schools in three classes, viz., highly progressive, less progressive and the least progressive. He found that the teachers of the least progressive schools feel that most of the recognised qualities of leadership are not actually possessed by their principals whereas the teachers of the highly progressive schools believed that most of the essential qualities are possessed by their leaders.

Shelat found, that all the four leadership behaviour patterns indicated by Halpin's Quadrant Scheme (i.e. the HH, HL, LH and the LL patterns) are manifested by the principals of the sampled schools. She found the LL pattern in 37 per cent, the HH pattern in 35 per cent, the HL pattern in 17 per cent and LH pattern in 11 per cent of the principals. Another finding of this study was that only 37 per cent of the principals stood high, 48 per cent were average and 15 per cent low on Consideration dimension. She also found that compared to large sized schools a greater number of small sized schools have the HH pattern displaying principals and as compared to small sized schools, a greater number of large sized schools have principals manifesting the LL pattern of leadership behaviour. She also found good correlation between the Initiating Structure and Consideration dimensions of leadership behaviour.

In this respect Darji's results were more encouraging. His distribution of leadership behaviour patterns among the principals of the sampled schools was 48 per cent the HH pattern, 36 per cent the LL pattern, 9 per cent the HL pattern and 6 per cent the LH pattern.

Franklin's findings manifest a similar trend - her distribution of leadership behaviour patterns among the secondary teachers' college principals was 40 per cent the HH pattern, 31.44 per cent the LL pattern, 17.14 per cent the HL pattern and 11.42 per cent the LH pattern.

The Indian researches in large many cases reveal a significant relationship existing between organizational climate of schools and leadership behaviour patterns of school principals.

Patel (1974) found that leaders in more or less Open Climate schools are perceived as possessing a greater number of desirable qualities than the leaders in more or less Closed climate schools.

Shelat (1975) found that the HH pattern of leadership behaviour was more closely associated with the Open, Autonomous and Controlled Climate types than with the Familiar, Paternal and Closed Climate types. The LL pattern of leadership behaviour seemed to be correlated highly with the Closed Climate type. The HL pattern of leadership

behaviour was found to be associated prominently with the Autonomous, Controlled and Closed Climate types, whereas the LH pattern was found to be closely linked up with the Open and Autonomous types of climate. Her overall conclusion was that the four leadership behaviour patterns vary according to organizational climate types.

Darji (1975), too, found a significant correlation between Open and Closed climate types and the HH pattern and the LL pattern of leadership behaviour. His study revealed that all Open Climate school principals manifested the HH pattern of leadership whereas the LL pattern was manifested by around 68 per cent of Closed Climate school principals. In Controlled Climate schools around 57 per cent principals possessed the LH pattern.

Franklin (1975) also reached a conclusion in her doctoral study that both organizational climate of secondary teachers' colleges and the leadership behaviour patterns of their heads are significantly correlated.

It appears from the Western researches which the present investigator came across on organizational climate vis-a-vis leadership behaviour of heads of organizations that this relationship does not seem to have engaged the attention of many researchers in the West. Researches by Corey (1954), Guest (1962), Flaxton (1965), Wiggins (1972),

Preston (1973), Wheeler (1973), Claypool (1973) however, do touch this relationship.

Corey has reached a conclusion that effectiveness of leadership should be viewed on the basis of its contribution to the creation of desirable organizational climate. Guest, too, came almost to a similar conclusion but he put his emphasis in a different way. He observed that educational administrators who wish to bring about changes that should prove productive need to promote Open climate in their schools.

Plaxton's conclusion was that the analysis of the results of the sub-tests of the OCCQ provides useful clues to raising the effectiveness of the leadership in the organization.

Wiggins' study revealed a significant relationship between principal's inter-personal orientation and the school climate.

Preston's findings were rather startling. For instance, he found (a) no significant difference in the learning climate in the open space schools and traditional schools; (b) the teachers of traditional schools perceived their principals effective; and (c) climate seems to bear no relationship with the traditional character of the school.

Wheeler found a significant correlation between the variables of principal's leadership style and students' perception of school climate.

Claypool's finding came very close to the finding of Indian researches referred to earlier, namely that school climate bears significant relationship with leadership behaviour of school principals.

Thus, the researches on school climate and leadership behaviour patterns of principals seem to support the hypothesis that the leadership behaviour patterns of school principals contribute significantly to the creation of school organizational climate pattern.

#### 2.7 RESEARCHES ON MORALE AND ORGANIZATIONAL CLIMATE OF SCHOOLS

One of the constituents of organizational climate as seen earlier, is esprit or morale. The possible bearing of morale on climate can be inferred from the ways in which researchers have defined morale. For instance, Atkins and Lasswell (1954), defined morale as 'that collective with which is built into groups by securing a subordination of the individual to the group, and a willingness to be disciplined in terms of group purposes'. According to Keith (1957), too morale is the attribute of the individuals and groups toward their work environment and toward voluntary

cooperation to the fullest extent of their ability in the best interest of organization. Buitt (1959), has also underpinned that morale is a tendency to work enthusiastically for a common purpose. Yoder (1959) in his book 'Personnel Management and Industrial Relation' has defined 'morale' as an overall 'tone' or 'climate' vaguely sensed among the members of a group, society or association.

There is a distinction between job satisfaction and morale, in which job satisfaction is regarded as the composite of attitudes of individual employee toward his job and the relationship they create, whereas morale is the group reaction to the total working conditions and relationship according to Yoder (1959), Patter and Lawler (1968) as well as Heryberg (1968) consider morale as 'involvement in one's job'. This eventually creates organizational climate.

Turner (1970) says that 'teachers who are active in organization often have higher morale than those who are inactive'. If the activities of the group with which the individual is identified have variety and quality, if they appear to be valuable to society and accomplish something worthwhile, then the morale tends to be good. The participation of individual gives the group not only something of himself but receives something which is important to his larger world. If communication among one group is poor,

if communication is seldom sought, or is tolerated rather than appreciated, the group has little or no morale building value.

Actually Roy (1958) described as 'the degree to which organizational goals and goals of the individual who comprises the organizations are compatible to such an extent as these goals have common grounds. Poor morale may be described as a condition of incompatibility in individual and organizational goals, but good morale, consequently requires more than compatibility alone. It also requires the individual pursuit of organizational goal with enthusiasm and energy. Passive or apathetic or indifferent acquiescence to organizational goals, can only describe a condition of indifferent morale.' This would consequently affect climate of the organization where such individuals or group work.

Vernon Anderson (1956) deals specifically with morale question within the field of education and expounds that "only one - acquainted with schools and school facilities does not have to be in a building very long before he can sense the morale in the faculty group. There is a certain good feeling, a sense of joy in their work, unity of purpose and a linking for each other that goes to make up what is known as morale."

The Indian researches on organizational climate show a trend towards a positive relationship between organizational climate of schools and teacher morale. Among these researches mention can be made of studies by Parikh (1972), Shukla (1973), Sharma (1973), Sharma and Qureshi (1973), Pillai (1973), Patel (1974), Shelat (1975), Franklin (1975), Pandya (1975) and Darji (1975). The major findings in the Indian researches dealing with a possible relationship with school organizational climate and morale are as under :

(a) The mean morale score of teachers in the Open climate schools was the highest and in the Closed climate schools, it was the lowest.

(b) Teachers of different schools having varying types of climate differ significantly in their morale.

(c) Teacher morale increased simultaneously with the social need satisfaction of the group which was high in 'Open' and 'Familiar' types of schools whereas it was low in the case of 'Controlled' and 'Closed' types of organizational climate schools.

(d) Teacher morale is an integral aspect of school organizational climate along with its possible impact on the improvement of school quality.

(e) Leadership and organizational climate of schools affect the morale of teachers working in them and that

teachers' morale determines the success or otherwise of the effectiveness of supervision in them.

(f) The correlation between morale and organizational climate is higher in more progressive schools.

(g) Leadership behaviour, teacher morale and organizational climate have an integral endemic relationships with one other.

Parikh (1972) identified two climate types, viz., 'Open' and 'Familiar' where teachers' mean scores on morale scale was the highest.

Sharma (1973) found in his doctoral study that higher satisfaction among the staff members may be necessary for the permeation of Open climate. He further found that 'teacher satisfaction' was found significantly positively related with certain dimensions of organizational climate like 'esprit', 'humanised thrust' and 'controls', but negative correlation with 'disengagement' and 'psychological hindrance'.

Sharma and Qureshi (1973) found teachers' morale scores in the following descending order in the Open, Familiar, Closed, Paternal, Autonomous and Controlled climate schools.

Pillai (1973) reported that all dimensions of climate contribute towards the total morale scores and fulfil

performances in school.

Venugopal and Subbayya (1974) found 'intimacy', 'esprit' and 'human relations' dimensions of the organizational climate as contributing most to the teacher morale.

Patel (1974) found a correlation of 0.69 between organizational school climate and teachers' morale in highly progressive schools, a correlation of 0.54 in less progressive schools and a correlation of 0.52 in the least progressive schools.

Shelat (1975) found that school having Open and Autonomous climate, have high and average levels of teacher morale and schools with Paternal and Closed climate have average and low levels of teacher morale.

Franklin's (1975) study pertained to colleges of education. Her results are somewhat unusual in as much as satisfaction with teaching is more in colleges where there is 'Controlled' climate rather than 'Open' climate, more in colleges having 'Open' climate than 'Closed' climate more in colleges with 'Autonomous' climate than 'Closed' climate, more in 'Controlled' climate colleges than in the 'Closed' climate colleges, more in 'Familiar' climate colleges than in 'Closed' climate colleges. Thus, 'Satisfaction with teaching' derived by teacher educators varies according to climate categories in the order of Controlled, Open, Autonomous, Familiar and Closed.

Pandya (1975)'s study also revealed a significant positive correlation between organizational climate and teacher morale.

Considerable research studies have been attempted to identify possible association of teacher morale and organizational climate.

The study by Halpin and Croft (1963) has also suggested that staff morale is related to the development of organizational climate. In their description of Open and Closed climate, there was evidence of high and low teacher morale.

The study of Ralph (1960) indicated that teachers in the elementary schools with Open climate were described as enjoying very high esprit. They exhibited satisfaction with their positions and friendly interpersonal relations. Petty, gripping and bickering were not observed. The teacher exhibited strong motivation and incentive toward the organizational goals and were proud of their association with the school.

In the elementary schools with a Closed organizational climate, the teachers had a low esprit de corps. The teachers obtained very little satisfaction from their jobs and often did not work together well. There was little respect exhibited for the welfare of the organization.

Morris (1964) reported that significant differences existed between Open and Closed climate schools on teacher satisfaction variable with Open climate being more satisfying.

Kirk (1965) also confirmed that significant relationship existed between teacher satisfaction and openness of climate.

Hamlin (1967) found that teachers in Open climate schools tended to be more satisfied in the areas of job satisfaction.

Cornell, in dealing with the social organization of the school, gave particular attention to the human relations aspect of that organization. From his study of four school systems he noted that climate may be more important than specific administrative activity. His findings which also suggested how teachers feel toward the organization is perhaps more important than the magnitude of their decision-making activities in it.

Fabel (1966) found that student-teachers in an Open climate perceiving the efficacy of student teaching situation more favourably than student-teacher in a Closed climate school.

Koplyay and Methis (1967) scanning different kinds of satisfaction within a climate found that satisfaction

differed significantly along the salary dimension in the merit system but not in the non-merit salary system. They also found regardless of salary, Open schools and high morale faculty.

Braden (1970) reported that the teachers in the more Open climate schools held more positive attitude towards students and the same is true in case of principals.

Sargent (1967) found that the teachers of schools having 'an Open climate rated high on teachers' satisfaction as well as school effectiveness as compared to those schools with the Closed climate. He concluded that there is no significant relationship between faculty size and school climate.

Corwin shows that increased specialisation and bureaucratic tendencies of an organization increase conflicts between teachers and their administrators.

Turner (1969) found significant correlations between teacher satisfaction and open type schools and high correlation between teacher dissatisfaction with Closed climate schools but Autonomous and Controlled schools did not show much correlation with either teacher satisfaction or dissatisfaction.

Watkins (1968) confirmed that teachers in Open climate schools tended to exhibit higher job satisfaction than

teachers in Closed climate.

Studies by Wynn and De Remer showed that the quality of administration is a powerful determinant of teacher morale, that there is a high correlation between teacher morale and quality of pupil teacher relationships; that there is a strong relationship between teachers' morale and their perception of their principals and boards of education; that convergence of role expectation is associated with high morale; and divergence with low morale. Wynn recommends the application of sophisticated research methodology to probe relationships between teacher morale and such variables as acts of administrative behaviour, aspects of personnel policy, new ventures in staff utilization and organizational characteristics.

La Mantia (1970) found a significant relationship between climate and innovativeness in producing job satisfaction.

Collins (1965) found a personality satisfaction interaction with initiative and intuitive introverts who were more satisfied in Open than Closed climate schools. Sensing-thinking teachers were more satisfied and more happy in Open than in Closed schools. He has concluded that a combination of high need of deference for teachers, high school esprit and high thrust and considerations for the principal from the most satisfying relationship for

teachers' overall vocational happiness.

From data collected by Clifford Burkett it can be assumed that the more democratic the administration, the higher the morale.

The morale level of selected schools in Illinois appeared to be a function of their particular organizational climate in a study by Janos Koplyoy. His most surprising finding was that where significant differences were found, schools using merit salary policies seemed to have higher morale.

Innacone conducted a study of elementary school by using social systems theory as a frame of reference; he found that norms and expectances of the informal organization can be most frustrating to goals and purposes of individual teachers.

Information compiled by Seegar from periodicals covering a twenty year period showed that teacher's attitudes toward administration changed in this period from sub-servient acceptance to desire to active and democratic participation in curriculum and policy. Seegar felt that much confusion remained in teacher attitudes toward administration and supervision over the twenty-year period studied.

In the Eric study on 'variables affecting installation' Richard Andrulis (1970) found that morale score does provide some measure of construct validity for the organizational climate. Out of 80 items, 74 showed significant correlation between teacher morale PTO scores and organizational climate index scores. It was also reported that teachers with more aggressive, more independent and less structured in their activities appear to be less satisfied with factors constituting the concept of school morale.

Bruning's finding (1963) seems to be among the minority findings in that there is no significant relationship between satisfaction and congruence of climate perceptions with other teachers.

Thus, the swing of the researches on climate and morale is towards a conclusion which is indicative of high and positive relationship between organizational climate of schools and teacher morale.

## 2.8 CONCLUSION

The review of research on organizational climate of schools and its two major correlates - the leadership behaviour and teacher morale presented in the foregoing pages point out to a few important conclusions. Firstly, researchers in the U.S.A., Canada, Australia have begun explorations in these new dimensions of educational

administration with zeal and penetration, but the trend in educational research in England seem to be by and large critical of the tools and procedures used in the identification of organizational climate of educational institutions, and the little work that has began in that country in this field has its own marked deviations. Secondly, among the Asian countries the research interest in this direction is largely manifested in India and in countries like Korea and perhaps the Philippines where the American influence in education is pronounced. Thirdly, barring the example of England, in most countries the eight sub-tests of the OCDQ with some adaptations are used to measure the organizational climate. Fourthly, this field is till now unexplored so far as Thailand is concerned.

The investigator feels that he should undertake research in this area as a venture of faith and explore how the organizational climate, teacher morale and leadership behaviour operate in the primary schools of Thailand. The field of primary education is the vast area where output, and efficiency and quality of production are so vital in a developing country like Thailand. Studies on these variables would go a long way in determining the future direction and dimensions of change and improvement. As this field is still virgin, he may attempt to develop a Thai version of the research tools by not only adding some more dimensions of sub-tests, but by constructing new items

that may reflect more truly and appropriately the Thai environment in primary education. Therefore, this review provides the direction which educational research in school climate in Thailand should take.

The next chapter will be devoted to the presentation of the research design of the present study.

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