

## CHAPTER - II

REVIEW OF RELEVANT LITERATURE AND  
RESEARCHES

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"The most effective leader is one who acts as a catalyst, consultant, and resource to the group. His job is to help the group to grow, to emerge, and to become more free. He serves the group best when he is a whole person, is direct, real, open, spontaneous, permissive, emotional and highly personal".

- Jack R. Gibb,

"Dynamics of Leadership"  
In Fred D. Carver, Thomas  
Sergiovanni, 'Organization  
and Human Behaviour',  
Focus on Schools, (New York,  
McGraw Hill, 1969), p.316

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CHAPTER - II

REVIEW OF RELATED RESEARCH  
(Indian and Foreign Studies)

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- 2.1 Introduction
- 2.2 Studies on Leadership Behaviour
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- 2.5 Studies on School Effectiveness and Innovativeness as a Correlate of Leadership of School Principals and General Studies on School Innovativeness.
- 2.6 General Studies on Pupil Academic and Achievement Motivation
- 2.7 Some other Pertinent Findings
- 2.8 Conclusion and Implications

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## 2.1 Introduction

The purpose of the present Chapter is to survey and review the research literature on leadership behaviour and some of its correlates with a view to finding out what has been so far investigated and what is yet to be investigated. Such an attempt is likely to help in formulating the objectives, areas, tools and methodology of the present investigation.

It should be made clear at the outset <sup>that</sup> the investigator would try to identify trends in related research and focus on the findings and conclusions of the researches that have some bearing, direct or indirect, on the present investigation.

The purpose of the present investigation is to yield some concrete dimensions and give perceptible directions to effect improvement of education in the secondary schools through the role-performance of the school principal and some of the related variable such as, school organizational climate, teacher morale, innovativeness of the school and the motivation of students towards their schools, teachers, and the programme. Obviously, the researches that will be reviewed here would be from areas of (a) leadership behaviour of the school principal, (b) school organizational climate, (c) staff morale, (d) innovativeness of the school, and would also include (e) studies showing impact of any of these four factors on the achievement of the students, their attitude towards the school or their motivation towards the school, and studies showing relationship among these factors.

The major trend emerging from the researches of Tead (1935), Bernard (1938), Halpin and Winer (1952), Gatzel and Cuba (1957), Hemphill and Coons (1957, 1960), pertain to various approaches used by researchers to identify and explain leadership behaviours to identify and explain leadership behaviour or act on the basis of different postulates or theory. Some of these researches were referred to in some details in the previous chapter. The Trait Approach of Tead, the Types Approach of leadership, the Situational Approach, the Behavioural Studies of leadership, etc. have not added to the clarity of the concept of leadership acts or behaviour, but researches of Hamphil and Coons and Halpin and Winer have made it possible to identify different dimensions of leadership and measure them. This has led to study and interpret the leadership behaviour in different organizations including schools and colleges. The tool developed by Halpin and Winer was also referred to and broadly described in the previous Chapter. Here, it may be noted some technical data of the tool—the L.B.D.

On the basis of the factor analysis, Halpin and Winer constructed keys for the two dimensions of leadership behaviour, namely, 'Initiating Structure and 'Consideration'. The original 'Consideration' key of 28 items had an estimated reliability (corrected by Spearman-Brown Formula) of .94. The corresponding estimate for the 29 item 'Initiating Structure' key was .76. In the later published form of the LBDQ (Halpin, 1966) there are only 15 items on each of the keys having estimated reliabilities

of .93 and .86 respectively. It is this latest version of the LBDQ that is used the most in the recent researches on the leadership behaviour of the leaders in educational institution. The present investigator has also used the same modified tool. This tool furnishes a means of defining the two leader behaviour dimensions "operationally". Thus it can be said with reasonable certainty that so far as the behavioural approach to the study of leadership is concerned Halpin has done the pioneering work.

## 2.2 Studies on Leadership Behaviour

As stated earlier, Hemphill (1950) took the lead in adopting the behavioural approach to the study of leadership. Following the lead given by Hemphill, Halpin modified the tool and rendered it more operational and made persistent efforts to study the leadership behaviour of Aircraft Commanders and school superintendents. On this path carved by Halpin many researchers in America followed and undertook the studies on leadership behaviour; most of whom used his tool (the LBDQ) and some of them devised the tools convenient to them, however, the basic philosophy remained the same. This innovation came to our country in general and to the Department of Educational Administration and the Centre of Advanced Study in Education, Faculty of Education and Psychology, M.S. University, Baroda in particular in early seventies. Very few studies are found to be done on leadership behaviour as such. In most of the studies, the leadership behaviour of the head of the institution is studied as one of the correlated factors among organizational climate, teacher morale, innovativeness of the

school, motivation of students towards the school, improvement of classroom instruction, supervision, etc. Of course, all these factors are inextricably interwoven. In this section efforts have been made to review the relevant studies on leadership behaviour as such and in the context of other correlated factors, in India and in foreign countries.

(a) Indian Studies

From 'A Survey of Research in Education' (Buch, 1974) and other research documents, it seems that the following Indian studies have been done on leadership behaviour of the school principal along with other correlated factors namely, organizational climate of the school, teacher morale, innovativeness of the school, and motivation of students towards the school. Each of these factors has a bearing on classroom instruction; its improvement and enrichment. These studies are listed in the Table 2.1.

Leadership in educational institutions in terms of its dimensions has been largely a neglected area of research. However, some researchers like Patel (1974) and Shelat (1975) have incidentally studied leadership.

Patel's study is focused on instructional leadership of school principals and supervisors to improve the standards of instruction in secondary schools. Patel has used a self-devised tool based on the Trait Approach. He found significant relationship between leadership behaviour of school principals and progressiveness of schools and their innovativeness. Patel's over-all conclusion

TABLE 2.1 : Indian Studies on Leadership and Its Correlates

1	2	3	4	5	6	7	8
Researcher	Title of the Study	Area	Sample & Tools	Major Findings			
1 Bayati, J.	"A Comparative Study of Organizational Climate in Rajasthan Schools, Indian Education Review, Vol.5, No.2, July 1972.	Climate	OCDQ 30 Schools from Rajasthan	-More open and autonomous schools in urban area, more paternal and controlled schools in rural area.			
2 Bhogle Shalini	"Psychological and Organizational Correlates of Acceptance of Innovations by Schools, Ph.D. Thesis, Osmania University, 1969.	Innovations and its correlates		-Personality of the headmaster and organizational characteristics of the school are more important in accepting innovations than the personality characters of teachers.			
3 Buch, P.M.	"An Inquiry into Conditions Promoting Adaptability in Indian Schools, Ph.D. Edu., M.S.U., Baroda, 1972.	Innovations	70 schools 70 principals 500 teachers	-Vicinity of the training college and the personality traits of the principals contribute to the adaptability of the school.			
4 Desai, D.B.	"Achievement Motivation of High Schools Students (Mimec), M.B. Patel College of Education, Vallabh Vidyanagar, Gujarat, 1970.	Achievement Motivation	JIM Scale by Frymier	-Pupils with high JIM score manifested greater achievement motive and liked learning; healthy classroom climate and school climate increased pupils' motivation towards their school at a significant level.			
5 Dohar, Ashma	"A Study of the Factors Related to Innovations and Change in the Secondary Schools of Bulsar District 1973, Ph.D. Thesis, Sardar Patel University, Vallabh Vidyanagar, Gujarat.	Factors Related to Innovations	Sampled drawn from Bulsar District with the help of self prepared innovativeness scale.	-The principal plays the key-role in the acceptor of innovative ideas and in making the school highly or poorly innovative. -Satisfaction among the teachers also play the significant role.			
6 Inamdar, J.A.	"A Study of the Perceptual World of the Pupils in Relation to Their Achievement Motivation and Related Variables, M.Ed. Dissertation, M.S. University, Baroda, 1974.	Achievement Motivation	JIM Scale	-The pupils with high JIM score manifest greater achievement motive. -Pupils with high JIM score liked the learning process more than pupils with low JIM score.			
7 Joshi, D.C.	"A Study of Innovation and Change in Teachers' Colleges, Ph.D. Edu., Udaipur Univ., 1972.	Innovation and Change	Sample from India and USA	-An acceptance of and resistance of innovation depends on situation and facilities in the institution and leadership of the head.			
8 Parikh, Vinodini	"Organizational Climate and Teachers' Morale, M.Ed. Dissertation, M.S. Univ., Baroda, 1972.	Climate and morale	Sample from Baroda and Panchmahals	-Teachers of different climate types differed in their morale scores.			

Continued.....

Table 2.1

Page 2

1	2	3	4	5
9 Patel, B.N.	"A Study of Leadership for Improving Instructions in High Schools of Selected Districts in Gujarat", Ph.D. Thesis, M.S. Univ., Baroda, 1974.	Leadership for Improving Instruction	OCDQ 162 schools Sample from Bulsar, Surat, Panchmahal District	<ul style="list-style-type: none"> <li>- In open climate schools, the principals demonstrate effective leadership.</li> <li>- In autonomous climate, the principal is a perfectly democratic leader.</li> <li>- In controlled climate schools, the leadership is determined and firm, he tries to see that teachers work hard and fulfill their task-achievements.</li> <li>- In familiar climate, the principal makes little attempts to provide leadership to the acts of teachers and the task achievement is also low.</li> <li>- In the paternal climate schools, the leadership of the principal further deteriorates. He works hard.</li> <li>- In closed climate he does not provide motivation to teachers.</li> <li>- There is interrelationship among organizational climate; leadership and teachers morale.</li> <li>- There is a significant relationship between qualitative categories of school and organizational climate.</li> <li>- Staff morale varies depending upon the types of progressiveness of schools.</li> </ul>
10 Patel, M.M.	"Relationship Between Organizational Climate of Schools and Attitude of Teachers Towards Teaching Profession", M.Ed. Dissertation, M.S. Univ., Baroda, 1972.	Climate and Attitude of Teachers Towards Teaching Profession		<ul style="list-style-type: none"> <li>- No significant correlation between O.C. and attitudes of teachers towards teaching profession.</li> </ul>
11 Pillai, K.	"Organizational Climate, Teacher Morale, and School Quality", Ph.D. Thesis, M.S. Univ. of Baroda, Baroda, 1975.	Climate, morale school quality	OCDQ, P.T.O., Buch's Inventory Scale to test the innovativeness Sample from Tamilnadu, Madurai, Coimbatore	<ul style="list-style-type: none"> <li>- Pupils' performance better in open and autonomous climate.</li> <li>- Openness facilitates new ideas.</li> <li>- Better performance in high morale schools.</li> <li>- High morale facilitates new practices.</li> <li>- Climate and morale are highly dependent on each other.</li> <li>- There is a significant relationship between openness of climate and performance of the school.</li> <li>- Schools of different climate types do not differ significantly in their innovative ability.</li> <li>- There is a positive correlation between openness of climate and innovativeness of the school.</li> </ul>
12 Pillai, K.	"Organizational Climate and Innovativeness of the School", unpublished paper, 1974.	Organizational	Sample drawn from Tamilnadu, Madurai, Coimbatore	

Continued.....

Table 2.1

1	2	3	4	5	
13	Rai, Kamala	"Factors Affecting Diffusion of Innovation in Secondary Schools", Ph.D. Edu., M.S.U., Baroda, 1972.	Innovations and climate	OCDQ, M.N.Palsane's conservatism versus radicalism scale Y.F.Patel's Attitude Scale, Kufuswamy's SES scale 55 schools from Baroda, Bulsar, Broach, Surat Districts.	-Predictors of the diffusion process as a whole were perceived change orientation of the principal, teachers' perception of students benefit from the innovation, ascribed opinion leadership, cosmopolitanism, SES, teachers' perception of students' attitude towards the innovation, experience and general mass media exposure; altogether give 31.98 percentage of variance in the diffusion process of the school.
14	Sharma, M.L.	"An Investigation into Organizational Climate of Secondary Schools of Rajasthan", Ph.D. Thesis, M.S.U., Baroda, 1973.	Organizational climate	Sample from Rajasthan OCDQ	-Schools of different climate types were found to differ significantly in terms of 'teacher satisfaction'.  -Positive relation between O.C. and academic index of the schools.
15	Sharma, M.L.	"Organizational Climate of the Schools and Academic Achievement", Indian Journal of Psychometry and Education, 1-2 (1 apr 2), 1971.	Climate and Academic Achievement	OCDQ	
16	Sharma, M.L.	"Educating the Managers" of Educational Enterprise, NIE Journal, 4(3), 9-18, 1972.	Principal's Effectiveness Teacher Satisfaction	---	-Principal's effectiveness and teachers satisfaction were positively related.
17	Sharma, M.L.	"Prognosticating School Climate" unpublished research Report, Baroda, CASE, 1972.	Climate and School Effectiveness	OCDQ	-Headmasters' effectiveness was a significant predictor of organizational climate.
18	Shelat, N.A.	"A Study of Organizational Climate, Teacher Morale, and Pupil Motivation Towards Institution in Secondary Schools of Baroda District", Ph.D. Edu., M.S.U., 1974.	Climate Morale Motivation	100 Secondary Schools from Baroda District OCDQ School Survey IBDQ JIM	-Schools of Baroda District display varieties of climate, more of controlled and paternal climate schools, less of open and autonomous climate schools have all levels of morale. HH Pattern of L.B. is associated with open, autonomous, controlled climate LL Pattern was coupled with closed climate.

is that improvement of school instruction is largely dependent upon leadership behaviour of school principals. Patel has been able to establish significant relationship of leadership behaviour of school principals with several Important facets of school organizational and academic life. Some of his important findings are as follows :

- (1) Effective leadership is manifested in Open Climate schools.
- (2) Leadership behaviour shifts from being democratic to authoritarian as schools are classified from the Climate continuum from Openness to Closedness.
- (3) Leadership was found to be firm and determined and task-oriented in controlled climate schools.
- (4) Leadership was found to be weak and uncertain and the task-prone<sup>ness</sup> was low in Familiar Climate schools.
- (5) Leadership was found to have been able to provide motivation to teachers in Closed Climate Schools.

Shelat (1975) has reached almost similar conclusion as regards the relationship between leadership behaviour of school principals and organizational Climate of secondary schools. She found, HH Pattern (high 'initiative structure' and high 'consideration') pattern of leadership behaviour of school principals closely associated with Open, Autonomous and Controlled Climates, the LL Pattern (low 'initiative structure' and low 'consideration') associated with the Closed Climate schools, the HL Pattern (high 'initiative Structure' and low 'consideration' with the Autonomous, Controlled and Closed Climate schools, and the, LH Pattern (low 'initiative structure' and high 'consideration' associated with

### Open and Autonomous Climate Schools.

Shelat's another important finding is the relationship established between the size of secondary schools and their leadership behaviour pattern. She found that compared to large sized high schools, a greater number of small sized high schools have manifested the HH Pattern of leadership behaviour in their principals, and compared to small sized high schools, a greater number of high schools have their principals, manifesting the LL pattern of leadership behaviour. The (HL) Pattern and the (LH) Pattern of leadership behaviour is manifested by the principals of proportionately a smaller number of large sized as well as small sized high schools.

Shelat also found leadership behaviour of school principals contributing positively to the effectiveness of schools.

Her findings were that high leadership is indicative of high initiation and high consideration; 'initiating structure' dimension of leadership seems to be closely related to the size of schools, but the correlation between the 'consideration' dimension of leadership and the size of schools seems to be low.

She did not find pupil academic motivation as a direct function of leadership behaviour.

The slant in Bhogle's (1969) study is that the personality of leaders of schools plays an important role in diffusion of innovations in secondary schools.

Buch (1972) also came to a conclusion that the administrative leadership of school principals differentiates between schools of high adaptability and low adaptability.

Among Doctor's (1973) various findings on factors affecting innovations and change in secondary schools of South Gujarat, one substantiates the assumption that highly innovative schools have their leadership imbued with high innovativeness. She also found that most of the school innovations are school headmaster-centred.

One of Rai's (1972) findings was that the predictors of the diffusion process as a whole are perceived changed orientation of school leadership.

From the above and similar Indian studies, the major trend seems to emerge that leadership behaviour of school principals is very crucial, and it is largely the determinant factor of school's climate, school effectiveness and innovativeness and eventually of school quality and standards.

#### (B) Studies Abroad

In the preceding section, the studies done in India on leadership were reviewed. In the pages that follow foreign studies on leadership behaviour will be reviewed. Some of these studies are indicated in Table 2.2 given on the next page.

2.2 : Foreign Studies on Leadership and Its Correlates

1	2	3	4	5
Researcher	Title of the Research Study	Area	Sample and Tools	Major Findings
1 Anderson, L.W.	"Teacher Morale and Student Achievement", Journal of Educl. Research, 1953.	Morale and Student Achievement		There is a significant relationship between student achievement and high teacher morale.
2 Ainsman, F.	The Relationship of the Organizational Climate of School to Student Teachers Perception of the Efficacy of the Student Teaching Situation and Commitment to Education, Dissertation Abstracts, 27, 3660 A, 1966.	Climate and Students	OCBQ	Student teachers in an open climate school perceive the efficiency of student teaching situation more favourably than student teachers in closed climate.
3 Barfield, R.L.	"Relationships Among Innovations, Organizational Climate and Pupils' Academic Achievement in Elementary Schools of Ohio, Dissertation Abstracts International, Vol. 33, No. 7, January 1973, P. 3476 A.	Innovation Climate Students' Achievement.	OCBQ, LCI (Learning Climate Innovativeness) Achievement Tests, Innovative and non-innovative schools	A significant difference was found in the academic achievement of innovative and non-innovative schools. Most innovative schools have open learning climate. A significant difference was found in the academic achievement of pupils in open and closed climate schools.
4 Blumberg and Weber	"Teacher Morale as a Function of Perceived Supervisor Behavioural Style", The Journal of Educational Research, Vol. 62, No. 3, November 1968, pp. 109-113.	Leader Behaviour and Teacher Morale	Incomplete sentence Morale Test by Suehr Flander's Direct Indirect Categories	Differences in perceived supervisor behaviour style were related to differential morale score in statistically significant manner.
5 Claypool, Ray Chiffred	"A Study of Organizational Climate Leader Behaviour and Their Relationships to Collective Bargaining Impasses", Dissertation Abstracts International, Vol. 33, No. 7, January 1973, p. 3781 A.	Organizational Climate and Leader Behaviour Collective Bargaining	LBQ, OCBQ	The preliminary two-way classification of analysis of variance disclosed (a) differences at .01 level of significance between chief school administrators on both the behaviour dimensions, (b) differences at the .01 level of significance between the perception of classroom teachers, and the teacher association officers as to the perceived behaviour of chief school atmosphere on the behaviour dimensions.
6 Christian, C.F.	"Organizational Climate of Elementary Schools and the Introduction and Utilization of Innovative Educational Practices", Dissertation Abstracts International, Vol. 34, No. 1, July 1973.	Climate and Innovative Practices	OCBQ, Innovativeness Questionnaire	A significant positive relationship exists at .01 level between openness of organization climate as perceived by teachers and the rate of introduction and utilization of innovation

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Table 2.2

1	2	3	4	5
7	Coffman, W.E. "Teacher Morale and Curriculum Development: A Statistical Analysis of Responses to a Reaction Inventory", Journal of Experimental Education, 19, pp.305-332, 1951.	Morale and Curriculum Development	Reaction Inventory	-The principal is the key person in fostering high morale in programme of curriculum development.
8	Dempsey, C.N. "Patterns of Effective and Ineffective Behaviour of Elementary School Principals as Perceived by a Selected Group of Classroom Teachers in Virginia", Dissertation Abstracts International, Vol. 33, No. 7, January 1973, P.3184 A.	Leadership Behaviour	296 schools 1088 classroom teachers, Virginia	-A. Results of effective behaviour: 1) The instructional programme improved, 2) Teacher morale improved, 3) Teachers believe they were more secure than formerly, 4) Students morale improved. 3. Results of ineffective behaviour: 1) Low teacher morale, 2) Poor discipline in the school continued, 3) Instructional effectiveness decreased, 4) Teachers resented the principal.
9	Finnesey, John Aurtin "The Relationship Between Selected Personality Traits and Leadership Expectations of the Followers", Dissertation Abstracts International, Vol. 33, No. 11, May 1973, pp.6004-5 A.	Personality traits and Leadership Behaviour	122 teachers taking courses at Indiana University, California Psychological Inventory, Leadership, Opinion Questionnaire	-The mean initiating structure score increased with age, years experience and the number of school districts a teacher had taught. -The male teachers had higher mean initiating structure and consideration than did female teachers.
10	Forehans, G.A. "Assessment of Innovative Behaviour" Partial Criteria for the "Assessment of Executive Performance", Journal of Applied Psychology, 1963, 47, pp.206-13.	Climate and Executive Performance	OODQ	-Climate is a set of organizational property which may influence the behaviour of individuals in organization, social climate, is related to motivation, aspiration and eventually job proficiency.
11	Frymier, J.R. "Motivation: The Main Spring and Gyroscope of Learning, Theory into Practice (TIP), Vol. IX, No. 1, Feb. 1970.	Academic Motivation	JIM Scale	-High motivated students like school, low motivated students dislike schools, etc.
12	Friedlander, F. and Newton, M. "Multiple Impacts of Organizational Climate and Individual System upon Job Satisfaction", Personnel Psychology 22(2), Summer, 1969, pp. 171-183.	Climate and Job Satisfaction	OODQ	-Climate is a primary determinant of job satisfaction moderated by job values of individual employees.

Table 2.2

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13	Guest, R.M.	"Organizational Change: The Effect of Successful Leadership, Homeward, Illinois 2, Dessey Press, Inc. and Richard D. Irwin Inc., 1962.	Leadership Climate Change	---	-Educational Administrator who wishes to provide for productive change needs to promote open climate.
14	Hale Robert Earl	"The Relationship Between Selected Personal Variables and Faculty Perception of the Leader Behaviour of the Academic Dean", Dissertation Abstracts International, Vol. 34, No. 5, November 1973, pp. 2E08-2209 A.	Personal Variables and Leadership Behaviour	44 Academic Deans 801 Faculty Members of # 44 Liberal Arts Colleges with 400-700 Students, 1970-71; LBDQ, Personal Data Sheet	-An increase in years experience resulted in decrease in consideration and scores and increase in initiating structure scores. -Increase in the age of Faculty members also resulted in increase in the initiating structure scores.
15	Halpin, A.W.	"The Leader Behaviour and Leadership Ideology of Educational Administrators and Aircraft Commanders, Harvard Educational Review 25, Winter 1955.	Leader Behaviour	LBDQ	-The educational administrators tended to show greater consideration and less of initiation of structure than commanders. This is due to differential settings in two different institutions.
16	Halpin, A.W.	"The Leadership Behaviour of School Superintendents", Columbus, Ohio, College of Education, Ohio State University, 1956.	Leader Behaviour	LBDQ 50 Ohio School Superintendent	-Effective leader is one who scores high on both 'initiating structure' and 'consideration'
17	Johnson, W.H.	"Reducing Failures in High School Subjects", American School Board Journal, CI, October 1940, pp. 23-28.	Academic Motivation and Teachers' Attitude	---	-Low academic motivation of students had teachers who blamed students, who were shirkers.
18	Joseph Patrick Duffy S.I.	"Relationships Between Educational Innovation, Principal's Leader Behaviour Faculty Belief System and Organizational Climate in Jesuits High Schools", Dissertation Abstracts International.	Innovation, L.B., Climate	OCDQ, LBDQ Rokeach's Dogmatism Scale 48 Jesuits High Schools in U.S.A.	-There were no significant differences between high, average and low innovative schools with respect to leader behaviour, of principals, as perceived by Faculty members, dogmatism expressed by Faculty members and openness of organizational climate as perceived by Faculty members. -There were no significant relationships between the criterion variables, innovation and the predictor variables of leader behaviour, dogmatism and openness of school climate.

Table 2.2 Page 4

1	2	3	4	5
19 Kurtz, J.J. and Swensen, E.J.	"Student, Parent and Teacher Attitude Towards Achievement in Schools", The School Review, LIX, May 1961, pp.273-279.	Attitude towards school and academic achievement.	---	--- -Attitude towards school and academic achievement are positively related.
20 Longstereth Catherine Archibald	"An Analysis of the Receptions of the Leadership Behaviour of Male and Female Secondary School Principals in Florida", Vol.34, No.5, November 1973, pp.2224-25 A.	Leadership Behaviour	Form III of Etogdill's IQDQ (1963)	-Male and female principals perceived their own leader behaviour as being significantly different on the 'consideration' dimension. -Super-ordinates' perceptions of principal's leader behaviour were not affected by the principal's sex. -Male subordinates perceived male and female principals as exercising a high degree of 'production emphasis'.
21 Mackenzie Corey	"Instructional Leadership", Bureau of Publications, Teachers College, Columbia Univ., N.Y., 1954.	Instructional Leadership	---	-One of the functions of leader is to develop a favourable climate for individual and group effort.
22 Plaxton, R.	"Principals' Personality and School Organizational Climate", The CASE Bulletin, July 1965, 4, pp.21-35.	Principals' Personality and Climate	OODQ	Sub-vest of the organizational climate provide reasonably valid measures of improvement aspects of the school principal's leadership.
23 Powers David Durfee	"The Relationships Between Faculty Morale and Perceived Leader Behaviour of Department Chairman at Florida Metropolitan Community College", Dissertation Abstracts International, November 1973, Vol.34, No.5, p.2236 A.	Leader Behaviour and Morale	Metropolitan community college Florida	-There was high correlation in relationships involving morale and consideration than in relationships between initiating structure and morale.
24 Preston, R.L.	"A Comparative Analysis of Learning Climate and Leader Behaviour of Open Space Elementary and Traditional Elementary Schools", Dissertation Abstracts International, Vol.33, No.7, January 1973, p.3184 A.	Leader Behaviour and Learning Climate	LSDQ and LCI 114 teachers in open space schools and 401 teachers in traditional schools	-There was no significant difference in the learning climate of open space and traditional schools. -The teachers of the traditional elementary school perceived their principals to be more effective. -In comparing the initiating structure and consideration scores of principals in open schools and traditional schools it was found that there was a significant difference. -Both group of teachers perceived their principals to be more effective in consideration.
Sergent, C	"An Analysis of Principal and Staff Perception of High School Organizational Climate", Dissertation Abstracts International, 1967, 27, p.2309 A.	Climate and Teacher Satisfaction	OODQ	-Teachers of schools having open climate were high on teacher (morale) satisfaction as well as school effectiveness as compared to those of schools having closed climate.

1	2	3	4	5
26	Smith, A. C. "The Relationship of School Organizational Climate and Student Morale in Selected Schools", Dissertation Abstracts International, August 1973, Vol. 34, No. 2, p. 543 A.	Climate and Students' Morale	OCDQ	-There was a predictable relationship between school climate sub-scores and student morale sub-scores.
27	Spotz James V. "The Problem of Leadership: A Look at Some Recent Findings of Behavioural Science", Kansas Business Review Vol. 17, No. 6, June 1964, pp. 3-13.	Leadership	---	-There are no personality traits or characteristics that consistently distinguish leader from his followers. -The leader probably cannot be markedly different from his subordinates if he is to be followed. -Leadership does not occur in vacuum but at a particular time and place under particular set of circumstances.
28	Sweet Cody "Nonverabably Reading Initiating and Consideration Dimensions of Administrative Behaviour", Dissertation Abstracts International, Vol. 33, No. 7, January 1973, p. 3289 A.	Leadership Behaviour	Ohio State Leader Behaviour Description Questionnaire 25 White Male Elementary School PRINCIPALS 12 Administrators, Chicago.	-Two groups of observers were in agreement on the consideration of the LEDQ. -Two groups were not in agreement on the initiating structure dimension.
29	Visci, L. A. "A Study of Early School in Grades Seven Through Twelve for the School Years 1950-54 of the Frank B. Willi's High School", Delaware, Ohio, Master Thesis, Ohio State University, 1955.	Academic Motivation	---	-Dropouts due to poor attendance.
30	Wheeler, John Marshal "The Relationship Between Leadership Style, Organizational Atmosphere and Students Absenteeism", Dissertation Abstracts International, Vol. 33, No. 10, April 1973, pp. 5456-7 A.	Leader Behaviour Climate and Students Absenteeism (Motiv.)	15 Students in each grade from 10, 11, 12 grades from 23 high schools, New York LPC.	-A significant correlation was found among the variables of principal leadership style, student perception of school atmosphere and students self-reported absence frequency. The principals educational level was found to be significantly associated with the students perceived school atmosphere that year and the number of students in grades 10, 11 and 12 were found to be associated with both principal LPC scores and the students perceived atmosphere scores.
31	Wiggins, T. W. "A Comparative Study of Principal's Behaviour and School Climate", The Journal of Educational Research, No. 3, November 1972, pp. 103-105.	Leader Behaviour Climate	31 randomly selected secondary schools	-A significant relationship was revealed between the principal's inter-personal orientation and the school climate which remained stable for a period of 8 months.

As stated earlier, following the lead given by Hemphill, Halpin did the pioneering work on leadership behaviour. He undertook many studies in the Airforce and Educational institutions. The summary of the findings of the studies he has reviewed in his book 'Theory and Research in Administration' (1966). He found that "Initiating Structure" and "Consideration" are the fundamental dimensions of leader behaviour; and the Leader Behaviour Description Question (LBDQ) furnishes a useful and practical technique for measuring the behaviour of leaders. The leader who receives high scores on the 'Initiating Structure' as well as 'Consideration' is considered to be the most effective leader. However, he found that super-ordinates were interested more in the Initiating Behaviour of the leader whereas subordinates were more interested in the consideration dimension. This antithetical tendency can create conflicting role situation for the leader. High "Initiation" coupled with high "Consideration" was found to be associated with favourable or desired changes in group attitude. There was only slight positive relationship between the way leaders perceived they should behave and the way in which their group members described them as behaving.

From the above findings it is quite evident that the most effective leaders are those who score high on both the dimensions of leader behaviour. These dimensions can be diagrammed as in the Figure given on the next page.

		Consideration			
Initia- ting.	:	C-	C	:	Mean of Initiating
	:	S	S	:	
	:	(IV)	(I)	:	
Struc- ture.	:	C-	C	:	Structure Scores.
	:	S-	S-	:	
	:	(III)	(II)	:	
		Mean of Consideration Scores			

A Quadrant Scheme for Describing Leaders' Behaviour on the Initiating Structure and Consideration Dimensions. (From Andrew W. Halpin, "The Superintendent's Effectiveness as a Leader", Administrator Note Book, 7, no.2, October, 1958)

The ordinates are determined by the averages of the respective dimensions, and the four quadrants are designated by Roman numerals. The figure throws light on the following facts revealing the nature of various behaviour patterns of leaders:

- (1) The leaders plotted in quadrant (I) are highly effective.
- (2) The leaders in quadrant (III) are the less effective, or rather the most ineffective. Their behaviour is generally accompanied by group chaos. Neither the goal achievement nor the group maintenance is possible in the organizations led by them.
- (3) The leaders in quadrant (IV) are the 'martinets' and the "cold fish". They always aim at getting the job done by 'hook or crook' and they forget that they are dealing with human beings and not with machines. Super-ordinates like such leaders, but subordinates hate them at their back. So these leaders are also not effective.

- (4) The leaders described in quadrant (II) are also ineffective. They may "ooze with the milk of kindness", but they will not be effective unless their "Consideration" behaviour is accompanied by necessary minimum of "Initiating Structure".

Again, in one of his studies on leader behaviour, Halpin (1955) compared the leadership behaviour of superintendents and Aircraft Commanders. Like other studies on leader behaviour, this study was also based on the basic assumption that irrespective of the institutional setting within which a leader functions, he (the leader) manifests to some extent both the forms of leadership behaviour, viz., "Initiating Structure" and "Consideration". He hypothesized that educational administrators will manifest, in both leader behaviour and ideology, more "Consideration" and less of "Initiation of Structure" than aircraft commanders.

The purpose of this study was to determine whether these two groups of leaders differ significantly in their leadership ideology and their leadership style.

The sample was composed of two groups of subjects : 64 educational administrators and 132 aircraft commanders.

LBDQ - Real and LBDQ - Ideal were utilized.

The Aircraft Commanders, both on the LBDQ - Real and LBDQ Ideal, yielded significant correlations between the 'consideration' and the 'Initiating Structure scores, whereas the adminis-

tors did not. Although, the interdimension correlations did not differ significantly in the case of the Ideal, the difference between the interdimension correlations on the LBDQ-Real was statistically significant. This finding indicates that the administrators, to a great extent than the commanders, treat the two dimensions as if they were independent.

Halpin analyzed the leadership styles of the administrators and commanders according to the number and the percent of cases in each sample that fall into each of four quadrants .-

(1) "above the mean on consideration", and "above the mean on Initiating Structure"; (2) "below the mean on consideration" and "below the mean on Initiating Structure"; (3) "above the mean on consideration", but "below the mean on initiating structure" and (4) "above the mean on Initiating Structure but below the mean on Consideration". For the LBDQ-Real, the number and percent of cases in each sample that fall into each quadrant are presented in the following figure.

TABLE - 1.3 : Analysis of Leadership Styles of Administration (LBDQ-Real)

		Consideration				mean = 39.9
		Below mean		Above mean		
Initiating Structure	Above Mean	EA 5 (7.8%)	AC 37 (28.0%)	EA 21 (32.8%)	AC 57 (43.2%)	
	Below Mean	EA 8 (12.5%)	AC 29 (22.0%)	EA 30 (46.9%)	AC 9 (6.8%)	
		Mean = 41.1				

(Number and percent of educational administrators (N= 64) and aircraft commanders (N=132) with LBDQ-Real scores above and below the mean of Initiating Structure and Consideration. (From Andrew W. Halpin, The Leader Behaviour and Leadership ideology of Educational Administrators and Aircraft Commanders", Harvard Educational Review, 25, Winter, 1955, p.25) (Halpin 1966, p.105).

Similarly, Halpin plotted the result of the LBDQ-Ideal scores in the four quadrants as shown in the figure given below :

TABLE 1.4 : The Analysis of the LBDQ - Ideal Scores

		Consideration				Mean = 48.6
		Below Mean		Above Mean		
Initiating Structure.	Above Mean	EA	5 (7.8%)	EA	10 (15.6%)	
		AC	49 (37.1%)	AC	47 (25.6%)	
	Below Mean	EA	10 (15.6%)	EA	39 (61.9%)	
		AC	26 (19.7%)	AC	10 (7.6%)	
Mean = 49.9						

(Number and percent of educational administrators (N=64) and aircraft commanders (N=132) with LBDQ-Ideal Scores above and below the mean on Initiating Structure and Consideration. (From Andrew, W. Halpin, "The Leader Behaviour and Leadership Ideology of Educational Administrators and Aircraft Commanders", Harvard Educational Review, 25, Winter, 1955, p.27) (Halpin 1966 p.107)

As stated earlier in the findings of the study on Aircraft Commanders, the most effective leaders are those represented in the upper right quadrant, and the least effective those in the

lower left quadrant and that the leaders represented in the other two quadrants could be conceived as falling within a middle range of effectiveness.

The major conclusions of Halpin's Study are as under :

- (1) The main differences between the two groups of leaders were found in the quadrants opposite to each other i.e. I versus III and II versus IV.
- (2) Those leaders among the administrators who scored in II and IV quadrants clustered in quadrant IV i.e. they were characterized by high consideration and low initiation.
- (3) Conversely, the Aircraft Commanders clustered in II quadrant and manifested high initiation and low consideration.
- (4) In both the instances, the differences were highly significant.
- (5) The aircraft commanders tended to manifest low consideration than was expected whereas the educational administrators tended to demonstrate no initiating structure.
- (6) The administrators and commanders differed significantly in their leadership ideology.

(7) Finally, instead of comparing the two groups of leaders on these quadrant, <sup>one can note</sup> the percent of each group that scored above the mean of both samples on each leader behaviour dimensions, both real and ideal <sup>and</sup> an essentially similar pattern of differences between administrators and the commanders obtained in respect to both the LBD<sub>q</sub>-Real and LBD<sub>q</sub>-Ideal.

These findings supported basic hypothesis that educational administrators differed from aircraft commanders in both leadership ideology and leadership style. The administrators tended to show higher 'consideration' and lower 'initiation of structure' than were presumably associated with differences between the institutional settings within which the two groups of leaders operated.

In one more study, Halpin (1956) studied leader behaviour of 50 Ohio School Superintendents with a view to determining relationship between the superintendents' own perception of how they behave on 'the initiating structure' and 'consideration' dimensions as contracted with the school Board and the staff perception, and to discover the corresponding relationship between their, the Board's and the staff's perception of them as a leader.

is

In America the superintendent is the officially designated leader of the school organization. He is confronted with two major sets of responsibilities : (i) towards the School Boards of

Education and (ii) towards the members of his own professional staff. Both reference groups, the Board and the staff, impose upon his expectations of how he should behave as a leader. When these expectations are essentially similar, he does not probably face any difficulty. But to the extent that they are not compatible, there are all possibilities for him to face role-conflict.

From the findings of the study, it can be concluded that the effective leader is one who scores high on both 'initiating structure' and 'consideration' dimensions and that the effective leader is one who establishes clearly the relationship between himself and the members of the group, and establishes well-defined patterns of organization, channels of communication, and the way of getting the job done; at the same time, his behaviour should reflect friendship, mutual trust, respect and warmth in the relationship between himself and the members of the group.

From the review of the above researches by Halpin, one can say that he put the behavioural approach of studying leadership on sound footing. Findings of his researches in this area provide a theoretical and conceptual framework for the researchers who want to explore this field. All the studies of Halpin that have been reviewed here are confined to the two dimensions of leader behaviour and to the ideal behaviour and real perceived behaviour by the persons with whom the leaders work with. No attempt is made by Halpin to compare or correlate the other aspects of the organization, viz., climate,

morale, productivity etc. In a school situation, the leadership behaviour of a school principal is, however, crucial in building up the climate, teacher morale, in shaping innovativeness of the school, and the motivation of the students towards the school and ultimately the academic achievement of the school. These aspects will be studied in the next section on the correlates of leadership.

The studies surveyed by Spott (1964) represent a fair sampling of about two decades of leadership research, and on the basis of these findings, some general conclusions can be drawn.

The available evidence seems to indicate that there are probably no personality traits or characteristics that consistently distinguish leader from his followers. There is some evidence, however, to suggest that the leader probably cannot be markedly different from his subordinates if he is to be followed.

The results of a number of studies indicate that leadership does not occur in a vacuum but at a particular time and place under particular set of circumstances.

Some research workers have investigated the effects of differing kinds of leadership styles and have begun the process of explicating the kind of leadership acts or behaviour

which help groups to move forward and function effectively. Some of these studies suggest that there is a tendency for democratic or participatory leadership behaviour to be associated with productivity, increased worker morale, and a number of other factors. Directive leadership has been found to lead to equally high productivity but often results in low morale and commitment to work. Different leadership practices seem appropriate for different situations. Thus, under certain conditions, participative leadership may be most effective. Under other conditions, a more directive leadership may be required. Again, the personality characteristics and expectations of subordinates will influence the kinds of leadership practices that are most effective.

On the basis of the researches, it would seem clear that leaders accomplish their work through other people and their success as leaders depends upon their ability to enlist and maintain follower commitment and collaboration for the attainment of group or organizational goals.

### 2.3 Studies on Leadership Behaviour and Its Correlate - Organizational Climate of Schools.

(a) Indian Studies : Organizational Climate of schools as indicated earlier, has been a vital correlate of leadership in schools. Indian studies by Sharma (1972), Patel (1974), and Shelat (1975), referred to and discussed earlier, throw significant light on school climate as a meaningful correlate of school leadership. The major trend of studies on Climate

on Gujarat secondary schools is that high schools manifest all types of climate ranging from the Open Climate to the Closed Climate, and the leadership behaviour pattern changes accordingly. There is significant relationship between the HH, LL, HL, and LH Patterns of leadership behaviour and the types of school climate.

The studies also reveal that high schools in Gujarat have mostly the Autonomous and Paternal types of Climates and Open Climate schools are found more in Urban areas than in rural areas. The implication of the studies is that more of the HH Pattern of leadership is to be found in Urban schools and more of the LL Pattern of leadership is to be found in rural schools. The similar cycle of leadership pattern is manifested in Small-sized schools and the large-sized schools.

A study done by Sharma (1972) found that principal's effectiveness as rated by teachers and the teachers' satisfaction were positively related to schools' organizational Climate. In another prediction study (1972), he revealed that headmasters' leadership behaviour and their effectiveness were significant predictors of organizational climate.

In another study (1972) in which Sharma collaborated with Shah found that different climate type schools varied significantly in respect of the initiating structure of the leadership behaviour of school principals.

In association with Perham, Sharma attempted to study (1972) the effect of different types of school climate on the 'consideration' behaviour of their school principals. They found significant differences in this regard. The 'f' ratio was significant at .01 level.

(b) Studies abroad : Though Halpin was a pioneer in the study of leadership behaviour, he has not tried to correlate leadership behaviour with any other correlated factors. However, it should be noted that the studies by Halpin in the area of leadership provide the theoretical frame of reference and instrument for the researcher.

Duffey (1973) undertook his Ph.D. Study on relationships between educational innovations, principal's leader behaviour, faculty belief system and organizational Climate in Jesuit High Schools in the United States. This study is closely similar to the present study undertaken by the investigator.

By means of a 34 -item invention survey and a three-part faculty questionnaire that included the LBDQ, the OCDQ and Rokeach's Dogmatism Scale, this investigation was undertaken in Jesuit High Schools in the United States with faculty perceptions of leader behaviour of principals and organizational climate in the schools and with the dogmatism expressed by faculty members. The investigation also sought to ascertain the relationship between the criterion variable, innovation, and the predictor variables of leader behaviour dogmatism and climate openness.

The sample for the investigation constituted of principals and faculty members of 48 Jesuit High schools in the United States.

To determine the status innovative practices and types of innovative practices, frequencies and percentages of scale values were obtained. To determine distributions of responses of faculty members, means and standard deviations of faculty perceptions of leader behaviour of principals, dogmatism expressed by faculty members and faculty perceptions of climate openness in high , average and low innovative schools were computed. To determine faculty perceptions of types of leader behaviour exhibited by principals in high, average and low innovative schools, a quadrant analysis was employed, and to determine types of organizational climate in high, average and low innovative schools the procedures outlined by Halpin and Croft were utilized.

A one-way classification of analysis of variance was used to determine whether there were significant difference between means of leader behaviour, dogmatism and climate openness in high, average and low innovative schools. The Pearson product-moment correlation coefficient was used to determine whether significant relationships existed between the variables of innovation, leader behaviour, dogmatism and climate openness; the statistical techniques of cononical correlation and factor analysis were utilized to determine whether the criterion variable innovation could be predicted from the three

predictor variables namely, leader behaviour, dogmatism and climate openness.

Thomas W. Wiggins (1972) of the University of Oklahoma did a comparative study of principals' behaviour and school climate. This research suggests that climate of schools influence the behavioural characteristics of principals. This study investigated the behavioural characteristics of school principals as they relate to school climate. The method included the collection of data on 31 randomly selected schools and the behavioural characteristics of their principals. Statistical analysis was accomplished by means of canonical correlation analysis and trend analysis. A significant relationship was revealed between the principal's interpersonal orientation and the school climate, which remained stable over a period of 8 months. As the length of the principal's incumbency increased, the level of significance of the relationship between his behavioural characteristics and school climate increased. The findings indicated the presence of compelling school climate stability which had an effect of socializing the principal's behaviour.

John Marshall Wheeler (1973) attempted to study the relationship between leadership style, organizational atmosphere and student absenteeism. The research was designed to aid in the development of an understanding of a high school principal's leadership styles and their association with student absenteeism. The study intended to demonstrate that in a high school where the principal's leadership style is more directive than permi-

ssive; the atmosphere of that school is viewed by the student to be more accepting than rejecting and the frequency of student absenteeism is lower.

The leadership style of the high school principal, as measured on directive /permissive continuum, was considered to be the independent variable. The students' perception of the school atmosphere as measured on a rejecting/accepting continuum, was identified as intervening variable. The dependent variables were identified as the students' absence frequency and the students' absence duration.

A significant correlation was found among the variables of principal leadership style, student perceptions of school atmosphere and students' self reported absence frequency. Here it was implied that the leadership style of principal is an important factor in the organizational perceptions of students and teachers. The way an organizational leader (i.e. high school principal) does things (leadership style) is directly associated with how favourable members of the organization perceive the atmosphere, and how often they are absent from their roles within that organization. School atmosphere is associated with the size of groups, the perceptions of individual members of groups, and the perceived change in the membership of groups within the social territory referred to as a high school. Formal education at training beyond the B.S. degree is associated with a more accepting school atmosphere, but lacks the properties necessary to make it significantly

associated with leadership style.

Claypool (1973) undertook a study of organizational climate, Leader Behaviour and their relationships to collective bargaining. He sought to determine if the perceived behaviour of the chief school administrator and the organizational climate of the secondary schools are related to the school district's involvement in a collective bargaining impasse with the basic classroom teachers' bargaining unit.

The LBDQ was administered to building principals, teacher association officers and a ten per cent random sample of classroom teachers in each participating district of the Eastern Pennsylvania countries. The OCDQ was administered to twenty per cent random sample of secondary school classroom teachers in each participating district.

The preliminary two-way classification of analysis of variance disclosed (a) differences at .01 level of significance between the chief school administrators on both behaviour dimensions; (b) differences at the .01 level of significance between the perception of classroom teachers, building principals and teacher association officers as to the perceived behaviour of chief school administrators on the behaviour dimensions.

There were no significant relationships between the leader behaviour of chief school administrators as perceived by classroom teachers, building principal and teacher association officers, and the incidence of schools districts reaching and

not reaching an external collective bargaining impasse.

An examination of the distribution of climate disclosed 39 of the 40 secondary schools were in the closed tendency classification.

Preston (1973) tried to make a comparative analysis of learning climate and leader behaviour of 'Open Space Schools'. The study was intended to investigate : (1) the learning climate of open space schools and traditional schools and (2) the leader behaviour dimensions of the principals in open space schools and traditional schools.

Data for the study were collected by administering the Learning Climate Inventory (LCI) and the LBDQ to 114 teachers in five open space elementary schools and 101 teachers in five traditional elementary schools. A t-test was used to compare the raw scores of teacher responses to the two instruments.

Responses to the LCI indicated that there was no significant difference in the learning climates of open space elementary schools and traditional elementary schools.

In comparing teacher responses of perceptions of their principal's leader behaviour effectiveness, it was found that there was a significant difference. The teachers of the traditional schools perceived their principals to be more effective.

In comparing the 'initiating structure' and 'consideration' scores of principals in open space and traditional schools, it was found that there was a significant difference. Both groups of teachers perceived their principals to be more effective in 'consideration'.

The significant difference in total leader effectiveness scores in favour of the principals was due to : (1) the teachers' perception of the principals may be different due to different settings; (2) the lack of congruency in personality characteristics of the principals and teachers in the open space schools, (3) A conflict in role expectations as perceived by different referent groups.

Both groups perceived their principals to be more effective on 'consideration' dimension of leadership behaviour due to : (i) the nature of the two dimensions; (ii) the openness of the learning climate and (iii) the effectiveness of the principals as perceived by their subordinates.

Guests (1962) supported the thesis that the educational administrator who wishes to provide for productive change, needs to promote the open climate. Here, there is an indication that innovativeness and openness of the school go hand in hand. This thesis is again supported by the research findings of Carl Fredrick Christian (1973). He found a significant positive relationship at the .01 level of significance between openness of organizational climate, as perceived by the teachers and

the rate of introduction and utilization of innovations. The findings showed significant positive correlation for the Innovation Scores and the climate dimensions of Esprit and Thrust at the .01 level of significance and for Aloofness at the .05 level of significance. A significant negative correlation at the .01 level of significance was found for the innovation scores and the climate dimension of disengagement. No statistical significant relationship was found between the Innovation Scores and the following climate dimensions: Hindrance, Intimacy, Production Emphasis, and Consideration. No statistically significant relationship was found between staff size and the perceived degree of openness of organizational climate, or between size of the staff and utilization of innovation.

#### 2.4 Studies on Leadership Behaviour and its Correlate - Teachers' Morale

(a) Indian Studies : Teacher morale in relation to studies on Leadership behaviour in educational institutions has revealed a close and significant relationship. Not enough research in education has been directed to investigate relationship between leadership behaviour of school principals and teacher morale. However, some Gujarat Studies are conspicuous in this sphere of research.

Ratel (1974) has studied instructional leadership in high schools of South Gujarat in high schools of south Gujarat in relation to teacher morale. He found a correlation of .66

between principal's leadership acts and the staff coordination dimension of teacher morale. He also found a highly significant coordination between principal and staff members in the case of highly progressive schools. Conversely, this coordination was found to be the least in the least progressive or backward high schools. On the whole, Patel perceived a pattern of relationship between leadership behaviour of school principals and teacher morale in very progressive schools, the average quality schools and backward schools.

Shelat's study revealed that high schools display all the four leadership behaviour patterns and high, average and low levels of teacher morale. She, thus, found close and significant relationship between leadership behaviour pattern of school principals and teacher morale. For instance, she found that most of the high school principals manifesting the HH pattern of leadership behaviour had teachers on the staff having high and average morale scores, and the low morale scores of teachers correlated highly with the LL Pattern of leadership behaviour. The study showed that among the schools, principals manifesting having the HL or LH Pattern of leadership behaviour, there were greater number of schools having teachers manifesting average teacher morale.

Thus, Patel's study on South Gujarat high schools and Shelat's study on Central Gujarat high schools have almost similar conclusion as regards the relationship existing between leadership behaviour in schools and teacher morale. Shelat has further found that leadership qualities remaining equal, the

size of schools does not play a significant role in building up teachers' morale. The teacher morale of institutions varied as the effectiveness of their leadership and instructional programme varied.

A study of Sharma and Quraishi (1973) revealed that Open Climate Schools (having the HH Pattern leadership) behaviour of school principals had teachers with a high mean morale score of 80.74, whereas the controlled schools (having the LL Pattern of leadership) had the lowest mean morale score. It was also found from the study that teacher morale increased with social need satisfaction which was high in Open and Familiar Climate types schools.

Venugopal and Subbaya (1974) found that the authorities and their policies were the most powerful factors having a great impact on teacher morale. Lack of cooperation between authorities in the institution and teachers lowers the latter's morale.

(b) Foreign Studies : A broad survey of morale studies reveals an important fact about promoting and maintaining staff morale, namely, that administrators, instructional leaders and teacher, should work together. Chase (1951)'s findings are that teachers feel a high degree of satisfaction where they are given an opportunity to participate regularly and actively in educational planning and policy-making. Braem (1957) also concluded that the best situation in schools conducive of high teacher morale is one in which administrators and teachers can and do work

cooperatively together. Mackenzie's (1954) and Corey's (1956) observations based on surveys of studies on morale are that the attitude people have toward their work indicate that opportunities to participate in problem solving, a feeling that their opinions are considered, comfortable working conditions, a good boss or supervisor, and an opportunity for advancement are all the more important than salary - assuming a reasonable minimum - in motivating work. Teachers function more adequately when they are involved with administrators. The leaders should use techniques of working with teachers which have been found to be most effective in cooperative work.

Unfortunately, the relationship between leadership behaviour in schools and teachers' morale has not been much investigated. Very few studies on leadership behaviour and this correlate seem to have been reported in published and readily available literature to an Indian student in India. However, some studies bearing relationship with organizational climate of schools and the staff morale are reported.

Earlier Forehand (1963) found social climate is, in some way, related to motivation, aspiration and eventually job satisfaction and proficiency.

Blamberg and Weber (1968) found significant relationship between the behavioural style of school supervisors and teacher morale. The results showed that difference in perceived leadership behavioural style of supervisors related significantly to morale scores.

Barfield (1973) found 'Esprit' dimension of the OCDQ highly correlated to teacher morale. His conclusion is that a school's organizational climate is closely correlated to teacher morale.

Bender (1973) concluded from his study that teachers' relationship with their principals was a crucial factor in maintaining their morale. Considerations on the part of the principals boosted up their morale, and authoritarianism, and harsh behaviour lowered their morale.

In another study by Wheeler (1973), it was found that the way an organizational leader does things is directly associated with how favourable the members of the organization perceive the atmosphere and how often they are absent from their rules within the organization.

Very recently Durfee Powers (1973) predicted from his study that significant differences will occur between faculty and their perception of leader behaviour; as incongruence increases between the self perception of leader behaviour by the administrator, morale will decrease; morale scores will correlate positively with both leadership behaviour of consideration and initiating structure.

Plaxton (1965) found stronger relationship ( $r = .61$ ) between teachers' satisfaction and climate and an even stronger relationship ( $r = .68$ ) between teachers' satisfaction and esprit and seven sub-tests scores of the OCDQ, such as Thrust, Aloofness, Intimacy, Production Emphasis, Disengagement, Consideration

and Hindrance. They were related significantly and in a predictable fashion to principal effectiveness. Teachers' ratings of school effectiveness were correlated most highly with *Esprit* ( $r = .59$ ) and Climate (Spearman Rank Co-efficient  $r = .61$ ) Another important finding of the study was that disengagement was also strongly associated with this variable, the relationship being significantly negative ( $- .42$ ). On the basis of his research Plaxton also concluded that the sub-tests of the Organizational Climate Description Questionnaire provide reasonably valid measures of important aspects of the school principal's leadership.

Rodgers (1973) studied the problem to determine if there was a significant difference between school morale of junior high school students in open and closed organizational climate when the factors of sex, grade level, participation in extra-curricular activities and non-participation in extra-curricular activities.

The OCDQ was used to identify the climates of the schools and the school morale scale was used to assess the school morale of students. The School Morale Scale is divided into seven attitudinal areas (sub-tests). The sum of the seven sub-tests provides the composite score of the school morale scale.

The statistical technique used to test the null hypothesis was the difference between <sup>the</sup> means obtained from unequal groups <sub>^</sub> by analysis of variance.

The analysis of data indicated a significant difference in the school morale of junior high school students in open and closed organizational climates. Students in the open climate schools appeared to have a significantly high school morale than did students in closed climate.

There was a significant difference between the mean scores of all students in open and closed organizational climates on every subtest and the composite score of school morale. ( $P < .01$ )

There was a significant difference between the mean scores of female students in open and closed organization climates on every subtest and composite score of school morale. ( $p < .01$ )

There was a significant difference between the mean scores of male students in open and closed Organizational Climates on every sub-test and composite score of school morale ( $P < .01$ ).

There was a significant difference between the mean scores of students participating in extra-curricular activities in open and closed organizational climates on every sub-test and composite score of school morale. ( $P < .01$ )

The emergent trend in recent researches on teacher morale emphasises the following factors as affecting more : (1) Agreement on purposes; (2) cooperative determination of policy; (3) Utilization of talents and a sense of achievement; (4) confidence in and respect for administrators; (5) good relationship with the faculty; (6) Community relations;

(7) physical health; (8) positive-teacher student relationship; (9) economic security; and (10) personal problems of teachers. The factors which affect the morale of principals are similar to those which influence the morale of teachers.

## 2.5 Studies on School Effectiveness and Innovativeness as a Correlate of Leadership Behaviour of School Principal and General Studies on School Innovativeness

In this section an attempt will be made to present and discuss studies dealing with the relationship between the leadership behaviour of school principals and school effectiveness and innovativeness. As such correlational studies are far and few between, an attempt will also be made to review the available studies on school innovativeness.

(a) Indian Studies : The few Indian Studies done on educational innovations and diffusion of change include the work of Bhogle (1969), Rai (1972), Buch (1972), Jhaveri (1972), Bhagia (1973), Patel (1973) and Doctor (1973). Studies of Buch, Bhagia and Patel focus more directly on the role of leadership in schools in adopting or diffusing innovations. However, in no study a frontal attempt has been made to correlate directly school effectiveness and innovativeness with the leadership behaviour, as structured by Halpin.

Bhogle (1969) found that headmasters of schools with democratic and favourable attitude towards teaching, advanced in age and getting more salary were found to be more prone to adopt innovations. Though not proved statistically, headmasters

having low role conflict and more teaching experiences were found to be showing more readiness to adopt innovations. In this study, it was found that the personality of the headmaster and the organizational characteristics of schools played a more important role in accepting innovations than the personality factors of teachers.

Buch (1972) found that principal's exposure to new ideas, his administrative ability, positive reinforcement from the authority, and community involvement in schools differentiated between schools of high adaptability and low adaptability, and the forward stepwise multiple linear regression analysis identified five significant predictor variables, namely, principals' interschool visitation, their self rated administrative ability, parents involvement, professional meetings attended gave a  $R = .73$  explaining 53 per cent of total criterion variance. It was also found that vicinity of training college and the personality traits of the principals also contributed to the adaptability of the schools.

Kai (1972) attempted to identify the factors related to the diffusion process within school system specifically with a view to finding out what factors contribute to promoting adopting of innovations by teachers, to identifying the characteristics of teachers for predicting adoption of innovations by them within the school system; and to finding out the extent of organizational climate affecting the innovations by teachers. The investigator selected a sample of 442 teachers from 55

schools of Baroda, Broach, Surat and Bulsar Districts of the State of Gujarat. One of the major findings of the study was that the predictors of the diffusion process as a whole perceived change orientation of the principal, teacher's perception of students' benefit from the innovation, ascribed opinion of the leadership, cosmopolitanism, socio-economic status, teachers' perception of students' attitude towards the innovations, experience and general mass media exposure all together gave 31.98 per cent of the variance in the diffusion process within the school. From this study also it is very clear that the principal, the teachers and the students as well as the total atmosphere in the school are the determining factors contributing towards the acceptance and diffusion of innovations in the school.

Bhagia's (1973) conclusion of her study on school principal's perception of the characteristics of innovations as related to their diffusion was that for an innovation to be adopted and get diffused, it must appear to the school leadership to have some intrinsic characteristics. Thus, in the success of the diffusion of educational innovations, the school leadership holds the key. It, is associated with the principals' better perception of the intrinsic, the utility and the situational characteristics of the innovations to be diffused. An innovation requires the creation of favourable attitude before it could be adopted by the principals. The creation of such a favourable attitude is easier among the principals manifesting the HH pattern leadership behaviour and more difficult among the principals with the LL Pattern of leadership behaviour.

Patel's (1973) overall conclusion of his study was that variables like leadership, organizational climate, teacher morale, innovative school practices and progressiveness of schools are highly correlated. He placed a great emphasis on the improvement of school leadership to improve school quality and effectiveness. He has also given three models of programme for training school leadership with a view to raising its effectiveness.

Doctor (1973) studied factors affecting innovations and change in eighty schools (forty each) in Bulsar and Surat Districts, with a view to studying the innovative practices in the schools, finding out institutional factors affecting innovation and change processes and studying innovativeness in teachers, supervisors and headmasters. Among her major findings, were the following : (i) Headmasters of schools characterize high or low innovativeness of schools; (ii) satisfaction among teachers play a contributory role in enhancing school innovativeness; (iii) schools in the urban areas were found to be more innovative than rural schools; (iv) most of the innovations are headmaster-centred; and (v) the headmasters are found to be shy in diffusing innovations. The conclusion of the study was clear that leadership in schools plays the key-role in the acceptance of innovative practices and making the school highly or poorly innovative.

Pillai (1974) attempted to study the relation between organizational climate and innovative ability of schools

specifically with a view to examine how far the educational environment or the climate of the school is responsible for the differences that exist among the schools in terms of their ability to innovate and adopt newer educational practices. The study was undertaken on a sample of 190 secondary schools of Tamil Nadu, with about 2200 teachers. The schools were drawn both from urban as well as rural areas, managed both by government and private bodies, and included boys, girls and coeducational schools of small, medium and large sizes. For the collection of necessary data, Organizational Climate Description Questionnaire (OCDQ) by Halpin and Croft, and an Inventory Scale prepared by the investigator to assess the innovativeness were used. It was found that the schools of different climate types did not differ significantly in terms of their innovative ability. In between two extreme groups of 'open' and 'closed' climate, the mean values indicated the openness of the climate facilitating the capacity of the school to adopt newer educational practices in greater number and in shorter time which was confirmed with positive correlation between openness of climate and innovativeness of schools. Thrust, esprit, and disengagement influenced significantly the innovativeness of the school - the first two positively and the last negatively. From these findings it can be concluded that open climate is more desirable for successful adoption of innovations. The esprit and the team spirit among the teachers, and thrust behaviour or the example set by the principal have been found to be at the top in building a climate conducive to change.

Shelat's study (1974) throws significant light on the relationship between leadership behaviour of high school principals and high achievement status and innovativeness of schools. For instance, she found that among the schools having their principals manifesting the HH Pattern of leadership behaviour, a greater number of them are high achieving and innovative. The high Initiating Structure of leadership behaviour was found to be interacting positively with the high achieving Status of schools. The reverse was the case found with the low achieving schools. She also found that the HH Pattern of leadership behaviour of school principals contributes positively to school effectiveness and innovativeness. Her conclusion is that leadership behaviour is positively interacting with school effectiveness and innovativeness.

(b) Foreign Studies.

The field of leadership behaviour in relation to innovativeness of schools has not been much investigated. Very few direct studies on this kind of relationship could be identified by the investigator. If it is conceded that the HH Pattern of leadership behaviour is closely related to openness of school Climate and the LL Pattern of leadership to Closeness of school climate, some of the researches on innovativeness could be interpreted more meaningfully in the present context.

Barfield (1973) found that most innovative schools had the HH Pattern of leadership behaviour. The difference between the learning climate in the innovative and non-innovative

schools was not significant. It was also found that while effectiveness of innovation is not contingent upon a completely open climate, the latter does encourage ~~and~~ and establishes effective staff relations. Further, the school principals and teachers of innovative schools appear to enjoy their rewards gained from the innovative process.

Flanagon (1968) found that where leadership behaviour was ineffective, instructional effectiveness also slid down. His conclusion was that along with other variables, effectiveness of school ~~is~~ inter-woven with leadership behaviour of school principals.

The major findings of Duffey's (1973) research were :

- (1) There were no significant differences between high average and low innovative schools with respect to leader behaviour of principals, as perceived by faculty members, and openness of the organizational climate as perceived by faculty members.
- (2) There was no significant relationship between the Criterion variable of innovation, and the predictor variables of leadership behaviour, dogmatism and openness of school climate.

The major conclusions of the investigation were as follows:

- (1) There was a wide range in the amount of innovation taking place in Jesuit high schools, with evidence of a trend to an emphasis on practices that reflected

concern for contemporary social problems, changing attitudes on discipline and development, and interest in the fine arts.

(2) No direct influence could be attributed to the variables of leader behaviour, dogmatism, and openness of school climate in relation to innovation.

(3) It was not possible to predict innovation from the variables of leader behaviour, dogmatism, and openness of the school climate.

#### 2.6 General Studies on Pupil Academic and Achievement Motivation

One of the correlates selected for the study of leadership behaviour of secondary school principals is pupils' motivation. Though a number of Indian and foreign studies have been reported in the sphere of pupil achievement motivation and academic motivation, little efforts seemed to have been expended to study the relationship between the patterns of school leadership behaviour and the pupil motivation. The studies reported throw interesting and useful side light on the dimensions of leadership behaviour and pupil motivation.

(a) Indian Studies : This is a developing field, and as such studies reported on student motivation are limited. The relationship existing between dimensions of leadership behaviour and pupil motivation is little investigated in India. One of the **reasons** for designing the present investigation is to make

an attempt in the direction of minimising the deficiency of research in this sphere.

The pioneering work in this area in India and in Gujarat particularly is done by Desai. Desai (1970) obtained the permission of Professor Jack R. Frymier to translate his tool the JIM Scale in Gujarati and administer it to the pupils of the schools in Gujarat State. He studied the JIM Score of 275 pupils from 8 schools of Gujarat State. The score range varied from 79.3 to 119.4. Efforts were also made by him to study the effects of Achievement Motivation Development on the pupils' motivation towards the schools. The researcher developed his own curriculum for giving treatment to pupils for a period of four months. This is printed in a separate monograph entitled "Swa Pravesh". After four months, when the treatment was over, he again administered the JIM Scale on the same pupils, coupled with other post-tests namely, n-Ach. Test, Performance Test etc. In the context of the present investigation, the most important finding of Desai's study is that healthy classroom climate and school climate increase pupils' motivation towards their school at a significant level. It was also found that pupils' motivation towards their schools is lower as compared to the American pupils.

Chokshi (1972) studied the JIM Scores with other variables of 170 children of five English medium schools of Baroda city. The JIM score manifested positive correlation with pupils' achievement motivation score and with the perception of pupils

This indicates that pupils with higher academic motivation have high achievement motive and have better or higher perception of the self and the world. This very finding is corroborated by Inamdar (1974) who with a sample of 100 students from the sample of 275 pupils of the Kaira District originally selected by Desai (1970), attempted to study the perceptual world of the pupils in relation to their achievement motivation and related variables, and found that the pupils with a high JIM score manifested greater achievement motive and that they liked learning very much. It was also found that the pupils with high JIM score on 'My-Aims' items showed greater concern for power and excellence compared to pupils having low scores.

Pillai (1974) found that pupils' performance was significantly better in open and autonomous schools than in those of other climate types. This was confirmed by positive correlation between openness of climate and performance of pupils in the schools. It was also found that 'esprit' and 'thrust' influenced performance positively, and 'disengagement' and 'Hindrance' negatively. Team spirit among the teachers and example set by the principal influence the successive functioning of the school and thereby improve the level of performance of the pupils. It is very much implied in this study that administrators and teachers should actually work towards the improvement of climate and the principal should properly reorient his leadership behaviour to enhance the opportunities for better pupil performance.

Sharma did some studies at the Centre of Advanced Study in Education, M.S. University of Baroda. He (1971) studied organizational climate and its relationship with pupils' performance and arrived at the finding that there was positive relationship between organizational climate and school academic index. In one more study (1972) he found that principal's effectiveness as rated by teachers and teachers' satisfaction were positively related to school climate and pupil motivation.

Shelat (1974) found a significant relationship between open and autonomous types of school organizational climate and pupils' academic motivation. She also found the mean motivation scores of high school pupils in the context of high, average and low morale to be significant at .01 level of confidence. Another finding of her was that the mean motivation scores of boys and girls to be significantly different from the mean motivation scores of girls. Inter-correlation was, however, not significant. A significant finding of her research, which has direct bearing on the present research, is that pupil academic motivation was not found to be the direct function of leadership behaviour. Pupils' motivation was found to have been affected jointly by the size of school and the sex of pupils.

(b) Foreign Studies : Frymier (1970) constructed a tool known as 'Junior Index of Motivation' to measure motivation of students from various angles. He found some qualities of poorly motivated students and highly motivated students. According to him low motivated students feel themselves unhappy;

they feel themselves non-confident; they manifest resistance against change; they like to be away from the school, etc. As compared to highly motivated students, they are not motivated to do good work in school. The pupils who do not show willingness to do good work will have poor performance in their academic pursuits, and ultimately they leave the school and drop out from schooling. They also immediately turn away from the school if they find something wrong in the school. One of the NEA (1961) studies on drop-outs found that there are some specific reasons why students leave the school. Some drop-outs, when questioned about reasons for leaving school, replied that they disliked certain teachers. In another study by the same association it was found that pupils complained that the instructional lessons were insufficiently explained and that they did not get individual attention from the teachers.

From the above findings, it can be inferred that teacher was the prime cause of dropouts. Either something may be wrong with the teacher for want of motivation in himself or for want of morale which may, in turn, be due to uninspiring or suffocating climate in the school or lack of initiation on the part of the school principal. Such an attitude and behaviour of teachers lead to a colossal wastage in education, with the leadership behaviour of the school principal, teachers' morale, and climate of the school as other causative factors of wastage. This also is in the frame of reference of the present investigation.

Johnson (1940) found that low academic motivation of students had teachers who blamed students, who did not want to work, who were shirkers in their work, who were often absent from the school, whose attitude was indifferent, who were uncooperative, who were lacking in initiative and who failed to make up the work left behind. This shows poor motivation on the part of teachers. This would naturally affect badly the motivation of their students.

One of the findings of the NEA research, already cited earlier, was that the students who dropped out from the school attributed the cause of their drop-out to the fact that they were disliked by their classmates. This is the indication of uninspiring climate in the school and the lack of initiative on the part of the principal, and lack of consideration for children.

Poor attendance of children in the school is again an indication of poor climate in the school. Pupils want to be out of the school rather than in the school. According to Visci (1955) another factor frequently mentioned as a characteristic of dropouts is their poor attendance records. Looked at objectively, whether students attend school regularly or not is at least partially a responsibility of the school.

Kurtz (1951) came out with a very significant finding that attitude towards school and academic achievement are positively related.

## 2.7 Some other Pertinent Findings

In some of the Indian studies referred to earlier, a few findings emerge that have a bearing on the present investigation. They are listed below with the purpose of giving focus to the inter-play of some variables in regard to leadership behaviour, organizational climate of schools, school innovativeness and pupil motivation.

- (1) The HH and the LL Patterns of leadership of school principals are related significantly to the size of high schools. Principals of small schools tend to manifest more of the HH Pattern of leadership behaviour whereas the large schools tend to manifest more of the LL Pattern of leadership behaviour.
- (2) Morale increases when actual leadership behaviour of the leader approximates the desired behaviour as perceived by teachers.
- (3) There is higher correlation between relationships involving morale and consideration than the relationships between Initiating Structure and morale.
- (4) There are significant differences between the leaders' self-perception and faculty perception of his actual leader behaviour.

- (5) Administrators and faculty agree significantly on ideal leader behaviour of Initiating structure and consideration.
- (6) Male and female school supervisors who occupy parallel positions and perform similar functions exhibit similar patterns of leadership behaviour and level of effectiveness when they are described and evaluated by their staff members.
- (7) Teachers' perceptions of principals' leader behaviour are not affected by the principals' sex.
- (8) Male and female principals perceive their own leadership behaviour as being significantly different on the 'consideration' dimension.
- (9) Male teachers perceive male and female principals as exercising a higher degree 'production emphasis'.
- (10) Teachers perceive female principals as exercising a higher degree of 'Representation'.
- (11) Male teachers perceive female principals as either "subordinate-centred" or "boss-centred", and male principals as "boss-centred".
- (12) Males were perceived as receiving greater opportunity to secure leadership positions, advance, and exert leadership.

- (13) Principals' sex is not perceived as a factor in the relationships with staff, community, and superiors. Males vary in perceptions of principals' sex as a factor in the relationship with students and other principals. Females vary regarding students relationship but sex is not a factor in relationship with other principals.
- (14) Professional qualifications and experience are rated above personal qualities as criteria of principals' section.
- (15) From some of the studies, it appears that there is little justification to believe that females behave differently as leaders than males.

These findings help better in understanding leadership behaviour of school principals on which the present study is principally focused.

## 2.8 Conclusion and Implications

The major conclusion from the researches reviewed, if synthesised so as to constitute in a way theoretical reference frame for the present study, is as under :

Effective leadership behaviour of secondary school principals begets good human relationship between them and the teachers working with them. This good relationship contributes to the development of high teacher morale and stimulating organizational climate in school. In such an atmosphere, teachers

will be highly motivated. High morale and high motivation of teachers would result into high academic motivation of students and ultimately the interaction among these factors and the sum total of these factors would result into the improvement of the quality of teaching-learning process and higher achievement index by students. So the crux of the phenomena is the leadership behaviour of secondary school principal the impact of which filters down to teachers as well as pupils. It is in this frame of reference that all the researches on motivation of pupils towards the school - "academic motivation" have been reviewed. And this would broadly be the theoretical basis of the ideology pursued in the present investigation.

Implications for the Present Investigation : In this chapter, a number of Indian and foreign studies have been reviewed. The major emphasis is on "leadership behaviour", with its three major correlates. The implications of the studies reviewed here for the present investigation are as follows :

- (i) The study of leadership behaviour of school principals is crucial in understanding the inner life of the schools and their inputs and outputs.
- (ii) With leadership behaviour, another sphere of study which can bring about better understanding of the ~~xx~~ inner life of schools is their organizational climate. Both seem to be very well coordinated.

- (3) If leadership behaviour of school principals and organizational climate of schools are studied, they provide a better clue and basis to understand and interpret vital aspects of school life such as morale, effectiveness, innovativeness, and motivation of teachers and students.
- (4) For measuring Leadership behaviour, organizational climate of schools, teacher morale and motivation, standardised tools are available. They can be used with advantage in such studies. Particularly the tool LBDQ for leadership behaviour, the OCDQ for organizational climate, the School Survey for teacher morale and JIM Scale for pupil motivation could be used with ease in Indian situation.
- (5) Various statistical measures such as (i) t-test, (ii) correlation matrix, (iii) multiple correlation, and (iv) regression equation which can also be used for analysing and interpreting the data in such investigations.
- (6) When in a study the main emphasis is on the perception of actual behaviour of the school principal as a leader of the school, the other correlated factors can be studied globularly rather than in details with their components.

- (7) Some static variables such as age, sex, urban-rural character of schools, size of the schools, socio-economic status of teachers can be used to get a better understanding of the main theme of investigations.

These implications will be largely borne in mind while preparing the research design for the present investigation. Considering the fact that leadership behaviour has not been adequately investigated in Indian situation, the present investigation would centre around leadership behaviour. Correlates like organizational climate, teacher morale, school innovativeness and pupil motivation will be preferred for this study as they are also not adequately investigated into.

The next chapter will be devoted to the Plan and Procedure of the present investigation.

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