

CERTIFICATE

This is to certify that this dissertation entitled, “**SCHOOL ORGANISATIONAL CLIMATE AND TEACHER LEADERSHIP BEHAVIOUR OF IN-SERVICE TEACHERS AT KARUR DISTRICT,**” submitted to Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous), affiliated to Tamilnadu Teachers Education University, Chennai, for the award of the degree of the Master of Education is a bonafide record of independent and original research work done by **Mr.N.SARAVANAN**, Register No. **2014T14** during the period of 2014-2015, under my supervision and guidance. This dissertation has not been previously formed the basis for the award of any Diploma/Degree/ Associateship/ Fellowship or any other similar title to any candidate of any University or Institution in India.

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(Dr. N. MUTHAIAH)

Signature of the Guide

(Dr. N. MUTHAIAH)

Place: Coimbatore

Date:

DECLARATION

I, **N. SARAVANAN**, do hereby declare that this dissertation entitled, “**SCHOOL ORGANISATIONAL CLIMATE AND TEACHER LEADERSHIP BEHAVIOUR OF IN-SERVICE TEACHERS AT KARUR DISTRICT**” submitted to Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous), affiliated to Tamilnadu Teachers Education University, Chennai, for the award of the degree of the Master of Education is an original research work done by me during the period under the supervision and guidance of **Dr. N. MUTHAIAH**, Principal, Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous), Coimbatore and this dissertation has not been submitted previously in full or part for the award of any Diploma/Degree/ Associateship/ Fellowship to any candidate of any University or Institution in India.

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N.SARAVANAN

A STUDY OF MECHANICAL APTITUDE AMONG HIGHER SECONDARY SCHOOL STUDENTS IN COIMBATORE DISTRICT

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CHAPTER – I

INTRODUCTION

1.1 INTRODUCTION

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. Now education has become a fast assuming momentous dimension in the present era of great change exploding knowledge and technical transformation, since it is closely linked with the productivity of nation. Education is, in fact, a means for human resource development. Therefore, efforts are being made to provide quality education via improving the performance of schools which may depend on one of the factors viz internal climates or functioning of schools. It is, thus, the aim of the educationists or those in charge of these institutes to maintain such a climate in the educational institutions based on empirical findings which would lead to quality education.

The ancient wisdom and the experience of the present, both in East and West unanimously agree that teacher is the pivot of the educational system. No reform has ever succeeded against teacher or without their participation (Delor report, 1996). Teachers are the natural role models to the younger generation. But in today's concept of education, a teacher is required to be more professionally equipped and result oriented and almost perfect in his subject matter.

According to Bishay (1996) teaching profession ranks high on the success list of a society and teachers are known as the nation builders since they always strengthen the foundation of education among children. It is only a teacher who can devotedly shoulder the onerous some task of nation building. A teacher is known as backbone of a healthy nation. Not only the ancient time but even today also the teacher has been given key position and status next to parents in our society and deserves to be given full respect in the eyes of public

of the country. In our Indian society permeably a teacher is known as Guru who is even considered sometimes greater than God in our prestigious and religious dominated society. Therefore, the educators/teachers task is pivotal and most important in the eyes of fore-sighted countrymen.

1.1.1 School Organizational Climate

A school is an organization which has four sub-systems viz, (a) technological, (b) economical, (c) organizational and (d) socio-psychological. Technological sub-system refers to the methods and process of teaching. Economical sub-system refers to the amount of funds and other resources which are at the disposal of principal and teachers to improve the technological aspect of school (teaching). Thus, the way in which this economical aspect is controlled or utilized is a concern of the economical sub-systems. Organizational sub-system which refers to the structure and hierarchical positions includes management, principal, teachers and other assistants. Socio-psychological aspect refers to the teachers' motivation to work, morale, inter-personal relationship among teachers and other staff- members and pupils. Thus, it seems that school climate may be one of the important factors in making the system of education more productive, functional and desirable. Further changes may be brought about by bringing about an improvement in any one of its sub-systems.

According to Halpin (1963) in some schools, principals, teachers and students all find pleasure in working with one another and discover that school can be a happy experience. In some schools teachers and students somehow tolerate school. They are not happy with it and suffer from a breeding discontent. Principal tries to hide his. Incompetence and his lack of sense of direction behind a cloak of authority and yet he wears his cloak poorly, randomly vacillating his attitude between the obsequious and the officious. In some schools, there is neither joy nor despair but hollow ritual where teachers, principals and students alike are

acting out parts within an attitude of indifference and without any sense of involvement with the institution and the group within which they are working. In some schools, school community is so restless that it cannot tolerate school in the form it exists and want to bring about all kinds of changes in its organizational functioning.

The organizational climate of the school yet today differs from school to school. As there are differences in the personality of individuals, so every individual school has its own personality which can be turned as its climate. The "Climate" of school is reflected in its administration, teacher's work culture and student's achievement. All the above factors together form the climate of school.

School's organizational climate affects the role of participants in numerous ways such as their perceptions, motivation, morale, adjustment and learning. School climate refers to how a school should be organized and managed in order to be effective. It is therefore, necessary to assess the organizational climate of school from the teacher's perception as he/she knows his/her school to be.

1.1.2 Measuring School Organizational Climate

Andrew Halpin and Don Croft's pioneering analysis, *The Organizational Climate of Schools*, has had a great impact on the study of school climate. They developed the Organizational Climate Description Questionnaire (OCDQ), a sixty-four-item Likert scale questionnaire that is used to assess the teacher-teacher and teacher-administrator interactions found in elementary schools. Teachers and administrators are asked to describe the extent to which key behaviour occur, such as how frequently (rarely, sometimes, often, or very frequently) "The principal stays after school to help teachers finish their work," "The principal looks out for the personal welfare of teachers," and "The teachers accomplish their

work with great vim, vigor, and pleasure." Thus, school climate is defined in terms of educators' perceptions of the leadership behaviour of the principal and interactions among teachers. Patterns of principal and teacher behaviours are then arrayed along a rough continuum, ranging from *open* to *closed* school climates. An open school climate is one in which teacher and principal behaviour is supportive, genuine, and engaged, whereas a closed climate is characterized by lack of authenticity, game playing, and disengaged behaviour. There were a number of limitations to early versions of the OCDQ. For example, it only measured the climate of elementary schools, and the validity of some of its subtests was questioned.

Subsequent revisions of the OCDQ have addressed these issues, and three new and simplified versions of the questionnaire have been formulated for use in elementary, middle, and secondary schools. The revised OCDQ was conceptualized using the same framework of open versus closed climates and behaviours. For example, open principal behaviour in elementary schools is measured through items that describe supportive principal behaviour that is neither directive nor restrictive and open teacher behaviour is that which is collegial, intimate, and committed to teaching and learning.

Another climate framework uses a health metaphor—school climate is measured in terms of healthy interpersonal dynamics. In the tradition of the OCDQ, the Organizational Health Inventory (OHI) is a set of descriptive statements that tap productive relationships in school. There are three versions of the OHI—elementary, middle, and secondary. This broad climate perspective examines the relationships between the school and environment, the leadership of the principal, relationships among teachers, and relationships between teachers and students. For example, the secondary version maps seven aspects of school climate:

1. Institutional Integrity is the extent to which the school is able to manage its constraints from the community
2. Consideration is principal behaviour that is genuinely collegial, friendly, open, and caring toward the faculty
3. Initiating Structure is principal behaviour that is oriented toward both tasks and achievements through clearly articulated work expectations and performance standards
4. Principal Influence describes the principal's ability to influence superiors
5. Resource Support is the ability of the principal to obtain classroom materials and supplies needed by teachers
6. Morale is the collective sense of friendliness, openness, and enthusiasm among members of the teaching staff
7. Academic Emphasis is the extent to which the teachers and students are committed to academic excellence

A pattern of high scores on these variables defines a healthy school climate. There are, of course, other measures of school climate, but the openness and health frameworks have generated the bulk of the systematic research on school climate.

1.1.3 School Climate and Outcomes

Empirical evidence has linked school climate with achievement. Though school climate is often defined differently in various studies, the research evidence using the OCDQ and the OHI measures of climate is encouraging. Openness of school climate has been linked primarily to expressive characteristics in schools. For example, the more open the school climate, the more committed, loyal, and satisfied the teachers are. Similarly, more open the climate of the school; the less alienated students tend to be. School climate, from the health

perspective, has been positively related to school effectiveness. Most of the variables correlate significantly with general subjective measures of effectiveness, and the variable of academic emphasis has consistently been related to student achievement in high schools, middle schools, and urban elementary schools. In fact, the relationships hold even controlling for the effects of socioeconomic status.

School climate has become a global construct that researchers often use loosely to group together studies of school environment, learning environment, learning climate, sense of community, leadership, academic climate, and social climate. This broad application reveals both the strength and weakness of school climate study. It is a useful integrating concept on the one hand, but it also suffers from a lack of clear definition. Like so many other terms that are bandied about, the word *climate* threatens to become meaningless. Because its referents are so diverse, the word sometimes obscures, rather than creates, understanding. School culture is a related term that has been used to describe the work environment; in fact, climate and culture are often used interchangeably by some educators to refer to the distinctive workplace of a school. A useful distinction is that culture consists of shared values and assumptions, whereas climate is defined by shared perceptions of behaviour.

1.1.4 Teacher Leadership

“Leader teacher” is a general term that applies to individuals in a variety of roles. Leadership is clearly becoming a more and more significant part of a teacher's professional life (Can, 2009). The concise definition of teacher leadership involves a number of assumptions and understanding from both empirical and conceptual sources. Teacher leadership exists within relationships and serve social ends. Teacher leadership behaviour

involves those who work with others to provide direction and who exert influence on person and things in order to active the school goals”.

Definition of teacher leadership behaviour is also based upon what leaders actually do. According to Kouzes and Posner (1987) leaders are at their best when they:

- Challenge the process by having a willingness to take any risks
- Inspire a shared vision that becomes the driving force that creates future.
- Encourage the heart of others and themselves during difficult times

The following representative examples describe a few of the roles and responsibilities that a teacher-leader may assume in a district or school. Teacher-leaders may:

- Serve on a school or district school leadership or on some other form of governance committee, task force, or board.
- Lead a specific school-improvement initiative, such as a program designed to improve the quality of reading instruction throughout a school.
- Model innovative instructional strategies for other teachers, such as nontraditional ways of assessing what students have learned or alternative methods of grading.
- Train, supervise, and mentor new teachers or student-teachers.
- Act as a “learning facilitator” or “instructional coaches” who helps both new and veteran teachers. Develops stronger lesson plans, improve their instruction or classroom management techniques, or acquire new professional skills, such as using new learning digital and online technologies.
- Act as a facilitator and coordinator of a professional learning community or other group of teachers working together to improve their teaching skills.
- Lead efforts to modify or improve school-wide or content area curriculum

- Guide other teachers in collecting, understanding, analyzing, and interpreting student-achievement data, as well as using those findings to improve instructional efficacy in a subject area or throughout the school.
- Lead an action research project or engage in additional study and research projects to grow professionally and enhance their professional contributions to the school.
- Write about teaching in professional journals, books, newspapers, magazines, blogs, social media, or other print or online publications.
- Create videos, lead online discussion forums, develop webinars, or use technology in other ways to share their knowledge and skills with other teachers online.
- Speak at professional conferences, community meetings, or other public forums.
- Engage students in efforts to improve their school, district, or community using community strategies and projects.
- Serve as a parent liaison or lead other efforts to help parents and community members become more engaged in what's happening in the school.
- Become involved in local, state, or national advocacy groups aimed at improving education or social conditions for children and communities.
- Write grant proposals or otherwise seek additional funds for a school, district, or program.
- Develop partnerships with nonprofits, community organizations, and local businesses that bring in additional resources and create new learning opportunities in a school, such as an internship program or a dual enrollment program.
- Contact elected officials to inform them about issues affecting education or testify in public hearings.

The leadership theories developed in the past 50 years have emphasized leader characteristics; therefore it is helpful to classify the leadership literature into the followings five approaches

- The trait theory
- The behavioural approach
- The power influence approach
- The situational approach and
- The integrative approach.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

Many studies were conducted in the area teacher leadership. But investigator could not find much study incorporating teacher leadership and school organizational climate. The present study on school organizational climate and teacher leadership behaviour will help the school administrators to know how teachers behave in the school climate and there by modify the school organizational climate best suited for the development of the school. It also helps the teachers to modify their leadership behaviour in the present school climate. So the present study on School Organizational Climate and Teacher Leadership Behaviour of In-service Teachers in Karur District has importance in the present education scenario.

1.3 STATEMENT OF THE PROBLEM

The present study is entitled as **‘School Organizational Climate and Teacher Leadership Behaviour of In-service Teachers in Karur District.’**

1.4 DEFINITIONS OF KEY TERMS USED IN THE STUDY

1.4.1 Teacher Leadership - Teacher leadership can be described as taking over voluntary responsibilities during the educational processes and activities, forming independent projects, influencing his/her surrounding, and sufficiency in developing professional qualifications of his/her colleagues. **Can (2009)**

1.4.2 School Organizational Climate - The set of internal characteristics that distinguish one school from another and influence the behaviour of members is the organizational climate of the school.

1.4.3 In-service teachers – In the present study, the in-service teachers means teachers working in government, aided and private school in the Karur district.

1.5 VARIABLES OF THE STUDY

The variables used in the study are as follows:

Dependent variables - Teacher Leadership Behaviour and School Organizational Climate

Independent variables – Gender, Type of school, School locality and Teaching experience

1.6 OBJECTIVES OF THE STUDY

- (1) To study the teacher leadership behaviour of in-service teachers based on the sub samples gender, type of school, school locality and teaching experience.
- (2) To study the school organizational climate based on the sub samples type of school and school locality.
- (3) To analyze the relationship between school organizational climate and teacher leadership behaviour of in-service teachers.

1.7 HYPOTHESES OF THE STUDY

Ho₁: There is no significant difference in the mean scores of teacher leadership behaviour of in-service teachers based on gender

Ho₂: There is no significant difference in the mean scores of teacher leadership behaviour of in-service teachers based on type of school.

Ho₃: There is no significant difference in the mean scores of teacher leadership behaviour of in-service teachers based on the school locality.

Ho₄: There is no significant difference in the mean scores of teacher leadership behaviour of in-service teachers based on their teaching experience.

Ho₅: There is no significant difference in the mean scores of school organizational climate based on type of school.

Ho₆: There is no significant difference in the mean scores of school organizational climate based on school locality.

Ho₇: There is no significant relationship between teacher leadership behaviour of in-service teachers and school organizational climate.

1.8 METHODOLOGY IN BRIEF

1.8.1 Method

Survey method was used to collect data from school teachers in the Karur district.

1.8.2 Sample for the study

The sample for the present study comprises 150 school teachers working in different schools in Karur district. The investigator used simple random sampling technique to collect the data.

1.8.3 Tool used for the Study

By keeping the various objective of the study in mind the following tools were used by the investigator for collecting data.

- 1) Personal data form
- 2) Teacher Leadership Behaviour Scale (TLBS)
- 3) School Organization Climate Scale (SOCS)

1.8.4 Statistical Techniques Used

The major statistical techniques used in the study are the following.

- i) Preliminary analysis.
- ii) Test of significance of difference between means of large independent samples of the study.
- iii) One way Analysis of Variance

1.9 SCOPE AND DELIMITATIONS OF THE STUDY

This study has created new insight to the research on the teacher leadership behaviour and school organization climate. The investigator was unable to investigate all the school in the Karur district. Only a few schools were selected for the purpose of the study. Also the study was limited to the Karur district only.

1.10 ORGANIZATION OF THE THESIS

The study has been organized into five chapters as given below.

CHAPTER I - Introduction deals with introductory part of the study.

CHAPTER II - Review of related literature deals with related literature on child rights with studies conducted abroad and India.

CHAPTER III - Methodology includes sample of the study and methodology adopted and provides the validation procedures of the tool used besides statistical measures employed.

CHAPTER IV - Analysis and interpretation of the data provides the statistical analysis of the collected data.

CHAPTER V - The chapter findings, suggestions and conclusion presents the summary of findings, suggestions for further research, educational implications and conclusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A brief summary of previous research and writings of recognized experts provides evidence that researcher is familiar with what is already know and with what is still unknown and untested. Thus it helps in avoiding duplication and provides helpful suggestion for future investigation. It also helps in the formulation of hypothesis and in the selection of methods and tools to be employed. They can also be very well used in the interpretation obtained.

Extensive critical reading in a field makes the investigator familiar with the accumulated facts in this field and it also serves as a guide for not selecting a problem that has already been investigated. Study of related literature also sensitizes the individual to new possibilities in research. Many research monographs, dissertations, repots and summaries suggest topics for further study.

Review of related studies pertaining to the problem under investigation is of fundamental importance to provide insight into the problem, Borden the general concept and principles and sharpen understanding. It reveals all the different approaches, adopted by various researchers in dealing with the research problem, pertaining to the subject matter of the research problem, pertaining to the subject matter of the present study on awareness on human right oriented education.

The importance of reviewing studies already made in one's field of investigations has beautifully been stated by BEST (1977) in the following words.

“Practically all human knowledge can be found in books and libraries. Man builds upon the accumulated and recorded knowledge of the past, which makes possible progress in

all areas of endeavor. A facility with literature in any problem area helps the students to discover what is already known, what other have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved”.

Thus for any investigator, the review of literature related to his/her field of current investigation is essential, such a review serves the following purpose (GOOD 1941)

- ❖ To show whether the evidence already available solves the problem adequately without further investigation and thus avoids the risk of duplication.
- ❖ To provide ideas, theories, explanations of hypotheses valuable in formulation the problem.
- ❖ To suggest methods of research appreciate to the problem.
- ❖ To locate comparative data useful in the interpretation of results
- ❖ To contribute to the general scholarship of the investigator

2.2 IMPORTANCE OF REVIEW

The importance of review is well explained by BORG (1983) in the following words.

‘The review of literature is an important part of scientific approach and is carried out in all areas of scientific research whether in the physical, natural or social sciences. It gives the scholar understanding of previous work that has been done. It provides the means of getting to the frontiers in the particular field of knowledge’.

Review of related literature forms the foundation upon which all future work must be built. It helps the research worker develop a thorough understanding and insight into previous work. It can help in limiting the individual’s research problem and in defining it better.

It prevents pointless repetition of research. It gives a great deal of insight into the methods, measures, subjects and approaches used by other research workers can thus lead to significant improvement of his/her design. So the investigator has attempted to collect relevant information related to her work from literature available in the field.

2.3 STUDIES RELATED TO LEADERSHIP

Harms & Knobloch (2005) explored why graduates who were certified to teach agriculture in secondary education chose teaching as a career. Twenty-nine student teachers from four universities in a Midwestern state participated in the study. There were several findings from the study. First, the researchers found that 24 out of 29 pre service teachers in the study planned to become teachers. Second, career choice was related to intrinsic and extrinsic career choice motives. Pre service teachers choosing formal education as a career had intrinsic motives. On the other hand, pre service teachers who anticipated careers in non-formal education had extrinsic career choice motivation. Third, pre service teachers who plan to pursue formal education careers were more efficacious than their peers who planned to pursue no formal education careers or were undecided about their careers. Third, the pre service teachers identified as having transformational and transactional leadership behaviours and these leadership behaviours were not related to career choice

Leech & Fulton (2008) explored the relationship between teachers' perceptions of the leadership behaviours of secondary school principals in a large urban school district and their perceptions of the level of shared decision making practiced in their schools. Leadership behaviour was operationalized by the responses to each of the five practices on the Leadership Practices Inventory [LPI] (Kouzes & Posner, 1997). These behaviours were (a) challenging the process, (b) inspiring a shared vision, (c) enabling others to act, (d) modeling the way, and (e) encouraging the heart. The level of shared decision making was measured by responses to the Shared Educational Decisions Survey-Revised (Ferrara, 1994) in the areas of

(a) planning, (b) policy development, (c) curriculum and instruction, (d) student achievement, (e) pupil personnel services, (f) staff development, and (g) budget management. The population for the study was a sample selected from all secondary schools in a large public school system. The sample consisted of 646 participants from 26 schools. The findings should inform the practice of school principals as they create empowering cultures in their schools. Principal preparation institutions must be charged with the task of developing programs that provide experiences which enhance potential leaders' skill to create learning organizations

Can (2009) conducted a study to determine the leadership behaviour of teachers in primary schools. The data related to the research problem had been collected by literature review and interview. The questionnaires were distributed to 20 school principals and 60 teachers working at primary schools in three cities of Turkey. Having accepted the interview, 7 principals and 11 teachers were interviewed face-to-face in their schools. The answers were controlled one by one and the thoughts shared by more than 70 % of the participants were added to the findings. The provided data findings based on the used techniques are given as general determinations. It is stated that teachers working at primary schools show the leadership behaviours and roles such as determining the goals, encouraging voluntary study and task, developing trust and vision, and determination at an “intermediate” level. Similarly, teachers also perceive themselves in accordance with the ideas of the managers. In this research, the willingness of teachers to train and develop themselves are found at a high level, yet their behaviours are found insufficient. Teacher meetings, student club studies, celebration activities and parents' assemblies are among the activities which teachers participate at the school level. The programs of teacher training are required to be revised again and the concept and understanding of teacher leadership are required to be reflected to the programs in this context. Teacher training environments should be constructed in the

embodiment of well models that may enable teachers to show teacher leadership behaviours at schools.

Kwon, Pyun & Kim (2010) conducted a study to see whether a teacher-coach exhibits different types of leadership behaviour when s/he teaches a PE class and coaches a group of athletes. The participants in this study were 17–18 year old second-year pre university students from two local junior colleges in Singapore. A total of 159 students of mixed gender participated, including 80 PE students and 79 student-athletes from floor ball, canoeing, and shooting teams. All of the 159 students were taught or coached by three (one male and two female) PE teachers, who performed the dual roles of a PE teacher-coach in the school. The data collection instrument used in this study was the Leadership Scale for Sports (Chelladurai Saleh, 1980) measuring five leadership behaviours. A multivariate analysis of covariance indicated that democratic decision making accounted for most of the differences between the PE students' and student-athletes' perceived leadership behaviour of their teacher-coaches: the student-athletes perceived their coaches to provide training and instruction more than did the PE students. In addition to training and instruction, the student-athletes perceived more positive feedback given to them than did the PE students. For decision making style, students in PE class perceived more democratic decision making than athletes in school teams. The social support subscale did not show statistically significant group difference.

Lizzio, Neumann, and Dempster (2011) conducted a study on leadership capacity building. Leadership capacity-building is a key factor in sustainable school improvement, and the leadership contribution of students is an integral part of an authentic distributed conception of school leadership. Thus it is important to understand the factors which influence high school students' motivations to engage in formal and informal leadership in their school. A sample of 167 Australian public school Grade 11 students (average age 16.6 years) completed a self-report survey of their perceptions and motivations. Students who

were members of formal extracurricular clubs or teams did not report higher levels of school identification or leadership motivation. Students' perceptions of the quality of relationships between their peers and between teachers and students predicted their sense of membership or identification with their school.

Marshall (2012) conducted a study on teacher self leadership. Teacher self-leadership includes a set of individual cognitive and behavioural strategies that, when practiced together, can lead to improved performance. This study examines the influence personality and leader behaviours have on teacher self-leadership in a vocational education and training setting. Survey data from 418 teachers from an Australian college of vocational education and training showed that generalized self-efficacy and conscientiousness were positive predictors of self-leadership. Training in transformational leader behaviours', such as articulating a vision, high performance expectations, individualized consideration and intellectual stimulation may also facilitate teacher self-leadership in vocational colleges.

Rogers & Scales (2013) conducted a study on Pre-service Teachers' Perceptions of Teacher Leadership. The study examined the teacher preparation program requirement in the U.S. It offered the idea that teacher leadership programs for pre-service teachers needs to be reframed in a developmentally appropriate and meaningful way. It is stated that the assessment of teacher leadership has become important in pre-service teacher education.

Shapira-Lishchinsky&Tsemach (2014) explored the mediating role of psychological empowerment on authentic leadership, organizational citizenship behaviours (OCB), and a variety of withdrawal behaviours among teachers, using the psychological model of perceptions-attitudes-behaviours. Research Design: A total of 366 teachers from 23 randomly selected Israeli schools participated in the study. The research combined self-reports and school records taken at regular time intervals regarding three withdrawal behaviours: lateness, absenteeism, and intent to leave. The model for the hierarchical data

(teachers within schools) that included latent as well as manifest variables was analyzed using the Mplus statistical package applying to multilevel analysis. Findings: “Impact,” a dimension of psychological empowerment, was found to mediate the relationship between authentic leadership and OCB, whereas “self-determination, meaning, and competence,” the other dimension of psychological empowerment, was found to mediate the relationship between authentic leadership and absence frequency. No mediating relationship was found for psychological empowerment on authentic leadership and the other withdrawal behaviours of lateness and intent to leave. Research Implications: The present study improves the Ajzen and Fishbein model. While most previous withdrawal behaviour studies focused on a single dimension of withdrawal behaviours and did not consider OCB, the present study presents an integrative framework, focusing on the mediating role of psychological empowerment as a consistent link between authentic leadership and a spectrum of teachers’ withdrawal behaviours and OCB. Practical Implications: These findings should encourage principals to promote high standards of authentic leadership to empower their teachers, increase OCB, and reduce absenteeism among teachers.

Youngs, Hyun-seung and pogodzinski (2015) reported on a 2-year qualitative research study of the processes by which middle school principals' policies and actions shaped the experiences of five novice teachers in two Michigan school districts. The investigators examined beginning teachers' perceptions of principals' approaches to managing student behaviour, instructional leadership, and teacher collaboration and their perceptions of the extent to which each principal was trusted by his or her teaching staff. At the end of the second year of data collection (2007-2008), all five beginning teachers expressed high levels of satisfaction and planned to remain teaching in their schools. The investigators argued that leadership related to student behaviour and instruction (as perceived by the novices),

combined with high levels of teacher-principal trust (again as perceived by the novices), contributes to these outcomes

2.4 STUDIES RELATED TO SCHOOL ORGANIZATIONAL CLIMATE

Rafferty (2003) conducted a study to describe the relationship between school climate and teacher attitudes toward upward communication of information to the principal. Research literature in organizational climate, school climate, and organizational communication was reviewed. A survey questionnaire assessed the perceptions of educators in a population of twenty-six high schools. Research questions were developed to determine if teachers in open climate schools differed from teachers in closed climate schools in their perceptions and attitudes regarding upward communication with their principal. Statistically significant differences were found in teacher perceptions relative to communication in the teacher-principal dyad. Findings suggest that the open upward flow of relevant information from teacher to principal in secondary schools more prevalent in open school climates.

Douglas (2010) examined the relationship of school climate and teacher commitment in elementary schools in Alabama. A total of 67 elementary schools were surveyed and 1353 teachers voluntarily participated in the study. The instruments used in this study were the Organizational Climate Index (OCI) and the Organizational Commitment Questionnaire (OCQ). The four subtests of the OCI, collegial leadership, professional teacher behaviour, achievement press, and institutional vulnerability, were examined for their collective and independent relationship to teacher commitment. Achievement press, though not directly related to teacher commitment, was found to be a good predictor of both professional teacher behaviour and collegial leadership.

Black (2010) conducted a study to determine the extent that servant leadership was correlated with perceptions of school climate to identify whether there was a relationship between principals' and teachers' perceived practice of servant leadership and of school climate. The study employed a mixed-method approach by first administering two validated quantitative instruments: Laub's (1998) Organizational Leadership Assessment (OLA) measured the perceived servant leadership in the schools and Hoy, Tarter, Kottkamp's (1991) Organizational Climate Description Questionnaire-Revised (OCDQ-RE) measured the schools climate. These instruments were administered to a randomly selected sample of 231 full-time teachers and 15 principals working in a Catholic school board in Ontario. Upon completion of the quantitative data analysis, focus group interviews were conducted with 10% of the sample. The data revealed a significant positive correlation between servant leadership and school climate.

Lazaridou & Tsolakidis (2011) surveyed teachers' perceptions of organizational climate in the public secondary schools of a region in central Greece. A translation of the Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS) was used. Reportedly, principals engaged most in supportive behaviours while teachers had friendly relationships with students and were knowledgeable. The respondents noted relatively light use of rigid and domineering supervision by their principals and few frustrations occasioned by multiple obligations and bureaucratization of the school system. Some differences in perceptions of climate were related to differences in certain demographics.

Khurshid & Zahur (2012) carried out a study to develop and validate a scale for the measurement of organizational climate of high schools. For this standardized procedure was adopted. Initially for the items generation, the literature was reviewed and discussions with schools heads and teachers were conducted. Initially an item-pool consisted of 80 items were

generated through this process but after experts' opinion, some items were eliminated and remaining items 50 were left for empirical evaluation through factor analysis, for this purpose a random sample of 150 private and public school teachers were collected from Islamabad. On the basis of factor analysis through SPSS .17 insignificant items were deleted from the proposed scale and rest of the 38 items were retained in the scale and grouped into 5 factors or categories named as organizational clarity and standards (13 items), team Commitment (08 items), Intimacy and support (05 items), Autonomy (05 items) and Rewards & Risks (07 items). The finalized organizational climate scale for the high school demonstrate enough reliability and validity to claim as valid scale for the measurement of climate in private and public secondary schools.

Lim & Eo (2014) examined the relationships between school organizational climate, collective teacher efficacy, and burnout in a sample of Korean middle school teachers. Using SEM, the results showed that school organizational climate reflecting higher levels of reflective dialogues was associated with both higher levels of collective teacher efficacy and lower levels of teachers' burnout. In contrast, school organizational climate reflecting higher levels of organizational politics was associated with lower levels of collective teacher efficacy, and did not have a direct effect on teachers' burnout. The relationship between school organizational climate and teachers' burnout was mediated by collective teacher efficacy.

Bottiani, Bradshaw & Mendelson (2014) examined differences in Black and White students' experiences of school climate and explored whether indicators of school organizational health and staff burnout moderated differences in students' school experiences by race. Utilizing hierarchical linear modeling with a sample of 18,397 Black students (n = 6228) and White students (n = 12,169) and 2391 school staff in 53 schools, we found a consistent pattern of racial inequalities, such that Black students reported less positive

experiences than White students across three indicators of school climate (caring $\gamma = -0.08$, $p < .001$; equity $\gamma = -0.05$, $p = .007$; and engagement $\gamma = -0.05$, $p < .001$). In addition, we found significant, positive associations between aggregated staff-report of school organizational health and student-reported school climate (e.g., staff affiliation and student-perceived equity, $\gamma = 0.07$, $p < .001$). Surprisingly, a number of school organizational health indicators were more strongly associated with positive perceptions of school climate among White students than Black students, translating into greater racial disparities in perceived school climate at schools with greater organizational health (e.g., supportive leadership by race on student-perceived engagement, $\gamma = -0.03$, $p = .042$). We also found negative associations between staff-reported burnout and students' experience of equity, such that the racial gap was smaller in schools with high ratings of burnout ($\gamma = 0.04$, $p = .002$). These findings have implications for educators and education researchers interested in promoting school social contexts that equitably support student engagement and success

2.5 CONCLUSION

From the above related literature the investigator has come to know about the related researches carried out Abroad and in India. The reviews have thrown light on the specific area investigated in terms of the types and variety of related literature, research studies carried out, samples used methods followed and their limitations and the topics yet to be studied. In the line with these facts, the investigator has tried to study the methods, procedures, tools and analysis for the successful carrying out of the present investigation.

CHAPTER – III

METHODOLOGY

3.1 INTRODUCTION

Research methods are of utmost importance in a research process. It describes various steps of planning of action to be adopted in solving a research problem, such as the manner in which the problems are formulated, the definition of terms, the choice of subjects for investigation, the validation of data- gathering tools, the collection, analysis and interpretation of data, and the process of inferences and generalization.

Hamblin (1986) defines the research as “An unusually stubborn and persisting effort to think straight which involves gathering and intelligent use of data”. Educational research by its very nature is not easy to slot.

To systematize a method of presentation, however some pattern is desirable. At the risk of seeming arbitrary, and with recognition of the danger of over simplification, a framework is suggested that might clarify understanding of basic principles of research methodology. It should be noted that the system of classification is most important in it, but only has value making the analysis of research processes more comprehensible.

All research involves the element of observation, description and the analysis of what happens under certain circumstances. A rather simple three- point analysis may be used to classify educational research. Practically all statistics fall under one, or a combination three types.

3.2 METHOD OF RESEARCH

In every study the research method is the medium by which one can arrive at a solution for the problem. In the present study, the survey method is found to be useful and appropriate one. As the data is collected directly from the teachers by the investigator occurrence of mistakes are very much restricted. Survey type of research studies usually has a large sample because the percentage to response generally happens to low as 20 to 30% especially in mailed questionnaire studies. Thus the survey methods gather data a relatively large number of cases at a particular time is it essentially cross sectional.

The present study is entitled as **“SCHOOL ORGANIZATIONAL CLIMATE AND TEACHER LEADERSHIP BEHAVIOUR OF IN-SERVICE TEACHERS IN KARUR DISTRICT”**.

3.3 OBJECTIVES OF THE STUDY

- (1) To study the teacher leadership behaviour of in-service teachers based on the sub samples gender, type of school, school locality and teaching experience.
- (2) To study the school organizational climate based on the sub samples type of school and school locality.
- (3) To analyze the relationship between school organizational climate and teacher leadership behaviour of in-service teachers.

3.4 HYPOTHESES OF THE STUDY

- Ho₁: There is no significant difference in the mean scores of teacher leadership behaviour of in-service teachers based on gender
- Ho₂: There is no significant difference in the mean scores of teacher leadership behaviour of in-service teachers based on type of school.
- Ho₃: There is no significant difference in the mean scores of teacher leadership behaviour of in-service teachers based on the school locality.
- Ho₄: There is no significant difference in the mean scores of teacher leadership behaviour of in-service teachers based on their teaching experience.
- Ho₅: There is no significant difference in the mean scores of school organizational climate based on type of school.
- Ho₆: There is no significant difference in the mean scores of school organizational climate based on school locality.
- Ho₇: There is no significant relationship between teacher leadership behaviour of in-service teachers and school organizational climate.

3.5 VARIABLES OF THE STUDY

The present research investigation incorporates two dependent variables namely; Teacher Leadership Behaviour and School Organization Climate and Independent variables namely; Gender, Type of school, School locality and Teaching experience.

Brief description of the measures used in this study is presented in the following manner.

3.6 TOOL USED FOR DATA COLLECTION

Various devices are to be used to collect unknown data required for the investigation, these devices are called tool. The selection of tools is of great importance for successful research.

By keeping the various objective of the study in mind the following tools were used by the investigator for collecting data.

1. Personal data form
2. Teacher Leadership Behaviour Scale (TLBS)
3. School Organization Climate Scale (SOCS)

3.7 DESCRIPTION OF THE TOOL- TEACHER LEADERSHIP BEHAVIOUR SCALE (TLBS)

The “Personal Data form” is used to collect the general information of the in-service teachers such as Name of the teacher, Age, Gender, Type of school, Locality, Teaching subject, teaching experience, which was prepared by the investigator.

Teacher leadership behaviour scale (TLBS) is a standardized tool prepared by Dr.T. Pradheep Kumar

3.7.1 Scoring of the Tool TLBS

The scale has many as 20 favourable (positive items) and five unfavorable statements (negative statements) and individual score is the sum of the scores of the 25 items. The score range from minimum 25 to maximum 125. Higher score indicates the favourable teacher leadership behaviour.

Table 3.1

Details of Positive and Negative Statements in the TLBS Tool

Item	Item wise serial No	Total
Positive (favourable)	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,24	20
Negative (unfavourable)	20,21,22,23,25,	5
	Total	25

The scoring procedure of TLBS Tool is given in the table 3.2.

Table 3.2

Scoring procedure of TLBS Tool

Nature of item	No. of items	Scoring				
		Strongly agree	Agree	Undecided	disagree	Strongly disagree
Positive item	20	5	4	3	2	1
Negative item	5	1	2	3	4	5

3.7.2 Administration of the Tool TLBS

The main procedure of the data gathering procedure is to find out the leadership behaviour among the in-service teacher. So the investigator met the school headmaster. The investigator explained about the study and requested permission for data gathering. Rating scale was given to the in-service teachers. So as to respond on response sheet in-service teachers gave responses in the response sheet by choosing one out of five choice or option for each statement, which they feel correct and appropriate. After they completed their responses, the investigator collected the response sheet from the in-service teachers for statically analysis. The investigator followed the statistical procedure as follows.

3.7.3 Validity of the Tool TLBS

The items were selected on the basis of the scrutiny by the experts about the intended content of the teacher leadership behaviour. Therefore content validity for the tool is presumed to be present. The items selected for the final scale were based on the item analysis on a sample of 150 high and higher secondary school teachers in government aided and private. Therefore this scale is deemed to be valid.

3.7.4 Reliability of the Tool TLBS

Test-re-test method was adopted to calculate the reliability of the scale. Pearson coefficient of correlation formula was used for this purpose. The coefficient of correlation "r" was obtained. The test-re-test reliability value obtained was 0.90. Since a high correlation value was obtained the test was found to be reliable.

3.8 DESCRIPTION OF THE TOOL- SCHOOL ORGANIZATIONAL CLIMATE SCALE (SOCS)

The tool - School Organizational Climate Scale (SOCS) was developed by Sharma (1978). It is comprised of 64 likert type items. It is a tool which can be used for diagnosing the school environment and furthermore with little modifications it can help in studying environment of other organizations like hospital, industry, military organizations etc. This tool is an Indian adaption of Organizational Climate Description Questionnaire of Halpin and Crofts (1963). It has four dimensions such as (1) Disengagement, (2) Esprit, (3) Intimacy and (4) Production Emphasis. These dimensions were found similar in structure and content in both the studies. The four new dimensions yielded by Sharma's (1973) study are (1) Psychophysical Hindrance, (2) Alienation, (3) Controls and (4) Humanized Thrust. In case of the common dimension, definitions given by Halpin and Crofts (1963) were accepted and the remaining four dimensions had been defined by Sharma (1973). These dimensions were further grouped under two categories "Group behaviour Characteristics" and "Leader Behaviour Characteristics".

3.8.1 Scoring of the Tool SOCS

Items in the scale are assigned four successive integers viz. 1, 2, 3, 4 and 5 respectively

TABLE 3.3

SCORING PROCEDURE OF THE TOOL (SOCS)

Sl.No	Response	Score
1	Rarely occurs	1
2	Some time occurs	2
3	Never occurs	3
4	Often occurs	4
5	Frequently occurs	5

3.8.2 Administration of the Tool SOCS

The main procedure of the data gathering procedure is to find out the school organization climate among the in-service teacher. So the investigator met the school headmaster. The investigator explained about the study and requested permission for data gathering. Rating scale was given to the in-service teachers. So as to respond on response sheet in-service teachers gave responses in the response sheet by choosing one out of five choice or option for each statement, which they feel correct and appropriate. After they completed their responses, the investigator collected the response sheet from the in-service teachers for statistical analysis.

3.8.3 Reliability and validity of the Tool SOCS

KR-20 (Kuder-Richardson formula) was used for calculating the coefficients of reliability (internal consistency) for each of the subtests. The commonalities of each sub-test were also calculated. High commonalities can be regarded as evidence of equivalence or adequacy of item sampling and consequently the commonality itself may be viewed as coefficient of equivalence (Halpin and Crofts,1963).

3.9 SAMPLE OF THE STUDY

Best (1996) defines a study is a small portion of a population selected for observation and analysis. The sample for the present study comprises 150 school teachers studying in different school in Karur district. The investigator used simple random sampling technique to collect the data. The details of the samples selected for the present study is shown in the table 3.4.

Table 3.4**Distribution of sample**

S.No.	Variables	Category	Number of students	Total number of students
1	Gender	Male	78	150
		Female	72	
2	Locality	Rural	109	150
		Urban	41	
3	Teaching Experience	1 to 5 years	50	150
		6 to 10 years	59	
		11 to 15 years	32	
		16 years and above	9	
4	Type of School	Govt.	50	150
		Govt. aided	50	
		Private	50	

A detail of the school selected for the purpose of data collection is given in the table 3.5.

Table 3.5

Details of the school selected for the study

S.No.	Name of the school	No. of teachers
1	Government higher secondary school Thammanaickanpatty	25
2	Government higher secondary school Velliyanai	25
3	St Theresa higher secondary school Karur	25
4	Sri saratha higher secondary school	25
5	Malar matriculation higher secondary school Emoor	25
6	Ashram higher secondary school Manavadi	25

3.10 DATA COLLECTION PROCEDURE

The data were collected individually from each respondents of the sample. Before administering the tools, the investigator personally met with the subject and good rapport was established. Then, the investigator asked the subject to give his/her responses against each items of the scales without leaving any item un-responded. After collection of the data scoring was done according to the scoring key of each scale.

3.11 SCORING AND CONSOLIDATION OF DATA

At the time of data collection, the investigator obtained data sheets of 160 school teachers. The response sheets were checked for the completeness of data. After rejecting the incomplete response sheets, the final sample consisted of 150 teachers. The response sheets were scored as per the scoring scheme described earlier. All the test scores were then consolidated to facilitate computer analysis of the data using SPSS programmed.

3.12 STATISTICAL TECHNIQUES USED IN THE STUDY

Once the data collected from the respondents, it requires certain kind of statistical treatment to reduce long wide-spread scores into intelligible and interpretable form, so that results can be easily and conveniently understood. The following statistical techniques were used for the analysis and interpretation of the data.

3.12.1 MEASURES OF CENTRAL TENDENCY

The formula used for computing mean, median and are given below:

i. Arithmetic mean

The arithmetic mean was found out using the formula

$$Mean = A + \frac{i \sum fx}{n}$$

where A = assumed mean

i = Length of the class interval

fx = deviations in units of class interval taken from the assumed mean, multiplied by the corresponding frequencies.

n = size of the sample

ii. Median

The median is a point in an array above and below which one half of the scores fall. It is a measure of position. The median was calculated using the formula given below:

$$\text{Median} = l + \frac{[N/2 - cf] \times c}{f}$$

where,

l= exact lower limit of the class interval upon which the median lies.

cf= sum of scores of all intervals below the class interval.

N/2= one half of the total no. of scores.

f= frequency within the interval upon which the median falls.

c=class interval.

iii. Mode

The mode is defined as the most frequently occurring score in a distribution, if there is only one value which occurs a maximum number of times, then the distribution is said to be unimodal. A two mode distribution is bi- modal; more than two, multi modal.

$$\text{Mode} = 3\text{Median} - 2\text{Mean}.$$

3.12.2 MEASURES OF DISPERSION

It is the measure of the scatter or spread of the separate scores around their central tendency.

Standard Deviation

The Standard Deviation is the most suitable index of variability and is customarily employed in experimental work and in research studies.

It is calculated by using the formula:

$$\text{S.D.} = i \times \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

Where i = the class interval,

d = deviations of scores from the assumed mean

f = frequency of each class

N = total frequency

3.12.3 MEASURES OF DIVERGENCE FROM NORMALITY

i. Skewness

A distribution is said to be 'skewed' when the mean and the median fall at different points in the distribution and the balance is shifted to one side or the other to the left or right skewness was found out by using the formula,

$$\text{Skewness} = \frac{3(\text{Mean} - \text{Median})}{\sigma}$$

ii. Kurtosis

The term kurtosis refers to the 'peakedness' or flatness of a frequency distribution compared with normal. The formula for measuring kurtosis is

$$Ku = \frac{P_{75} - P_{25}}{2(P_{90} - P_{10})}$$

Where where P_{75} is the 75th percentile, P_{25} is the 25th percentile,

P_{90} is the 90th percentile and P_{10} is the 10th percentile.

3.12.4 TEST OF SIGNIFICANT DIFFERENCE BETWEEN MEANS

Two tailed test of significance of difference between the means of large independent samples was used in the study for the relevant sub samples by computing the Critical Ratio.

The critical ratio was computed using the formula

$$C.R = \frac{M_1 - M_2}{\sqrt{\sigma_1^2 + \sigma_2^2}}$$

where M_1 and M_2 = Means of the two samples

σ_1 and σ_2 = Standard deviations of the two samples

The difference between means is said to be significant when the t-value exceeds ± 1.96 and ± 2.58 at 0.05 and 0.01 level of significance respectively.

3.12.5 ONE WAY ANALYSIS OF VARIANCE (ANOVA)

The procedure of calculating one way ANOVA is as follows:

- Find the sum of the squared deviations of each person's score from the mean of all subjects. This is known as the total sum of squares (SS_t) and was found by using the formula:

$$SS_t = \sum x^2 - \frac{(\sum x)^2}{N}$$

- Divide the total sum of squares into the between groups sum of squares (SS_b) and the within groups sum of squares (SS_w)

$$SS_b = \frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} + \frac{(\sum x_3)^2}{n_3} + \dots + \frac{(\sum x_n)^2}{n_n} - \frac{(\sum x)^2}{N}$$

where n_1, n_2, n_3, \dots = number of subjects in 1st, 2nd, 3rd groups.

$$N = n_1 + n_2 + n_3 + \dots + n_n$$

The within group sum of squares (SS_w) is calculated by the formula

$$SS_w = SS_t - SS_b$$

- The mean square variance between (MS_b) and mean square variance within (MS_w) are derived by dividing the sum of squares between (SS_b) and sum of squares within (SS_w) by their respective degrees of freedom (df).

- F ratio is determined by dividing MS_b by MS_w .

$$F = \frac{MS_b}{MS_w} = \frac{SS_b / df_b}{SS_w / df_w}$$

- The significance of mean difference can be judged by F ratio obtained with reference to the tabled value of F . If for a required level of significance, the obtained value of F is higher than the tabled value of F , the difference between group mean is said to be significant for the level of significance.

3.13 CONCLUSION

In this chapter the investigator described about the design of the present study, selection of appropriate tools and administration of them to measure the selected variables, the techniques followed to collect data. In the next chapter the collected data are subjected to statistical analysis and interpretation.

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis is an exterior and comprehensive process intended to study the relationship among various factors. It means the computation of certain measures or indices along with searching for pattern of relationship that exist among the data groups. A detail discussion of analysis and interpretation of data is done in this chapter.

4.2 ANALYSIS OF THE DATA COLLECTED USING THE TOOL TLBS

Analysis of the data collected using the tool TLBS was done in two sections. In the first section, preliminary analysis was done based on TLBS scores and in the second section, analysis was done using Independent sample t test and one way analysis of variance.

4.2.1 PRELIMINARY ANALYSIS OF DATA BASED ON TLBS SCORES

In the preliminary analysis, mean, median, mode, standard deviation, skewness and kurtosis for the total sample based on TLBS score were calculated and the values are shown in the table 4.1

Table 4.1

Summary of Mean, Median, Mode, Standard deviation, Skewness and Kurtosis for the total sample based on TLBS scores

S.No.	Variable	Mean	Median	Mode	SD	Skewness	Kurtosis
1.	Teacher Leadership Behaviour	86.93	87.00	87.00	6.261	0.071	-0.289

Histogram

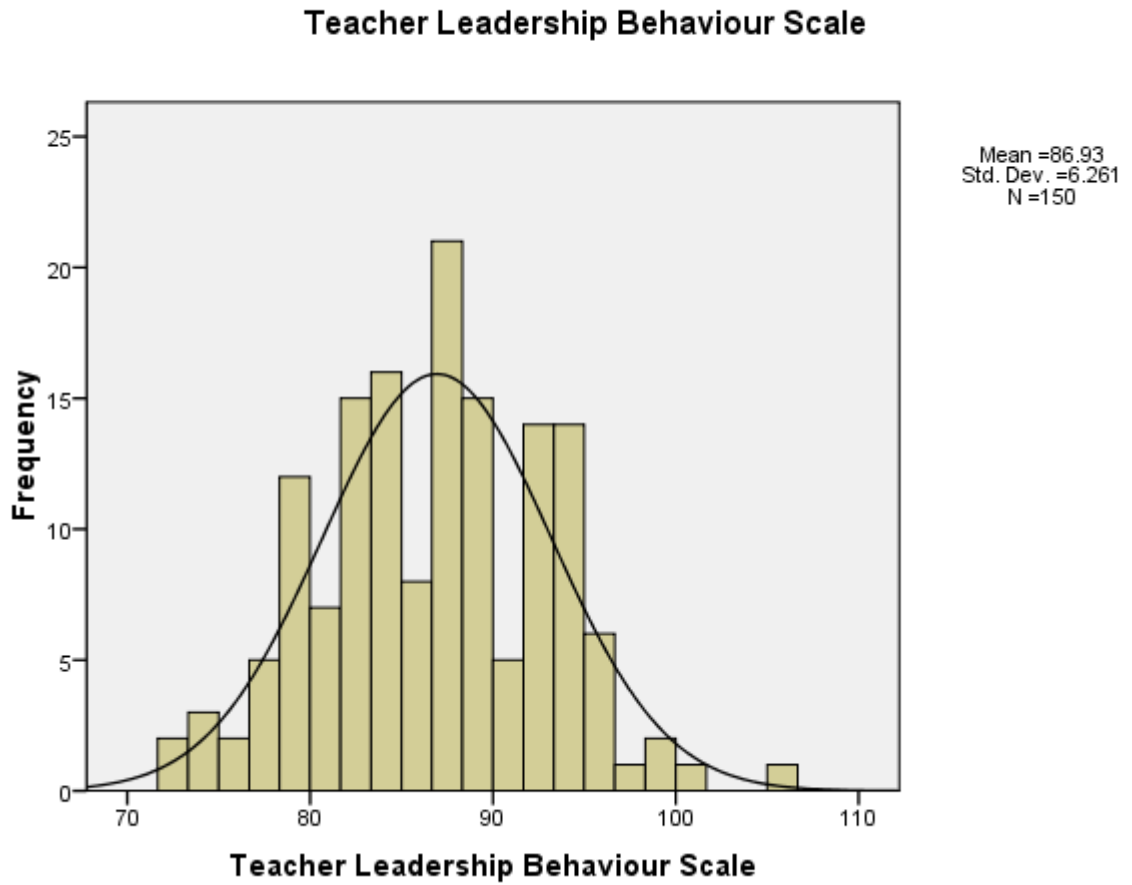


Figure 1: Graphical Representation of the Scores on the Teacher Leadership Behaviour Scale for the total sample

Box Plot



Figure 2: Box Plot of the Scores on the Teacher Leadership Behaviour Scale for the total sample

P-P Plot

Normal P-P Plot of Teacher Leadership Behaviour Scale

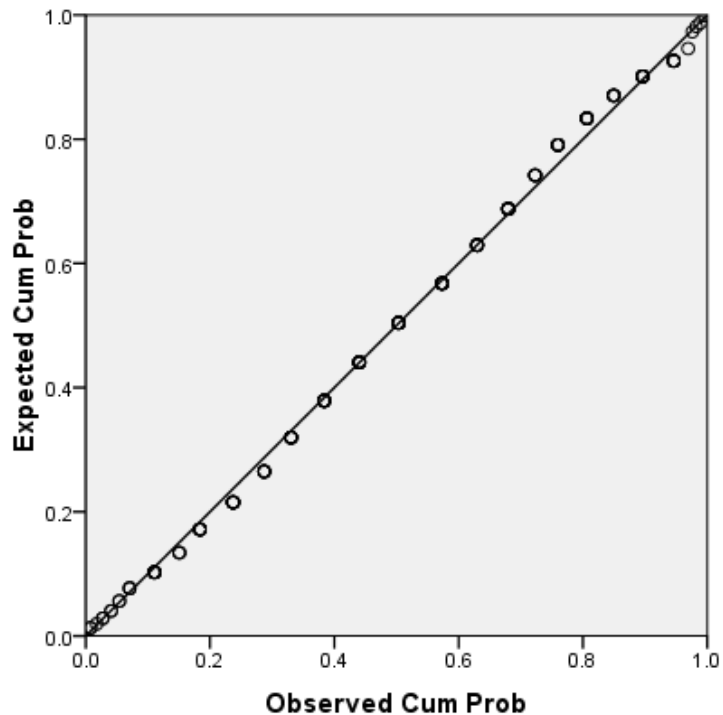


Figure 3: P - P Plot of the Scores on the Teacher Leadership Behaviour Scale for the total sample

Mean, median and mode for the variable Teacher Leadership Behaviour were found to be 86.93, 87.00, and 87.00. SD, skewness and kurtosis were found to be 6.261, 0.071 and -0.289 respectively. Figure 1 shows that the curve is symmetric in nature, which was further confirmed by the Box-plot in Figure 2. From the P - P Plot of the TLBS Scores for the total sample, it can be concluded the curve is approximately normal.

4.2.2 STATISTICAL ANALYSIS OF DATA BASED ON TLBS SCORES

Hypothesis 1

There is no significant difference in the mean scores of teacher leadership behaviour of in service teachers based on gender

Two tailed test of significance of difference was used to test the significance of difference between the mean TLBS scores of male and female teachers. Table 4.2 shows the mean, standard deviation and the 't' value obtained for the test of significance of difference between mean TLBS scores of male and female teachers.

Table 4.2

Data and Results of Test of Significance of Mean Difference in TLBS Scores of teachers with respect to gender

Sl No.	Dependent Variable	Sample	N	Mean	Standard Deviation	Critical Ratio
1.	TLBS Scores	Male	78	87.53	6.538	1.208
		Female	72	86.29	5.925	NS

NS- Not Significant at 0.05 level

From the table 4.2, it can be concluded that the calculated t value 1.208 is less than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference in the mean scores of teacher leadership behaviour of in service teachers based on gender. Hence the null hypothesis **Ho₁: There is no significant difference in the mean scores of teacher leadership behaviour of in service teachers based on gender** is not rejected.

Hypothesis 2

There is no significant difference in the mean scores of teacher leadership behaviour of in service teachers based on type of school.

One way Analysis of Variance was used to test the significant difference in the mean scores of teacher leadership behaviour of in service teachers based on type of school. Table 4.3 shows the descriptive statistics of type of school based on TLBS Scores.

Table 4.3

Descriptive Statistics of Type of School based on TLBS Scores

Type of School	N	Mean	Std. Deviation
Government School	50	87.00	7.357
Aided School	50	87.20	5.838
Private School	50	86.60	5.551
Total	150	86.93	6.261

The result of one way Anova is shown in the table 4.4

Table 4.4

Result of ANOVA for differences between group means of the independent variable

'Type of School' based on TLBS scores

	Sum of Squares	df	Mean Square	F
Between groups	9.333	2	4.667	0.118 NS
Within groups	5832.000	1	39.673	
Total	5841.333	1		

NS- Not Significant at 0.05 levels

The F – ratio table reveals that the computed F value (0.118) is less than the critical value of F (19.49) at 0.05 level of significance. Hence we can conclude that there exist no significant difference in the mean TLBS scores of in service teachers from different types of schools namely, government, Aided and private schools. Hence the null hypothesis **H₀₂: There is no significant difference in the mean scores of teacher leadership behaviour of in service teachers based on type of school** is not rejected.

Hypothesis 3

There is no significant difference in the mean scores of teacher leadership behaviour of in service teachers based on the school locality.

Two tailed test of significance of difference was used to test the significance of difference between the mean TLBS scores of teachers from urban and rural schools. Table 4.5 shows the mean, standard deviation and the 't' value obtained for the test of significance of difference between mean TLBS scores of urban and rural school teachers.

Table 4.5

Data and Results of Test of Significance of Mean Difference in TLBS Scores of teachers with respect to school locality

SI No.	Dependent Variable	Sample	N	Mean	Standard Deviation	Critical Ratio
1.	TLBS Scores	Urban	41	85.78	4.698	1.387
		Rural	109	87.37	6.724	

From the table 4.5, it can be concluded that the calculated t value 1.387 is less than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference in the mean scores of teacher leadership behaviour of in service teachers from urban and rural schools. Hence the null hypothesis **H₀₃: There is no significant difference in the mean scores of teacher leadership behaviour of in service teachers based on the school locality** is not rejected.

Hypothesis 4

There is no significant difference in the mean scores of teacher leadership behaviour of in service teachers based on their teaching experience.

One way Analysis of Variance was used to test the significant difference in the mean scores of teacher leadership behaviour of in service teachers based on their teaching experience. Table 4.6 shows the descriptive statistics of teaching experience of teachers based on TLBS Scores.

Table 4.6

Descriptive Statistics of independent variable 'Teaching Experience' based on TLBS

Scores

Teaching Experience	N	Mean	Std. Deviation
1 to 5 years	50	86.24	6.368
6 to 10 years	59	88.02	6.426
11 to 15 years	32	86.09	6.192
16 years and above	9	86.67	4.387
Total	150	86.93	6.261

The result of one way Anova is shown in the table 4.7

Table 4.7

Result of ANOVA for differences between group means of the independent variable

'Teaching Experience' based on TLBS scores

	Sum of Squares	df	Mean Square	F
Between groups	116.512	3	38.837	0.990
Within groups	5724.822	146	39.211	
Total	5841.333	149		

The F – ratio table reveals that the computed F value (0.990) is less than the critical value of F (8.54) at 0.05 level of significance. Hence we can conclude that there exists no significant difference in the mean TLBS scores of in service teachers with different years of teaching experience. Hence the null hypothesis **Ho₄: There is no significant difference in the mean scores of teacher leadership behaviour of in service teachers based on their teaching experience** is not rejected.

4.3 ANALYSIS OF THE DATA COLLECTED USING THE TOOL SOCS

Analysis of the data collected using the tool SOCS was done in two sections. In the first section, preliminary analysis was done based on SOCS scores and in the second section, analysis was done based on SOCS scores using Independent sample t test and One way analysis of variance.

4.3.1 PRELIMINARY ANALYSIS OF DATA BASED ON SOC SCORES

In the preliminary analysis, mean, median, mode, standard deviation, skewness and kurtosis for the total sample based on SOCS score were calculated and the values are shown in the table 4.1

Table 4.8

Summary of Mean, Median, Mode, Standard deviation, Skewness and Kurtosis for the total sample based on SOCS scores

SI No.	Variable	Mean	Median	Mode	SD	Skewness	Kurtosis
1.	School Organizational Climate	156.77	152.00	151	24.615	2.348	6.762

Graphical representation of the data SOCS scores is shown in the following figures:

Histogram

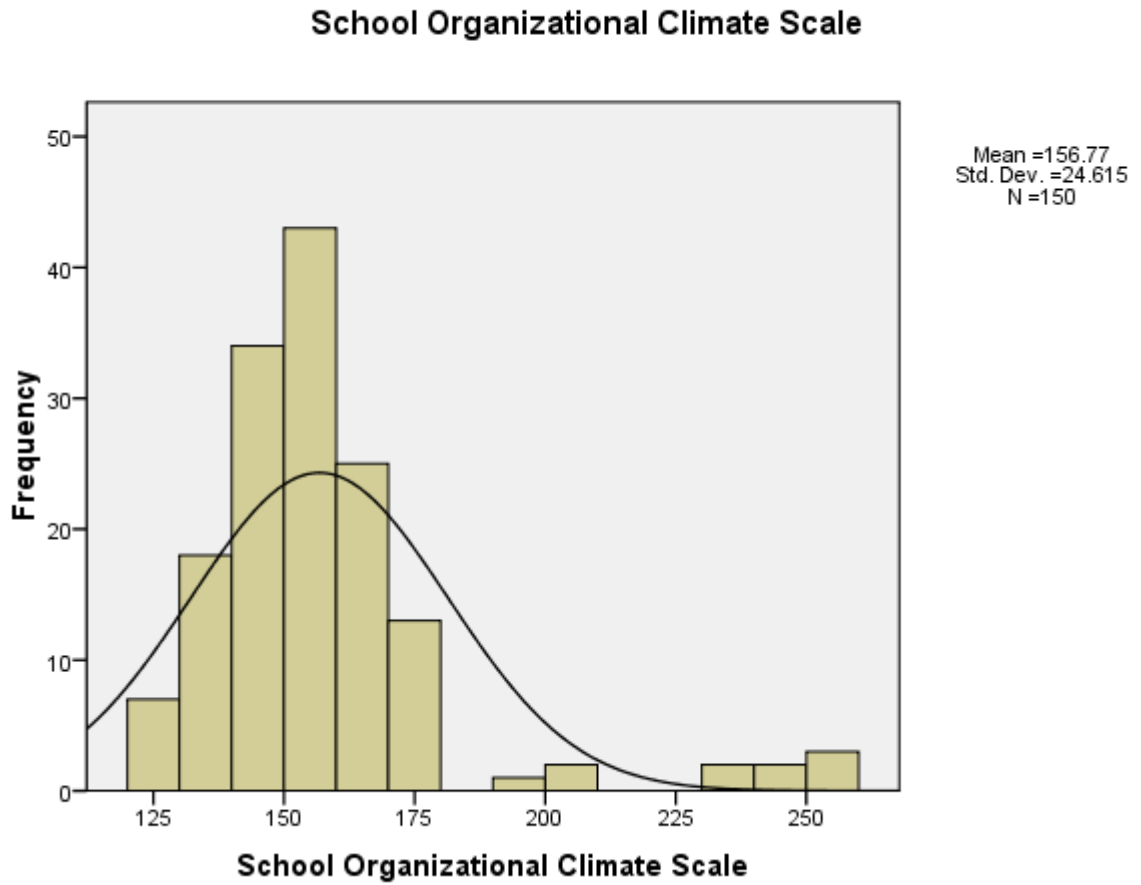


Figure 4: Graphical Representation of the Scores on the School Organizational Climate Scale for the total sample

Box Plot

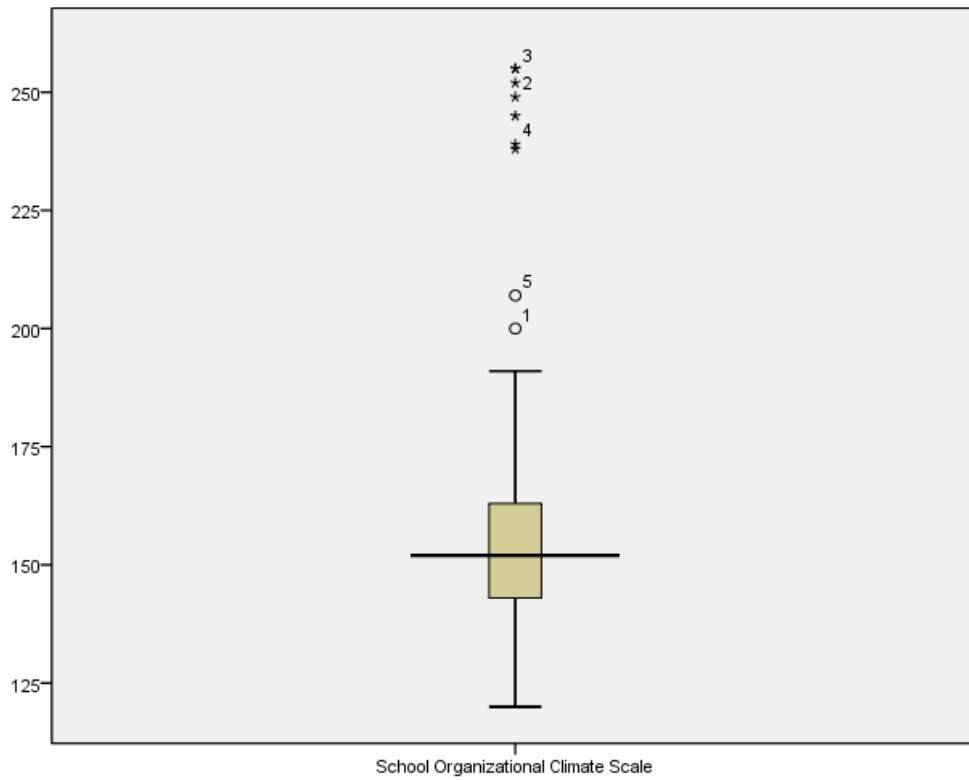


Figure 5: Box Plot of the Scores on the School Organizational Climate Scale for the total sample

P-P Plot

Normal P-P Plot of School Organizational Climate Scale

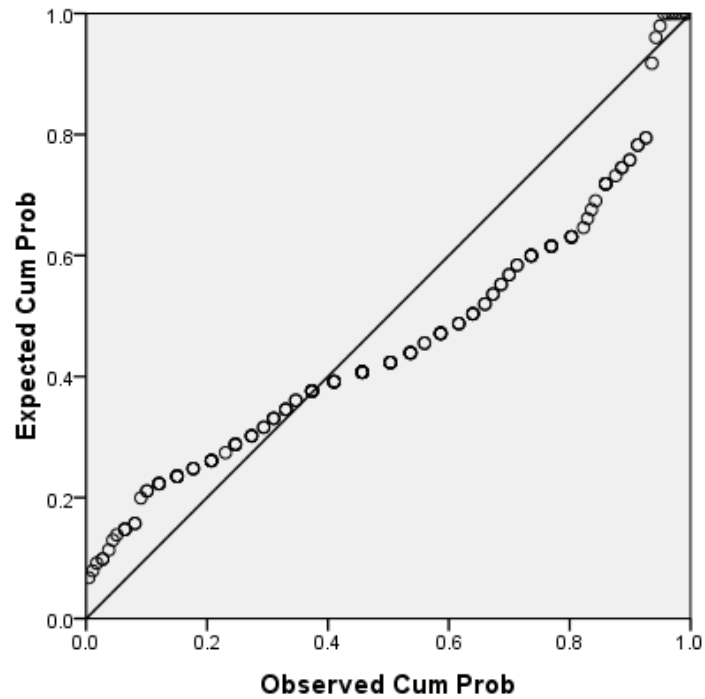


Figure 6: P - P Plot of the Scores on the School Organizational Climate Scale for the total sample

Mean, median and mode for the variable School Organizational Climate were found to be 156.77, 152.00, and 151. SD, skewness and kurtosis were found to be 24.615, 2.348 and 6.762 respectively. From the figure 4, 5 and 6 it can be inferred that the data is approximately normally distributed.

4.3.2 STATISTICAL ANALYSIS OF DATA BASED ON SOCS SCORES

Hypothesis 5

There is no significant difference in the mean scores of school organization climate based on type of school.

One way Analysis of Variance was used to test the significant difference in the mean scores of School Organizational Climate based on type of school. Table 4.9 shows the descriptive statistics of type of school based on SOCS Scores.

Table 4.9

Descriptive Statistics of Type of School based on SOCS Scores

Type of School	N	Mean	Std. Deviation
Government School	50	172.02	34.586
Aided School	50	153.28	11.418
Private School	50	145.02	11.189
Total	150	156.77	24.615

The result of One way Anova is shown in the table 4.4

Table 4.10

Result of ANOVA for differences between group means of the independent variable

'Type of School' based on SOCS scores

	Sum of Squares	df	Mean Square	F
Between groups	19140.253	2	9470.127	19.776*
Within groups	71136.040	147	483.919	
Total	90276.293	149		

*indicates significant at 0.05 level

The F – ratio table reveals that the computed F value (19.776) is greater than the critical value of F (19.49) at 0.05 level of significance. Hence we can conclude that there exist a significant difference in the mean SOCS scores based on different types of schools namely, government, Aided and private schools. Hence the null hypothesis **H₀₅: There is no significant difference in the mean scores of school organization climate based on type of school** is rejected.

Levene test was used to test the homogeneity of variances. Since the assumption of homogeneity of variances is violated, to test where the significant differences lie, the Post Hoc Test – Games-Howell Test of Multiple Comparisons was used and its results are shown in Table 4.11.

Table 4.11

Results of Games-Howell Test of Multiple Comparisons for Type of School based on SOCS scores

Type of School		Mean Difference	Std. Error
Government	Aided	18.740*	5.151
Government	Private	27.000*	5.141
Aided	Private	8.260	2.261

*The mean difference is significant at the 0.05 level

The Games Howell Post Hoc comparisons reveal that the mean scores of school organizational climate of government and private schools differ significantly. Similarly, the mean scores of school organizational climate of government and aided schools differ significantly. Government schools have better organizational climate when compared to private and aided schools.

Hypothesis 6

There is no significant difference in the mean scores of school organization climate based on school locality.

Two tailed test of significance of difference was used to test the significance of difference between the mean SOCS scores of urban and rural schools. Table 4.12 shows the mean, standard deviation and the 't' value obtained for the test of significance of difference between mean SOCS scores of urban and rural schools.

Table 4.12

Data and Results of Test of Significance of Mean Difference in SOCS Scores of teachers with respect to school locality

Sl No	Dependent Variable	Sample	N	Mean	Standard Deviation	Critical Ratio
1.	SOCS Scores	Urban	41	149.66	13.179	2.199*
		Rural	109	159.45	27.297	

*indicates significant at 0.05 level

From the table 4.12, it can be concluded that the calculated t value 2.199 is greater than the table value 1.96 at 0.05 level of significance. This shows that there is a significant difference in the mean scores of school organizational climate of urban and rural schools. Hence the null hypothesis **Ho₆: There is no significant difference in the mean scores of school organization climate based on school locality** is rejected. Rural school shows better school organization climate when compared to urban school.

Hypothesis 7

There is no significant relationship between teacher leadership behaviour of in service teachers and school organization climate.

To find the significant relationship between teacher leadership behaviour of in service teachers and school organization climate, Pearson's correlation coefficient r was calculated and it is shown in the table 4.13.

Table 4.13

Pearson's correlation coefficient r

		School Organizational Climate Scale
Teacher Leadership Behaviour Scale	Pearson Correlation	.009
	Sig. (2-tailed)	.918
	N	150

The table 4.13 shows that there exists a negligibly low positive correlation between teacher leadership behaviour of in service teachers and school organization climate and it is not significant. Hence the null hypothesis **There is no significant relationship between teacher leadership behaviour of in service teachers and school organization climate** is not rejected.

CHAPTER V

SUMMARY OF FINDINGS AND CONCLUSION

5.1 INTRODUCTION

The present chapter gives an overview of the summary of findings and conclusion of the study.

5.2 THE STUDY IN RETROSPECT

The present study is entitled as **‘School Organizational Climate and Teacher Leadership Behaviour of In-service Teachers in Karur District.’**

5.3 OBJECTIVES OF THE STUDY

- (1) To study the teacher leadership behaviour of in-service teachers based on the sub samples gender, type of school, school locality and teaching experience.
- (2) To study the school organizational climate based on the sub samples type of school and school locality.
- (3) To analyze the relationship between school organizational climate and teacher leadership behaviour of in-service teachers.

5.4 HYPOTHESES OF THE STUDY

Ho₁: There is no significant difference in the mean scores of teacher leadership behaviour of in-service teachers based on gender

Ho₂: There is no significant difference in the mean scores of teacher leadership behaviour of in-service teachers based on type of school.

Ho₃: There is no significant difference in the mean scores of teacher leadership behaviour of in-service teachers based on the school locality.

Ho₄: There is no significant difference in the mean scores of teacher leadership behaviour of in-service teachers based on their teaching experience.

Ho₅: There is no significant difference in the mean scores of school organizational climate based on type of school.

Ho₆: There is no significant difference in the mean scores of school organizational climate based on school locality.

Ho₇: There is no significant relationship between teacher leadership behaviour of in-service teachers and school organizational organizational climate.

5.5 Method of the study

Survey method was used to collect data from school teachers in the Karur district.

5.6 Sample for the study

The sample for the present study comprises 150 school teachers studying in different school in Karur district. The investigator used simple random sampling technique to collect the data.

5.7 Tool used for the Study

By keeping the various objective of the study in mind the following tools were used by the investigator for collecting data.

- (1) Personal data form
- (2) Teacher Leadership Behaviour Scale (TLBS)
- (3) School Organization Climate Scale (SOCS)

5.8 Statistical Techniques Used

The major statistical techniques used in the study are the following.

- i) Preliminary analysis.
- ii) Test of significance of difference between means of large independent samples of the study.
- iii) One way Analysis of Variance

5.9 FINDINGS OF THE STUDY

The findings of the study can be summarized as

- Male and female teachers do not differ significantly in their teacher leadership behaviour.
- Teachers from government, private and aided schools show similar teacher leadership behaviour.
- Teachers from urban and rural schools do not differ significantly in their teacher leadership behaviour.
- There is no significant difference in the mean scores of teacher leadership behaviour of in service teachers with respect to their teaching experiences.
- Government schools have better organizational climate when compared to private and aided schools.
- Rural school shows better school organization climate when compared to urban school.
- There exists a negligibly low positive correlation between teacher leadership behaviour of in service teachers and school organization climate and it is not significant.

5.10 SUGGESTION FOR THE FURTHER RESEARCH

- The present study was conducted with 150 teacher of Karur educational district similar studies can be conducted in the following ways.
- The sample size may include all the school teacher of our state.
- The study can be conducted for all colleges of arts and science in Tamil Nadu.
- The study on the leadership qualities and carrier achievement can be conducted among teachers, principals and teacher educators.

- Leadership quality style and school organizational climate in college teachers can be studied.
- Leadership quality of the working women and non working women can be studied.
- A detailed study can be done on the dimensions of the leadership qualities.
- An experimental study can be conducted for establishing on leadership models and theories.

5.12 CONCLUSION

The research activity in a specific area is a beginning of the exploration of the unidentified frequency in that area. Better leadership behaviour is very essential for everyone; especially for school teachers. Now days there is increasing number of schools. Leadership behaviour and school organizational climate are considered as an integral part on school teacher from the investigation. The study assesses the problems Teacher leadership behaviour and school organizational climate in in-service teacher at Karur district. The study also revealed various aspects of dimension based on gender, locality, and type of school and teaching experience of teachers. The findings say that they are no difference for the government aided private school teachers leadership behaviour and school organizational climate. Teachers at different levels of schools show similar leadership behaviour. Significant difference in the leadership behaviour could not find in the study. In the case of school organizational climate, government and rural schools have better organizational climate when compared to other schools. So the study will help the school administrators and teachers to develop a better organizational climate in the schools.

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