

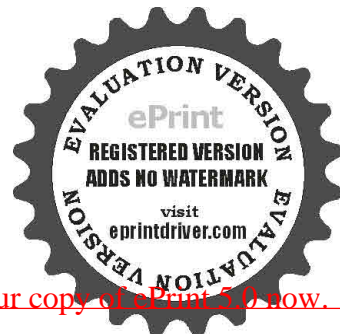
**PRINCIPAL'S LEADERSHIP STYLE AND SCHOOL CLIMATE IN PENANG
URBAN SECONDARY SCHOOLS**

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**Research Report Submitted in Partial Fulfillment of the Requirement for the Degree of
Master of Business Administration (MBA).**

UNIVERSITI SAINS MALAYSIA

2008



DEDICATION

MY Family:

PEER and MAR

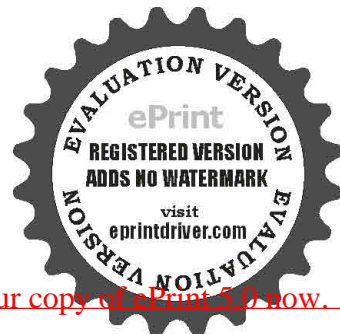
Also

My BRAR and KHAKHEROON

Amin, Faezeh, Zohre

And

My lovely KHERZA



ACKNOWLEDGMENT

It is with deep and heartfelt gratitude to God that I complete my Master's degree studies in Management. Without His unfailing love and guidance, I would never have had the strength and courage to complete this endeavor.

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تقدیر ثمره محبت و اقبال نیست بلکه حاصل انتخاب ماست ما هر روز سرنوشت خود را با افکاری که در سر داریم می سازیم. یک فکر اگر پیوسته در سر باشد ما را به واکنش وا می دارد. کنش نیز هنگامی که تکرار شود به عادت تبدیل می گردد و این عادت های ماست که شخصیت ما را شکل می دهد و این شخصیت ماست که سرنوشتمان را تعیین می کند.
(جی.پی.واسونی)



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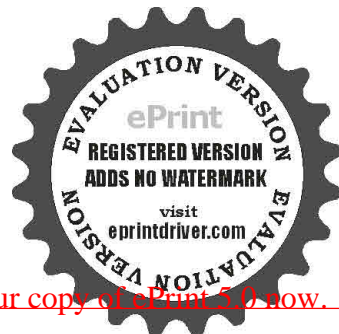
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2.1 Theoretical Framework

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ABSTRAK

Pihak sekolah sering berhadapan dengan kritikan mengenai kekurangan kecekapan atau kemantapan dalam pengurusan pendidikan pelajar. Akhir-akhir ini, banyak kajian telah dijalankan dan telah mendokumentasi peranan dan fungsi pengetua dalam tanggungjawab beliau untuk mem pembaharui pendidikan. Pengetua telah dikenalpasti sebagai orang bertanggungjawab yang paling penting kepada proses pendidikan dalam suasana persekitaran sekolah. Tujuan kajian ini adalah untuk mengkaji pertalian di antara persepsi guru sekolah menengah tentang cara kepimpinan pengetua (khususnya berkaitan cara kepimpinan transformasi dan transaksi) dan suasana persekolahan.

Instrumen soal selidik kepimpinan pelbagai faktor atau “Multifactor Leadership Questionnaire” (MLQ) (Bass & Avolio, 2000) telah digunakan untuk mengenalpasti cara kepimpinan transformasi dan transaksi para pengetua manakala data mengenai suasana sekolah telah dikumpul dengan menggunakan instrumen soal selidik persekitaran tahap sekolah atau “School Level Environment Questionnaire (SLEQ) (Fisher & Fraser, 1990). Teori rangka kajian ini telah diperolehi mengikut Teori Tranformasi Kepimpinan Bass dan Avolio (1994). Teori Tranformasi Kepimpinan ini pada asalnya telah diperkenalkan oleh Burns pada tahun 1978 di mana beliau mencadangkan proses kepimpinan berlaku dalam satu dari dua cara: samada transformasi atau transaksi. Menurut Burns, ketua transformasi boleh mengenalpasti dan mengeksploitasi kehendak atau permintaan sedia ada seseorang pengikut (Burn, 1978).



Penyelidik kajian ini telah menyiasat kedua-dua cara kepimpinan, transformasi dan transaksi, terhadap suasana sekolah. Kami membuat kajian ke atas 141 orang guru daripada 17 buah sekolah menengah di kawasan bandar Pulau Pinang. Penyelidik juga mendapati bahawa kepimpinan transformasi telah memberi kesan kepada suasana sekolah sepertimana telah dibuktikan oleh beberapa kajian lain, manakala kepimpinan transaksi juga didapati memberi kesan kepada salah satu daripada enam dimensi suasana sekolah. Kajian ini juga menawarkan kepada badan atau penyelaras sekolah suatu pemerhatian mengenai cara dalam prinsip kepimpinan yang mungkin bersesuaian mengikut suasana daerah masing-masing.



ABSTRACT

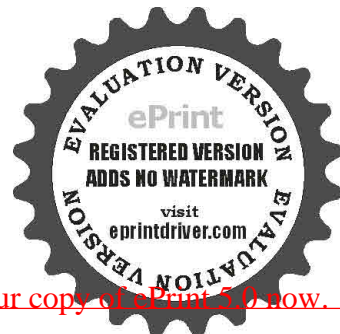
Schools are continually faced with criticisms of failing to efficiently or adequately educate students. To this end much research has been written and documented regarding the role of the principal and his or her function in educational reform. Principals have been identified as the most accountable key individuals in the educational process responsible for school climate. The purpose of this study was to investigate the relationship between high school teachers' perception of principal leadership style (specifically transformational and transactional leadership styles) and school climate.

The Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 2000) was used to assess the transformational and transactional leadership styles of principals. Climate data were obtained using the School Level Environment Questionnaire (SLEQ) (Fisher & Fraser, 1990). The theoretical framework of this study is derived from Bass and Avolio's (1994) Theory of Transformational Leadership. The Transformational Leadership Theory was initially developed by Burns in 1978, who proposed that the leadership process occurs in one of two ways: either transactional or transformational. According to Burns, the transformational leader recognizes and exploits an existing need or demand in a potential follower (Burns, 1978).

The researcher examined both leadership styles, Transformational and Transactional on School Climate. In total, we measured 141 teachers from 17 urban secondary schools in Penang. The researcher found transformational leadership to have an effect on school climate and therefore to support previous studies, whereas transactional leadership was found to have



an effect only on one of the six dimensions of school climate. This study may offer school boards and superintendents some insight into the style of principal leadership that may best fit the specific school climate needs in their respective districts.



Chapter 1

INTRODUCTION

1.1 Introduction

The importance of principal leadership has become one of the main concerns for many educational systems such as those in developing and developed countries. Today, most educational researchers focus on school effectiveness or performance and the design of school climate as one of the initial factors of achievement. In this chapter we will cover the background, significance of the study, problem statement, research objectives, research questions, and the definition of key terms.

1.2 Background

We look towards Malaysian educational leaders to build the school's ability for change and improvement. Administrators will need to work mutually with all features of the society (students, teachers, parents, and officials) to make structures, policies, and procedures that will make possible schools to be places where all individuals learn and reach their full potential (Purpel, 1989).

Scheerens (2000) defined school effectiveness as follows:

“School effectiveness refers to the performance of the organizational unit called ‘school.’ The performance of the school can be expressed as the *output* of the school, which in turn is measured in terms of the average achievement of the pupils at the end of a period of formal schooling. 7



concept of school effectiveness should be seen as a formal, ‘empty’ concept that is indiscriminate with respect to the kinds of measures of school performance that are chosen” (pp. 18-19).

Weber (1971) examined four schools, specifically on effective schools that had strong leadership decisions around instruction, set high expectations for all students, had a safe, orderly atmosphere, emphasized strong acquisition of reading skills, had additional reading personnel, used phonics in reading programs, used individualized instruction, and that monitored student progress frequently.

Other researchers expanded the school effectiveness research with related results. Edmonds (1979b) identified five attributes of effective schools:

“Strong administrative leadership, without which the disparate elements of good schooling can be neither brought together nor kept together, ...a climate of expectation in which no children are permitted to fall below minimum but efficacious levels of achievement, ...the school’s atmosphere is orderly without being rigid, quiet without being oppressive, and generally conducive to the instructional business at hand, ...make it clear that pupil acquisition of basic school skills takes precedence over all other school activities, [and]...there must be some means by which pupil progress can be frequently monitored” (1979b, p. 32).



Purkey and Smith's (1983) extensive review of more than 100 studies and research into effective schools strengthens these findings. Their review found nine structure variables that are encompassed in an effective school organization: instructional leadership, school site management, staff stability, curriculum articulation and organization, school-wide staff development, parental involvement and support, school-wide recognition of academic success, maximized learning time, and district support. They also clearly articulated that these nine variables must be enveloped in a school culture and climate that foster collegial relationships, provides for a sense of community, has clear goals and commonly shared high expectations, and is orderly and disciplined. The effective school research provides schools with clear goals that should lead improvement efforts.

According to Khoo's (2001) study on Malaysian education, before the establishment of a school system the education of Malays in Malaysia focused on religious education in mosques, homes, and *pondok* schools. Learning activities involved the learning of the Arabic script and prayers. The *pondok* system was in existence before the system of vernacular Malay education introduced by the British in the mid 19th century, which continued through the 20th century (Khoo, 2001). In the 1970s and 1980s in Malaysia, in the wake of the Iranian Islamic Revolution, some activist groups in the country adopted the agenda of the establishment of an Islamic State and the Islamization of Knowledge (Anwar, 1987).



Malaysia's educational policy has been deeply affected in the 1990s by its national economic and social development policy: "Vision 2020" (Mahathir, p.28). According to Banjunid (1999), Vision 2020 was, in turn, developed from a Prime Ministerial proposal that Malaysia become a developed and fully industrial country by the year 2020. Vision 2020 has developed into the majority powerful policy statement in Malaysia since its independence in 1957, generating intense local, regional, and national debate and attracting general public support. All materials related to the implementation process are being archived at the Institute of Vision 2020. This radical agenda has accommodated both the need for national unity and Islamic revivalism.

The articulation of Malaysia's Vision 2020 shifted the intellectual debate to the vision of a "psychologically liberated democratic society" with Malaysians "subservient to none" building a society with its own values and norms (Davis & Davidson, 1991; Mahathir, 1991).

Malaysia is highly committed in providing education to all and in meeting the goal of targeting boys and girls alike to complete a full course of primary schooling and of providing secondary education to all youths. At the primary school level this is evident by the high participation rate of 98.49 per cent in 2003. With effect of compulsory primary education in 2003, the Ministry of Education (MoE) targets to further increase the participation of children between ages 6+ to 11+ at this level (MoE, 2004).



Participation rate at the lower secondary level recorded a marginal drop of 1.57 per cent. From 85.97 per cent in 1993 it decreased to 84.40 per cent in 2003. However during the same period the participation rate at upper secondary level recorded an increase from 55.74 per cent to 73.52 per cent. This 17.78 per cent increase marked the highest among all levels of education and is a testimony of the Government's commitment in providing 11 years of universal education to all initiated in 1998 (MoE, 2004).

Malaysia has instituted six regulatory frameworks to support the provision of education in Malaysia. As mentioned in the 46th International Conference on Education (ICE) country report these regulatory frameworks were formulated and revised in line with the Government's policy of democratization of education. Five of the acts, namely, i) the Private Higher Educational Institutions Act, 1996, ii) the National Council on Higher Education Act, 1996, iii) the National Accreditation Board Act, 1996, iv) the Universities and University Colleges (Amendment) Act, 1996, and v) the National Higher Education Fund Board Act, 1997—which regulate the provision of higher education—remain the same as was reported by the 46th ICE. However, the Education Act, 1996, which regulates primary and secondary education has been reviewed for amendment (MoE, 2004).

With regard to this regulation the administration of education at the school level in Malaysia is the responsibility of the Principal or Headmaster who is both the administrative and instructional leader in the school. The Headmaster is



assisted by a Senior Assistant and a Head of Student Affairs. Generally, the Senior Assistant assists in administrative aspects of school organization like proper management of school funds, accounts, and resources and planning the timetable and schemes of work for teachers. The Head of Student Affairs assists matters related to student welfare, such as textbook loans, discipline, student health, and nutrition. Furthermore, Head of Student Affairs attends to complaints and liaises with parents and the community on matters relating to student well-being. For effective coordination of teaching and learning of the various subjects taught in schools, a senior teacher is appointed as the head or key resource teacher for each subject. Schools with double sessions have Afternoon Supervisors who assist school heads in supervising the daily administrative and instructional activities of the schools. Each school has a Parent-Teacher Association (MoE, 2004).

1.3 Problem Statement

Through their leadership style, principals can promote a positive school climate in which students want to learn and teachers want to teach. The climate of the school is closely related. John and Taylor (2002) described climate as the feel of a school (Halpin & Croft, 1963), as its 'collective personality' (Norton, 1984). Climate is the human environment within which the teachers of a school do their work. Like the air in a room, climate surrounds and affects everything that happens in an organization (Friedberg, 1983).



Many of the same ideas are discussed when talking about climate. Climate can also be affected by the leadership style of the principal (Deal & Peterson, 1999). Leadership styles throughout history have long been debated. Studies have shown that a leader's style has an impact on all facets of an organization, both in the business world and the educational environment. Effective leaders promote positive environments that, in turn, influence the quality of the final product. One leadership style that has proven to be successful in the business and educational world is transformational leadership.

Transformational leadership is often compared to transactional leadership. Transactional leadership is based on contingent rewards, management by expectation, expected outcomes, and performance beyond outcomes. Unlike under transformational leadership the employee is motivated by contingent rewards rather than individual motivation based on inspiration and intellectual stimulation (Northouse, 2001).

1.4 Research Objectives

This study examines the relationship between high school principal's leadership style and school climate within the conceptual framework of the transformational and transactional leadership model advanced by Bass (Bass, 1985; Bass & Avolio, 1990, 1994). Bass's model of transformational and transactional leadership has a number of implications for the current educational reform movement in Malaysia. Likewise, Leithwood and Jantzi (1990) indicated that one of the purposes of transformational leadership is to stimulate motivation in the context of change.



According to the model, principals exhibiting transformational leadership behaviors will be effective in bringing about such desired outcomes as school commitment, job satisfaction, faculty development, improved teaching and learning, collaborative decision making, and responsive and innovative environments. Schools with predominantly transformational leadership models are expected to be purposeful and collaborative, with a greater number of staff and faculty operating in empowered and leadership roles, than those with a more top-down model of leadership (Bass, Waldman, Avolio, & Bebb, 1987). The purpose of this study is to better understand the relationship between principal leadership and school climate in Penang secondary schools.

This study mainly focused on the following areas:

1. To understand the leadership style of public secondary school principals.
2. To establish whether perceived principal leadership style affects school climate in the Malaysian education context.

1.5 Research Questions

The research aimed to answer the following question:

1. Does the principal leadership style affect school climate?



1.6 Scope of the Study

This study will be conducted in Malaysia, specifically at public secondary schools in the state of Penang. This study focuses on the urban secondary schools in Penang. We selected 10 teachers from each of the schools chosen to participate in the survey.

1.7 Significance of the Study

Recent efforts of school reform have identified leadership as a key factor impacting successful student achievement. Contributions from this study have proposed to expand the knowledge of current practicing and aspiring leaders of educational administration. Principals, experienced and inexperienced, will gain insight for employing strategies designed to meet the fast-changing demands surrounding their current workplace. The exploration of effective leadership styles and their relationship to student achievement will present practical suggestions for solving a multitude of problems encountered by principals in many schools today. In addition, the leaders will be exposed to various strategic practices that qualify and quantify the importance of understanding one's self-perception and how others' perception of a leader's behavior may directly enhance or impede the successful growth of an academic environment. This expanded knowledge will establish the relationship that determines the level of congruency between principal perceptions and teacher perceptions of principals when transformational and transactional styles of leadership were utilized by the principal.

The study will further present insight on styles of transformational and transactional leadership practiced by principals in Penang high schools. This re



will identify, for principals, the specific transformational and transactional leadership styles that promote school climate for successful student achievement. While current leaders experience their revised roles brought about by school reform, this study may assist with determining the key factors for accountable leadership and school climate which have a relationship with student achievement. Finally, the results of the study may assist boards of education and local school councils in developing criteria for selecting and evaluating principals. The results may also enhance future preparation of programs designed for educational administration at universities throughout the nation.

1.8 Definition of Key Terms

The definition of key terms used in this study follows. The terms that are consistently used in this study are leadership style, and school climate. Details of these key terms are elaborated in Chapter 2.

1.8.1 Leadership Style

Leadership Style. Chemers (1984) breaks the study of leadership down into three time periods: the trait approach, from around 1910 to World War II, the behavior period, from the onset of World War II to the late 1960s, and the contingency period, from the late 1960s to the present. Leadership style is often dependent on the personality of the leader. "... leadership is defined as a process whereby an individual influences a group of individuals to achieve a common goal" (cited in Northouse, 2001, p. 11). It is the process and manner in which a leader influences a group to achieve the same goal that is defined as the personal style of the leader.



Transactional Leadership. “Takes place when one person takes the initiative in making contact with others for the purpose of an exchange of valued things either economic or political leadership behaviors or psychological in nature: a swap of good or of one good for money; a trading of votes between candidate and citizen or between legislators; hospitality to another person in exchange for one's troubles. Each party to the bargain is conscious of the power resources and attitudes of the other. Each person recognizes the other as a person. Their purposes are related, at least to the extent that their purposes stand within the bargaining process, and can be advanced by maintaining the process” (Burns, 1978, pp. 19-20).

Transformational Leadership. “The leader recognizes and exploits an existing need or demand of a potential follower. But, beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result is mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents” (Burns, 1978, p. 4).

Principal. The formal leader of the school (Seifert, 2002). A key player in school improvement and change (Smulyan, 2000, p. 10).

1.8.2 School Climate

School Climate. School climate is the environment that is created within a school that assists those within the school to succeed. This environment is manifested through the morale of students and teachers. The morale is often created through the leader



of the principal. The organizational configuration of a school, which influences school climate, includes the school structure, which is ultimately affected by the principal. Olson and Jerald (1998) describe school climate as a "place where the children will be safe and where the environment is focused on teaching and learning."



Chapter 2

LITERATURE REVIEW

2.1 Introduction

This chapter looks into relevant literature that forms the basis for this study. It examines previous research on leadership style and its impacts on school climate in terms of teacher perception of leadership style and school climate.

2.2 School Climate

Traditionally, school climate can be divided into two lines of research: the investigation of school effects and the study of organizational climate (Anderson, 1982). Hoy and Forsyth (1986) theorized that school climate is a general concept that is directly influenced by the principal and supervisor, which affects the motivation and behaviors of teachers. One of the earlier concepts of school climate developed by Halpin and Croft (1963) viewed climate as the personality of the organization. Anderson (1982) compared a number of theoretical discussions, climate instruments, and models and reached the conclusion that school climate is the total environment quality of the school. The importance of school climate for an effective school has been the subject of extensive research.

Hoy, Tarter, and Kotthamp (1991) contended that climate is directly associated with the interpersonal relationships that exist between the building principal and the teachers in the school and is based on their perceptions of behaviors comm



organization. Similarly, Anderson (1982) stated that “in most climate research the actual behavior was less important than perceived behavior because perception is what controls one’s responses” (p. 387).

According to Haynes (1996):

“School climate is the sum total of and dynamic interactions among, the psychosocial, academic, and physical dimensions of the school's environment because school climate is multidimensional. The academic and psychosocial aspects cannot be separated from each other. They must be addressed together consistently. School climate is not just an abstract "feel good" construct in which researchers and academicians have some arcane interest. School climate is dynamic, experiential, and concrete, embracing all of the human interactions and teaching and learning activities in the school.”

Plucker (1998) showed a correlation between school climate and student aspirations. The outcome of the study showed that schools that want to improve student aspiration should also work on fostering a positive school climate. The importance of a positive connection between the community and school climate was also shown through the higher inspiration test scores of students who felt they were valuable members of the school community. Other school related factors can be involved when looking at school climate. John and Taylor (2002) stated that in prior research, an analysis of the perceptions of parents, teachers, and students regarding the climate of their sc



conducted biannually in the United States from 1979 to 1982 and discovered that the climate of the school was a function of several school-related factors (Freidberg, 1983). These factors included leadership qualities of principals, teacher-colleague relations, parent-teacher relations, students-teacher interpersonal relations, student-teacher instruction related interaction, school buildings and facilities, and student-peer relations. These indicators were the degree of respect, trust, opportunity for input, cohesiveness, caring, high morale, and school renewal (p. 5).

A positive school climate can be promoted by enhancing the quality of the school's environment, including decorating walls with student work and public display of the symbols of achievement that the school community seeks to promote (Pasi, 2001, p. 18). School climate has been described as the personality of a school (Halpin & Croft, 1963), perceptions about aspects of the organizational environment (Owens, 1995), atmosphere or ethos (Norton, 1984), culture based on values, beliefs, and traditions (Deal & Peterson, 1990) and the tone, setting, or milieu of the school (Drake, 1997; Tagiuri, 1968). According to Hoy and Miskel (1991), school climate is best described as the set of internal characteristics distinguishing one school from another and influencing the behaviors of its members. Hoy and Clover (1986) identified the climate of the school in relation to teachers' perceptions of their work environment. The researchers pointed out these perceptions are largely influenced by the actions of the principal and that the principal can influence both formal and informal aspects of the school. Hoy and Forsyth (1986) characterized the principal's communication style with teachers as one important aspect of school climate.



Ciruli's (2002) study focused on the situation of work environment for teachers (specifically on the problems that were faced by them), principal's attention to retaining teachers, and principal's attitude towards recruiting teachers. This study showed a correlation between poor work environment and teacher recruitment and retention problems. Teachers identify a "good" principal as critically important to a good work environment (cited in Denver Public, 2003). Teacher retention is not the only outcome of positive school climate. The other outcomes include higher student test scores, strong employee morale, and a positive community relationship with the school (Denver Public, 2003). "The Denver Colorado Task Force found that five factors are essential to positive school climate: respect, responsiveness, relationships, rights, and responsibilities" (p. 7).

2.2.1 Definition of Climate

Within the first five minutes of walking into a school, one can often determine the climate. John and Taylor (2002) stated that school climate is: the feel of a school (Halpin & Croft, 1963), as its 'collective personality' (Norton, 1984). Climate is the human environment within which the teachers of a school do their work. Like the air in a room, climate surrounds and affects everything that happens in an organization (Friedberg, 1983). As one moves from school to school, it is possible to note that one school feels different from another. This is primarily the result of school climate (p. 5).

The Denver Public Schools Teachers Association (2003) defines climate as "... the atmosphere in an organization. Climate affects the morale, productivity, and satisfaction of all persons involved in the organization. It reflects how staff, stu



the community feel about a school and/or the District—whether it is a positive place to work and learn or one that is full of problems" (p. 5).

With regard to the study of Hoy, Tarter, and Kottkamp (1991), organizational climate was defined as “a general term that refers to teachers’ perception of their work environment; it is influenced by formal and informal relationships, personalities of participants, and leadership of the organization” (pp. 9-10). Halpin and Croft (1963), in their study of the organizational climate of schools, conceived climate as being either open or closed. They came up with six types of climates on a continuum: open, autonomous, controlled, familiar, paternal, and closed. These climate types were based on various degrees of four teacher-related factors: hindrance, intimacy, disengagement, and esprit; and on four principal-teacher relations factors: production emphasis, aloofness, consideration, and trust. An *open* climate, for example, is characterized by low hindrance, low disengagement, average intimacy, and high esprit of teachers, as well as low aloofness, low production emphasis, high trust, and high consideration of the principal. By contrast, a *closed* climate is characterized by high disengagement, high hindrance, low esprit, and average intimacy of teachers; and high aloofness, high production emphasis, high trust, and high consideration of the principal. In essence, the degree of openness of a school climate is the result of the quality of human interactions in the school.

School climate has a number of definitions valuable for making tangible the abstract concept regarding the feel of an organization. Climate has been descri



atmosphere, or the personality of the school, one characterized by the interactions of the individuals in the school (Halpin & Croft, 1963; Norton, 1984). "School climate is the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perception of behavior in schools" (Hoy, Tarter, & Kottkamp, 1991, p. 10). Hoy, Tarter, and Kottkamp (1991) stated that "organizational climate is a general term that refers to teachers' perceptions of their work environment; it is influenced by formal and informal relationships, personalities of participants, and leadership in the organization" (pp. 9-10).

Hoy, Hoffman, Sabo, and Bliss (1996) stated that there are four types of climate:

1. The *open climate* is one in which the principal is supportive of the teachers' actions and suggestions; the principal gives freedom to teachers to act and does not supervise closely; and the principal avoids "bureaucratic trivia," not burdening or hindering teachers with busy work. The faculty in an open climate respects the professional competence of their colleagues, has warm and open feelings for fellow teachers, is open to students and committed to helping them, and is neither critical of others nor disruptive. In brief, both teachers and the principal are open in their behaviors.
2. The *engaged climate* is one where the teachers work together to accomplish their goals; they are committed to their students; and they cooperate with each other. The principal, on the other hand, does not support the teachers in their actions, closely supervises their performance, and does not shield the staff from the burdens of bureaucratic routine. Nevertheless, the faculty members work together as professionals, in spite of, not because of the principal. The faculty is engaged in the professional work of the school, dedicated to their students, and respectful of each other. In short, although teacher-principal relations are closed, the faculty has open teacher interactions with both their students and colleagues.
3. The *disengaged climate* is the opposite of the engaged climate. The principal supports the teachers, gives them professional courtesy to what is necessary, is open to constructive suggestions, and attempts



keep the bureaucratic impediments at a minimum. However, faculty members are indifferent to each other and the principal. Moreover, they do not go out of their way to help students and they are prone to sabotage actions of peers as well as those of the principal. The faculty does not like the principal, and teachers are disengaged from the tasks at hand. In brief, although the principal's behavior is open, teacher behaviors are closed.

4. Schools with a *closed climate* are not pleasant places for the principal, the faculty, or the students. The principal distrust the actions and motives of faculty, does not support teacher, is rigid and authoritarian, and is perceived as burying the faculty in needless paperwork. Principal behavior is controlling. The faculty in a closed climate is no better; it is apathetic, self-involved, uncaring about students as well as one another, and unwilling to accept responsibility. In a word, both principal and teacher behaviors are guarded and closed (p. 45).

There are numerous theory bases in studying organizational/school climate. Miskel and Ogawa (1992:291) assert that school climate is the quality of faculty-principal relations and the relative presence of two organizational dimensions of consideration and initiation of structure. In part, climate is the personal interactions between members and the characteristics of an organization. Climate also comprises the structure of the organization and the perceptions of those in that organization. Halpin and Croft (1963) chose to focus on the social component of the organizational climate. Their theory looked at the social interaction between the principals and teachers and not to the organizational structure. This study uses social system theory in education as an underlying theory.

During the 1960's and early 1970's, when school climate research was very active, a number of climate instruments were developed that subsequently accounted for most of the climate research to date (Nichols, 1991). Some of the more notable instruments include the Organizational Climate Index by Stem and Steinhoff (1965), the



Environment Inventory by Walberg and Anderson (1971), the Charles F. Kettering Limited School Climate Profile by Kettering (1973), the Profile of a School (Likert, 1967), and the Organizational Climate Description Questionnaire (OCDQ) (Halpin & Croft, 1963). Of these, Halpin and Croft's OCDQ has been used most frequently employed in elementary school research (Hoy & Miskel, 1996; Nichols, 1991).

Depending on the study, school climate might be called school environment or school-level learning environment. School climate could mean the social system of shared norms and expectations (Brookover et al., 1978).

Rentoul and Fraser (1983:21-39) declared that their instrument, the School Level Environment Questionnaire (SLEQ), measured teachers' perceptions of eight psychosocial dimensions of the environment of primary and secondary schools: Affiliation, Student Supportiveness, Professional Interest, Achievement Orientation, Normalization, Centralization, Innovativeness, and Resource Adequacy. Noteworthy features of the SLEQ include its consistency with the literature, salience to practicing teachers, specific relevance to schools, and minimal overlap with classroom environment scales and economy. Preliminary use of the SLEQ provided evidence of its usefulness in research into the effects of school-level environment on classroom-level and on teacher's pedagogical attitudes. Relevant literature was consulted and dimensions included in the SLEQ were chosen to characterize important aspects in the school environment, such as relationships among teachers and between teachers and students and the organizational structure (e.g. decision making) (Rentoul & Fraser, 1983).



2.3 Leadership

Deming (1986) observed that administrators must become empowering leaders by tapping the potential of an organization's most important resource—its people. "The greatest waste in America is failure to use the abilities of people" (p. 53). The people, within an organization, are not only important; they are unique and emotional beings, subject to cultural conditioning. Deming believed that to understand people, an administrator needs to know and be aware of their interactions with each other, the system in which they work and learn, and their motivations. When an employee is motivated, he or she is more consistent in performance and eager for constant improvement.

"Leadership is one of the most observed and least understood phenomena on earth" (Wren, 1995, p. 9). People are fascinated with the idea of leadership and often seek information about how to be more effective leaders. It is a topic with universal appeal that is a "highly valued and complex phenomenon" (Northouse, 1997, p. 10). A review of the educational research on leadership germinates a huge amount of theories and approaches to explain the leadership process. Leaders have been defined in terms of behavior, trait, style, influence, power, coercion, situation, and motivation (Bass, 1990; Bolman & Deal, 1992; Burns, 1978; Evans, 1970; Fiedler & Chemers, 1974; Halpin, 1956; Hersey & Blanchard, 1977; House & Mitchell, 1974; McGregor, 1960, 1966; Sergiovanni, 2000; Stogdill, 1974).



During the 1970's leadership focused on the situational theories of effective leaders. The most widely known theories are: Hersey and Blanchard's (1984) Situational Leadership Theory, the Path Goal Theory (1974), and Feidler's Contingency Theory (1967). These theories focus on the influence of situational factors between leader behavior or traits and outcomes (Yukl, 1989). Hersey and Blanchard's Situational Leadership Theory focuses on determining leadership based on task behavior and relationship behavior. Additionally, there are situational moderator and follower variables that can influence the outcomes of the task and relationship behaviors.

This theory posits that the level of follower maturity will determine the level of the leader behavior. Two major deficits with this theory that have been cited are that the theory neglects to accommodate many other important situational variables and that the definition of maturity is too broadly defined and is ambiguous (Hersey & Blanchard, 1984). The Path-Goal (1971) theory focuses on four leadership behaviors; (1) participative leadership, (2) achievement-oriented leadership, (3) supportive leadership, and (4) directive leadership. This theory was developed in order to explain how leadership behavior influences the satisfaction and performance of workers. Path-Goal theory gets its name from the assumption that effective leaders can enhance employee motivation by clarifying the employee's perception of work goals, linking meaningful rewards with goal attainment, and explaining how goals and desired rewards can be achieved.



2.3.1 *Definition of Leadership*

Burns (1978) in his book, *Leadership*, writes,

Leadership is leaders acting, as well as caring, inspiring, and persuading others to act—for certain shared goals that represent the values—the wants and needs, the aspirations and expectations—of themselves and the people they represent. And the genius of leadership lies in the manner in which leaders care about, visualize, and act on their own and their followers' values and motivations (p. 23).

Phillips (1999) illustrates three key points relating to this definition of leadership.

The first is that rather than being coercive, leaders move others by caring, inspiring, and persuading. Secondly, leaders have a bias for action and a sense of urgency centered on shared goals. Finally, leaders act with respect for the values of the people they represent that reflect their own personal values. The only way to inspire and persuade people is through effective communication, thus establishing trust, understanding, learning, listening, discussion, and debate. Krause (1997) wrote that effective leadership is relatively the same now as it was 2500 years ago during the era of Sun Tzu and Confucius. At the time, the Chinese believed that leadership came from within a person. Leading was "generated within the context of a person's moral and philosophical framework in relation to one's followers and constituents" (Krause, p. 3).

Dyer and Carothers (2000) observed leaders in the 21st century to be efficient when the behaviors they show are apparent through their sensitive input. "Le



are intuitive access previously compartmentalized, relevant, and important thoughts that have been stored in their mental filing system through environmental readings, files from the past or a combination there of" (p. 2). They cite Vaughan (1979) and Emery (1994) as having recognized five levels of experience that can serve as sources of instinctive inputs as one seeks to increase understanding about self. These are characterized by being in touch with the physical (body), mental (mind), emotional (heart), spiritual (soul), and environmental (place) opportunities in the workplace on a regular basis.

Leadership has been one of the most reviewed and researched topics in business and educational areas. Literature in the field of leadership reflects that leaders have different behaviors and styles. One way to consider these unique qualities is to relate them to the theories which have been used to explain leadership (Hersey, Blanchard, & Johnson, 1984). In a review of leadership theories, Johnson (1991) found that formal discussions of leadership could be traced back to the conversations of Aristotle and Plato. She also cited anthropological reports of primitive groups and concluded that leadership occurs universally among all people, regardless of culture. She quotes Bass (1981) as saying "there are as many different definitions of leadership as there are persons who define the concept (Johnson, 1991, p. 7).

The following are various historical opinions and perspectives regarding leadership as noted by Johnson (1991):

"Leadership is the art of imposing one's will upon others in such a manner as to command their obedience, their respect, and their loyal cooperation

