

CHAPTER IV

*
*
*
*
*
** * * * * ANALYSIS AND INTERPRETATION
OF DATA

=====

4.1 Introduction

4.2 Analysis and Interpretation - Objectivewise

4.3 Conclusion

=====

'One man's justice is another's injustice;
 One man's beauty is another's ugliness ;
 One man's wisdom is another's folly.'

- Ralph Waldo Emerson

4.1 Introduction

This chapter is devoted to the analysis and the interpretation of the data collected, by administering the three described tools in the previous chapter, namely;

- (a) Organizational climate Description Questionnaire,
- (b) Leadership Behaviour Description Questionnaire, and
- (c) Task and Person Oriented Leadership Styles Questionnaires

The purpose of the present study is to find out the perception and perceptual gap between the teachers and principals in the organizational climate, leadership behaviour patterns and task and person oriented leadership styles.

The personal variables of the principals are leadership behaviour, ideal and real self. The personal variables of the teachers are leadership behaviour, ideal and real staff.

The data were collected from 900 teachers and 100 principals from 100 secondary schools in Madras city. The data were collected by the investigator herself by visiting the sampled schools to establish rapport and get the data quickly. The analysis of the data is based on the responses from principals and teachers.

The data collected were analysed in the Computer Centre through the services available at the Indian Institute of Technology, Madras. The hand scores collected from 900 teachers

and 100 principals were computerised. Mean, standard deviation and values were found out while taking into consideration of the personal variables, institutional variables and the various dimensions of the tools.

The investigator has analysed the tables according to the objectives. Under each objective, the relevant, tabulated data has been presented, interpreted and discussed. This will follow in the next section.

4.2 Analysis and Interpretation - Objectivewise

Objective I :

To measure, to identify and to classify the organizational climate of the schools as perceived by the teachers and principals in the secondary schools in Madras City and to study the perceptual differences between them.

In the subsequent section, the investigator has presented the percentage distribution of identified schools under the six climate types as perceived by the teachers and principals in schools of Madras city. This has been compared with the other studies done in general and with special reference to Tamil Nadu state studies. Further the investigator has arranged the perceived schools in the rank order for further comparison.

Identification of Organizational Climate in the secondary Schools of Madras City as perceived by the Teachers and Principals

One of the objectives of the present investigation is to

to identify the different climate types as perceived by the teachers and principals in the secondary schools in Madras city. In pursuance of this, the raw scores relating to the 100 schools sampled were converted into standardised scores first normatively and then again ipsatively. Thus, the scores were double standardised. The distribution of school mean standardised scores is given in Appendix No. III

The procedure next followed was the classification of the 100 schools according to the organizational climate. The climate for a school can be identified by finding out to which sub test prototypic profile the profile of a particular school resembles more closely. For this purpose the prototypic profile chart given by Halpin (1966) at page 159 is made use of in computing the six climates ranging from openness to closedness.

The prototypic profile of Halpins were compared with the 100 school profiles and similarity scores for each sub test in each of the six profiles is computed.

Similarity Scores : The prototypic profiles given by Halpin were compared with the 100 sampled school profiles and similarity scores for each sub test in each of the 6 profiles is computed. In each case the sum of the absolute difference between the profile scores were computed. A low difference between the sum of the sub-test scores on each school profile and Halpins prototypic profile indicates that the profiles are highly similar and a large difference indicates that the profiles are dissimilar.

Each of the 100 schools was assigned to the set defined by that prototypic profile for which its profile similarity score was the lowest. The similarity scores for the 100 sampled schools in Madras city in respect of the six profiles is exhibited in Appendix. The profile similarity scores are shown in the last column.

Table :4.1: Percentage Distribution of the Sampled Schools in the Different Climate types according to the Teachers' and Principals' Perception and the Perceptual Gap

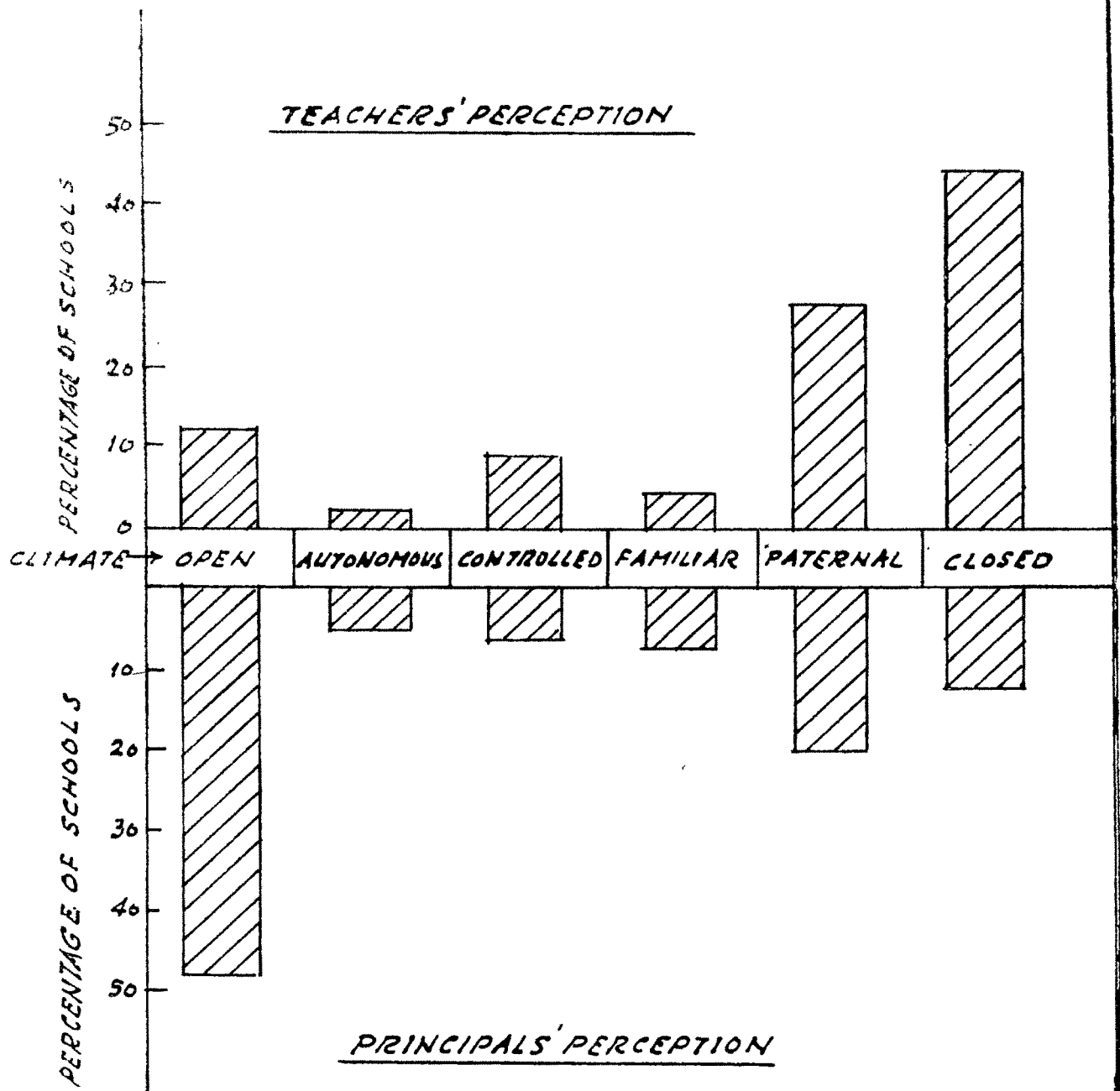
	Open	Autono- mous	Controlled	Famili- ar	Pater- nal	Closed
Teachers' Perception	13	2	9	4	28	44
Principals' Perception	48	5	7	8	20	12
Perceptual gap	35	3	2	4	8	32

(The numbers in the columns indicate percentage)

The Table No. 4.1 shows the percentage distribution of schools in different climate types according to the teachers' perception and principals' perception in the city of Madras and the perceptual gap between them. From the table no. 4.1, it is clear that the teachers perceive most of the schools as closed type but the principals perceive most of the schools as open type of climate. It is also shown graphically in Graph No.4.1. The open climate schools according to the teachers' perception

GRAPH - 4.1 - PERCENTAGE DISTRIBUTION OF
SCHOOLS ACCORDING TO THE DIFFERENT CLIMATE
AS PERCEIVED BY THE TEACHERS AND PRINCIPALS
IN THE CITY OF MADRAS

173



is 13 percent while it is 48 percent according to principals' perception.

The closed climate schools according to the teachers' perception is 44 percent while it is 12 percent according to principals' perception.

The schools under autonomous climate is 2 percent and 5 percent respectively according to teachers' and principals' perception. The percentages of schools under the controlled climate is 9 percent and 7 percent respectively according to the principals' perception. In both these climate types the difference is not more.

In the familiar climate the schools according to teachers' and principals' perception are 4 percent and 8 percent respectively. It is just the double as perceived by the teachers.

According to the teachers' perception 28 percent of schools have paternal climate but according to the principals' perception 20 percent of schools have paternal climate.

From the above discussion, three important points emerge very clearly. They are :

- (i) The perceptual gap is found highest in open and closed climate types of schools ;
- (ii) The perceptual gap is found on the two extreme ends of the continuum of climates - i.e. open and closed types of schools ;

- (iii) The teachers' perception in respect of closed type of schools is about four times more than the perception of the principals. Principals' perception in respect of open type of schools is about four times more than the teachers' perception. Here it is very significant to note that as regards to perceptual dissonance between the teachers' group and the principals' group, the highest perceptual gap is found in the extreme types of climate and interestingly principals perceived more percentage of open type of schools while teachers perceived more percentage of closed type of schools.

Among the six types of climates, the first two namely open and autonomous, are more open, than the last two namely paternal and closed, which are more closed. Controlled and familiar climates belong to intermediate climate. On the basis of this grouping, the indication we get from the Table No. 4.2 is that there are more 'closed' climate secondary schools in Madras city than open climate schools as perceived by the teachers.

The result of the present study resembles in many respects with other studies done so far on organizational climate of secondary schools in other parts of our country as evident from the Table 4.2 which gives the percentage of high schools whose climates are identified in each investigation.

The Table 4.2 indicates that most of the studies reveal a trend towards closedness which is also reflected in the present

Table :4:2: Percentage Distribution of Secondary Schools
Climatewise as revealed in some Previous Studies
on Organizational Climate

No.	Investigator	Area of Sample	Percentage Distribution of Schools over the 3 climate types		
			Open	Interme- diate	Closed
1.	Sharma, P.M. Buch, Rai (1971)	Gujarat as a whole	33.33	28.43	38.24
2.	Kumar, (1972)	Baroda city	32.80	29.90	37.30
3.	Patel, (1973)	South Gujarat Dis- tricts (Surat and Valsad)	32.69	30.78	36.53
4.	Sharma (1973)	South Gujarat Dis- tricts	30.44	21.73	47.83
5.	Pillai, (1972)	Secondary Schools in Tamil Nadu	44	15	41
6.	Shelat, (1975)	Secondary Schools in Baroda District	34	24	42
7.	Pandya, (1975)	Central Gujarat (Kheda and Panch- mahals districts)	33.50	28.80	37.20
8.	Darji, (1975)	Panchmahal Dist.	27	26	47
9.	Gandhi, (1977)	Gujarat State	28.40	35.16	35.94
10.	Tickmani (1976)	Primary Teachers College, Gujarat	47	18	35
11.	Franklin (1975)	B.Ed. Colleges of Gujarat	37	17	46
12.	Sahastrabudhe (1977)	All faculties in M.S. University	46.6	30	13.4
13.	Sharma, (1973)	Secondary Schools in Rajasthan	32	33	35
14.	Mehta, (1977)	Affiliated Colleges in Gujarat Univ.	28	48	24

(Continued...)

(Table 4.2 continued)

Sr. No.	Investigator	Area of Sample	Percentage Distribution of Schools over the 3 Climate types		
			Open	Inter-mediate	Closed
15.	Gupta (1976)	Colleges of Education, Punjab	24	18	58
16.	Pengnu(1976)	Secondary Schools in Thailand	30	55	15
17.	Chokshi (1976)	Elementary Education Colleges, Phillipines	60	40	0
18.	Mehare (1976)	Colleges of Education, Maharashtra	42.30	15.40	42.30
19.	Rajeevalochana (1981)	Secondary Schools in Tamil Nadu	14.5	16.9	68.6
20.	Pengphol (1983)	Primary Schools of Central Thailand	16	49	35
21.	PRESENT STUDY (1985)	Secondary Schools in Madras city	15	13	72

study according to the teachers' perception. In Pillais(1972) investigation of secondary schools of Tamil Nadu, the schools falling under open climate and closed climate are more or less equal with open climate schools having a slight edge over the closed climate schools. On the whole the various studies so far done on the organizational climate with the exception of Chokshi's (1976) on Phillipines reveal higher percentage for closed climate and comparatively lower percentage for open climate schools in India. At both the ends (open and closed) most of the schools are clustered.

A noteworthy feature of all the climate studies done in India so far is that the number of schools found under the category of familiar climate is the least, indicating probably that such a climate with high intimacy and low production emphasis is out of step in an organised school system.

In the study by Sahastrabudhe (1977) in 'all the faculties of the M.S. University of Baroda' 46.6 percent of faculties fall under the open end of the continuum while only 13.4 percent of faculties fall under closed end of the continuum. Also in the study of Tikmani (1976) in 'the primary teachers colleges in Gujarat more schools (47 percent) fall under open climate than closed climate which has only 35 percent.

Comparing Pillai's (1972) investigation with the present study as presented in Table No. 4.3, it is found that the percentage of schools falling under familiar climate are 4.2 and 4 respectively indicating close resemblance in this regard. While in paternal climate it is just double the number as compared with the present study. It shows that Madras city schools are more towards paternal climate as compared with the schools in Madurai. In the controlled climate there is not much difference as the percentage of schools are 11.5 and 9 respectively in Pillai and in the present study. In

Table :4.3: Percentage Distribution of Schools in the Present Study compared with the Previous Studies in Tamil Nadu

Investigator	Area	N	Open	Autonomous Controlled	Familial Paternal Closed
K.Pillai, 1972	Tamil Nadu State Madurai area	190	30.2	14.2	11.5
Rajeevalochana 1981	Tamil Nadu as a whole	124	9.7	4.8	13.7
PRESENT STUDY	Madras city	100	13	2	9
				4	28
					44
					25.8
					45.2
					23.4

(The numbers in the columns indicate percentage)

cases of open, autonomous and closed climates there is no resemblance at all as compared with the present study.

Comparing Rajeevalochana's (1981) investigation with the present study as presented in the Table 4.3 it is found that the percentage of schools falling under familiar climate is more or less the same having 3.2 percent and 4 percent respectively. The percentage of schools under closed climate is more (44 percent) in the present study than that of Rajeevalochana's as it is only 23.4 percent. But in the paternal climate the percentage of schools is more (45 percent) in Rajeevalochana's than the present study which is only 28 percent. In the autonomous and closed climates the percentages are 4.8 and 13.7 respectively in Rajeevalochana's while they are less in the present study as it is only 2 percent and 9 percent respectively. In the open climate the percentage in Rajeevalochana's is less (9.7 percent) while comparing with the present study as it is 13 percent.

The bar graph comparison presented in Graph No. 4.2 gives a clear cut idea of the various studies done in Tamil Nadu regarding the percentage of organizational climate types.

The Table No. 4.4 shows the Rank Order of different climates of schools according to the teachers' perception and principals' perception. According to the perception of the teachers, closed

GRAPH - 4.2 - SHOWING THE PERCENTAGE DISTRIBUTION
OF SCHOOLS IN PRESENT STUDY COMPARED WITH THE
PREVIOUS STUDIES IN TAMIL NADU ACCORDING TO THE

SIX CLIMATES

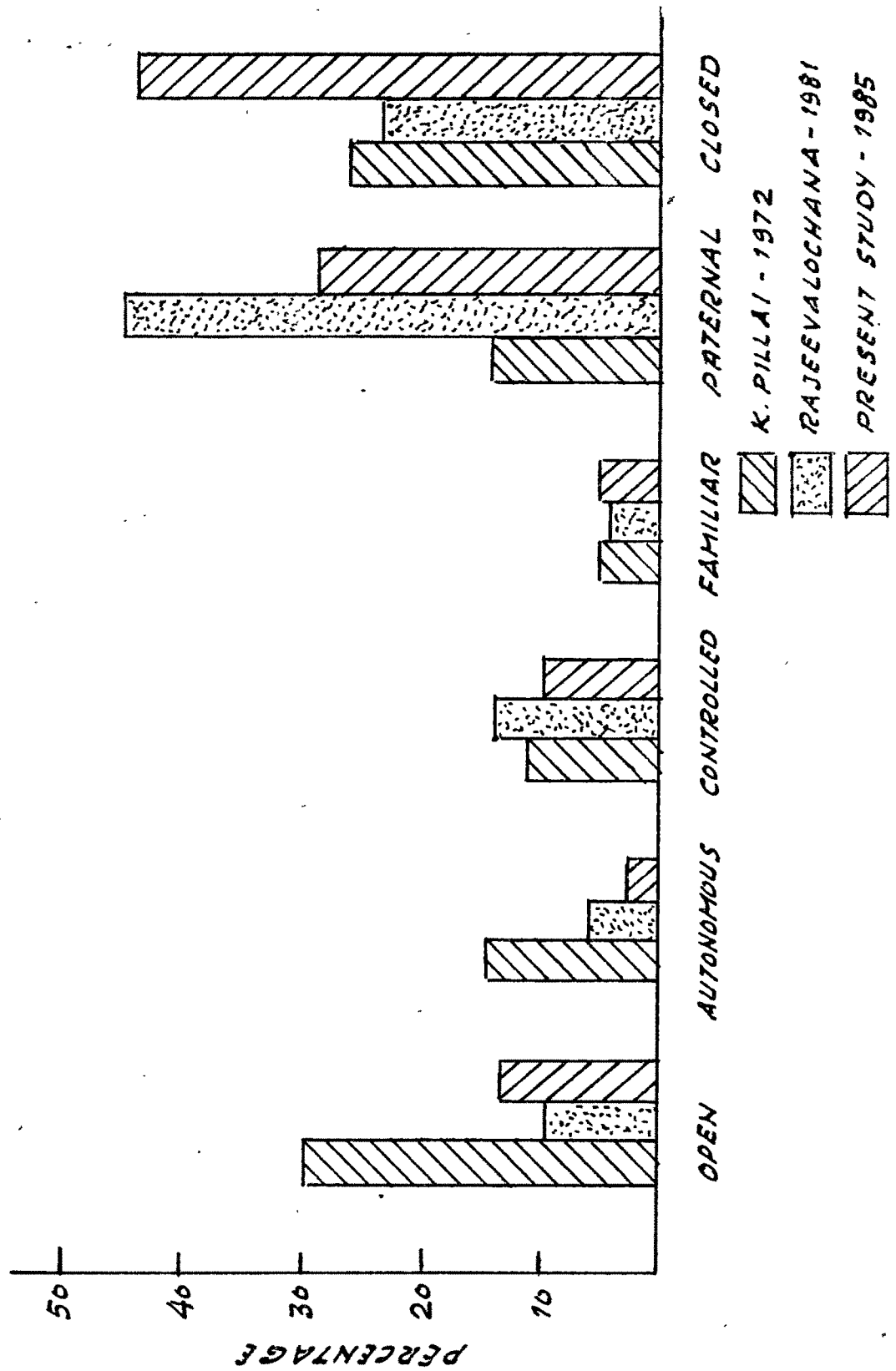


Table :4.4: Rank Order Presentation of Different Climate Types of Schools according to Teachers' Perception and Principals' Perception

Rank Order

Climate	Teachers' Perception	Principals' Perception
Open	3	1
Autonomous	6	6
Controlled	4	5
Familiar	5	4
Paternal	2	2
Closed	1	3

climate schools are in the first rank but according to the principals' perception, open climate schools are in the first rank. Both teachers and principals perceive the paternal climate as the second rank and autonomous climate as the sixth rank. So there is no perceptual gap in the autonomous and paternal climates in the rank order according to the teachers' perception and principals' perception. The controlled and familiar climates come under fourth and fifth rank respectively according to teachers' perception and fifth and fourth rank respectively according to principals' perception.

Teachers perceive open climate as third rank and closed climate as first rank, while principals perceive open climate as first and closed climate as third rank. It is just the

reverse in both the cases.

The six climate types are placed on the continuum, having open on one end and closed on the other end. Open and closed types of schools are the two extreme ends of the continuum. In case of the principals' perception, the first rank is attained by open types of schools which is one end, while the first rank attained by the teachers' perception is closed type of schools which is the other end of the continuum. Thus, the Table No. 4.4 of rank order indicates the highest perceptual gap in case of first rank.

Objective II :

To study the perception of teachers on the eight dimensions with respect to the different combinations of six climate types.

In all the tables under the objective II, mean, S.D. and t values of the eight dimensions with respect to the different combinations of climate types are computed.

For the sample of 900 teachers, t values ranging from 1.96 to 2.57 are considered to be significant at .05 level and t values ranging from 2.58 and above are considered to be significant at .01 level.

The Table No. 4.5 shows the mean, SD and significance of difference between the mean scores of open and autonomous climates as perceived by the teachers of secondary schools

Table :4.5: Mean, SD and Significance of Difference Between the Mean Scores of Open and Autonomous Climates as perceived by the Teachers of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr.No.	Dimensions	Open Climate		Autonomous Climate		t value
		Mean	SD	Mean	SD	
1.	Disengagement	20.43	7.14	21.14	6.30	0.47
2.	Hindrance	14.06	5.71	15.05	2.87	1.22
3.	Esprit	26.02	7.60	25.24	4.21	0.68
4.	Intimacy	17.58	6.62	17.00	3.39	0.61
5.	Aloofness	19.81	4.13	20.14	3.09	0.43
6.	Production Emphasis	19.27	8.22	17.38	4.14	1.62
7.	Thrust	21.35	7.51	23.19	5.78	1.29
8.	Consideration	13.73	4.65	13.71	4.15	0.02

in Madras city with respect to the dimensions of organizational climate. The t-values are not significant in any one of the eight dimensions of organizational climate. This means that the dimensions of organizational climate do not play a significant role in the development of open and autonomous climates.

This could be interpreted in the following way that as the open and autonomous climates fall more towards the open type, there may not be a significance ~~di~~ of difference between them. These two climates are in the similar end of the continuum of the climate types.

The Table No. 4.6 shows the mean, SD and significance of difference between the mean scores of open and controlled climates as perceived by the teachers of secondary schools with respect to the dimensions of organizational climate. There is a significant difference at .05 level in the dimension aloofness and .01 level in the dimension thrust. The mean score is high in controlled climate with respect to aloofness and it is high in open climate with respect to thrust. This shows that aloofness is significantly responsible for developing controlled climate type of schools and thrust is significantly responsible for developing open climate types of schools as perceived by the teachers, while comparing the open and controlled climates.

Table :4.6.: Mean, SD and Significance of Difference Between the Mean Scores of Open and Controlled Climates as Perceived by the Teachers of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Open Climate		Controlled Climate		t value
		Mean	SD	Mean	SD	
1.	Disengagement	20.43	7.14	19.89	7.21	0.51
2.	Hindrance	14.06	5.71	13.93	3.21	0.19
3.	Esprit	26.02	7.60	24.43	6.54	1.56
4.	Intimacy	17.58	6.62	16.89	4.32	0.89
5.	Alloofness	19.81	4.13	20.99	4.13	1.96 *
6.	Production Emphasis	19.27	8.22	17.97	4.72	1.42
7.	Thrust	21.35	7.51	18.82	5.94	2.64 **
8.	Consideration	13.73	4.65	13.00	3.86	1.20

* Significant at .05 level

** Significant at .01 level

The Table No. 4.7 shows the mean, SD and significance of difference between the mean scores of open and familiar climates as perceived by the teachers of secondary schools with respect to the dimensions of organizational climate. Here there is no significance of difference between the mean scores of any one of the eight dimensions of organizational climate. The findings can be interpreted that familiarity permits openness and openness leads to familiarity. However, this needs further investigation.

The Table No. 4.8 shows the mean, SD and significance of difference between the mean scores of open and paternal climates as perceived by the teachers of secondary schools in Madras city with respect to the dimensions of organizational climate. The t values are not significant in any one of the eight dimensions of organizational climate. It means the dimensions of organizational climate do not play a significant role in the development of open and paternal climates.

The Table Nos. 4.7 and 4.8 however led the investigator to think about the non-significance of difference in this manner that there is a cultural difference between east and west. Our social structure and culture makes it more possible to have familiar and paternalism in any work situations. We are accustomed to work in that atmosphere and climate.

Table :4.7: Mean, S.D. and Significance of Difference Between the Mean Scores of Open and Familiar Climates as perceived by the Teachers of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr.No.	Dimensions	Open Climate		Familiar Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	20.43	7.14	19.79	6.47	0.52
2.	Hindrance	14.06	5.71	15.95	13.36	0.85
3.	Esprit	26.02	7.60	27.53	12.63	0.70
4.	Intimacy	17.58	6.62	19.87	11.39	1.18
5.	Aloofness	19.81	4.13	21.92	10.16	1.25
6.	Production Emphasis	19.27	8.22	20.26	7.49	0.70
7.	Thrust	21.35	7.51	22.00	6.69	0.51
8.	Consideration	13.73	4.65	14.92	8.15	0.86

Table :4.8: Mean, S.D. and Significance of Difference Between the Mean Scores of Open and Paternal Climates as perceived by the Teachers of Secondary Schools with Respect to the Eight Dimensions of Organizational Climate

Sr.No.	Dimensions	Open Climate		Paternal Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	20.43	7.14	19.90	6.11	0.72
2.	Hindrance	14.06	5.71	14.06	3.73	0.01
3.	Esprit	26.02	7.60	25.95	7.10	0.08
4.	Intimacy	17.58	6.62	17.26	5.13	0.48
5.	Aloofness	19.81	4.13	20.28	5.04	0.97
6.	Production Emphasis	19.27	8.22	19.73	5.66	0.56
7.	Thrust	21.35	7.51	20.28	6.73	1.35
8.	Consideration	13.73	4.65	13.61	6.78	0.21

According to Halpin familiar and paternal climates are closed climate types. Here it may be so that teachers are not able to perceive the familiar and paternal climate towards closed type due to the cultural and social background. This needs further investigation.

The Table No. 4.9 shows the mean, S.D. and significance of difference between the mean scores of open and closed climates as perceived by the teachers of secondary schools with respect to the dimensions of organizational climate. There is no significant difference found between the mean scores of any of the dimensions of organizational climate and it needs the investigation.

The Table No. 4.10 shows the mean, S.D. and significance of difference between the mean scores of autonomous and controlled climates as perceived by the teachers of secondary schools in Madras city with respect to the dimensions of organizational climate.

The t value is significant at .01 level in the dimension thrust. The mean score is higher in autonomous climate than that of controlled climate. This shows that thrust is significantly responsible for developing autonomous climate type of schools as perceived by the teachers of secondary schools in Madras city while comparing the autonomous and controlled climates. There is no significant difference between the mean scores of any other dimensions of organizational climate.

Table :4.9: Mean, S.D. and Significance of Difference Between the Mean Scores of Open and Closed Climates as Perceived by the Teachers of Secondary Schools with Respect to the Eight Dimensions of Organizational Climate

Sr.No.	Dimensions	Open Climate		Closed Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	20.43	7.14	19.64	6.28	1.10
2.	Hindrance	14.06	5.71	13.71	3.37	0.64
3.	Esprit	26.02	7.60	25.69	6.80	0.43
4.	Intimacy	17.58	6.62	17.41	4.09	0.28
5.	Alloofness	19.81	4.13	19.56	3.96	0.59
6.	Production Emphasis	19.27	8.22	19.60	5.45	0.41
7.	Thrust	21.35	7.51	20.96	6.85	0.51
8.	Consideration	13.73	4.65	13.46	4.51	0.56

Table :4.10: Mean, S.D. and Significance of Difference Between the Mean Scores of Autonomous and Controlled Climates as perceived by the Teachers of Secondary Schools with Respect to the Eight Dimensions of Organizational Climate

Sr.No.	Dimensions	Autonomous Climate		Controlled Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	21.14	6.30	19.89	7.21	0.78
2.	Hindrance	15.05	2.87	13.93	3.21	1.53
3.	Esprit	25.24	4.21	24.43	6.54	0.68
4.	Intimacy	17.00	3.39	16.89	4.32	0.12
5.	Alloofness	20.14	3.09	20.99	4.13	1.03
6.	Production Emphasis	17.38	4.14	17.97	4.72	0.56
7.	Thrust	23.19	5.78	18.82	5.94	3.05 **
8.	Consideration	13.71	4.15	13.00	3.86	0.71

** Significant at .01 level

The Table No. 4.11 shows the mean, S.D. and significance of difference between the mean scores of autonomous and familiar climates as perceived by the teachers of secondary schools with respect to the dimensions of organizational climate.

The t value is not significant in any one of the eight dimensions of organizational climate. This means that the dimensions of organizational climate do not play a significant role in the combination of autonomous and familiar climates.

The Table No. 4.12 shows the mean, S.D. and significance of difference between the mean scores of autonomous and paternal climates as perceived by the teachers of secondary schools with respect to the dimensions of organizational climate.

There is a significant difference in the dimensions production emphasis and thrust at .05 level. In production emphasis the mean score is high in paternal climate and in thrust the mean score is high in autonomous climate. When thrust is high, autonomous climate exists in the school and when production emphasis is high paternal climate exists in the school. So thrust plays a significant role in developing autonomous climate and production emphasis plays a significant role in developing paternal climate.

Table :4.11: Mean, S.D. and Significance of Difference Between the Mean Scores of Autonomous and Familiar Climates as perceived by Teachers of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr.No.	Dimensions	Autonomous Climate		Familiar Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	21.14	6.30	19.79	6.47	0.78
2.	Hindrance	15.05	2.87	15.95	13.36	0.40
3.	Esprit	25.24	4.21	27.53	12.63	1.02
4.	Intimacy	17.00	3.39	19.87	11.39	1.44
5.	Alloofness	20.14	3.09	21.92	10.16	1.00
6.	Production emphasis	17.38	4.14	20.26	7.49	1.90
7.	Thrust	23.19	5.78	22.00	6.69	0.72
8.	Consideration	13.71	4.15	14.92	8.15	0.75

Table :4.12: Mean, S.D. and Significance of Difference Between the Mean Scores of Autonomous and Paternal Climates as perceived by the Teachers of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr.No.	Dimensions	Autonomous Climate		Paternal Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	21.14	6.30	19.90	6.11	0.87
2.	Hindrance	15.05	2.87	14.06	3.73	1.48
3.	Esprit	25.24	4.21	25.95	7.10	0.70
4.	Intimacy	17.00	3.39	17.26	5.13	0.32
5.	Alloofness	20.14	3.09	20.28	5.04	0.19
6.	Production Emphasis	17.38	4.14	19.73	5.66	2.43 **
7.	Thrust	23.19	5.78	20.28	6.73	2.20 **
8.	Consideration	13.71	4.15	13.61	6.78	0.11

** Significant at .01 level

The Table No. 4.13 shows the mean, S.D. and significance of difference between the mean scores of autonomous and closed climates as perceived by the teachers of secondary schools with respect to the dimensions of organizational climate.

The t values are significant at .05 level in the dimension of teacher behaviour Hindrance and in the dimension of principal behaviour production emphasis. The mean score of hindrance is high in autonomous climate and the mean score of production emphasis is high in closed climate. So hindrance is significantly responsible in forming autonomous climate in schools as perceived by the teachers and production emphasis is significantly responsible in forming closed climate in schools as perceived by the teachers while comparing the autonomous and closed climates.

The Table No. 4.14 shows the mean, S.D. and significance of difference between the mean scores of controlled and familiar climates as perceived by the teachers of secondary schools in Madras city with respect to the dimensions of organizational climate. The t value is significant at .05 level in the thrust dimensions of leader behaviour. The mean score is higher in familiar climate than that of controlled climate. Thrust is significantly responsible for developing familiar climate as in schools as perceived by the teachers

Table :4.13: Mean, S.D. and Significance of Difference Between the Mean Scores of Autonomous and Closed Climates as perceived by the Teachers of Secondary Schools with Respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Autonomous Climate		Closed Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	21.14	6.30	19.64	6.28	1.06
2.	Hindrance	15.05	2.87	13.71	3.37	2.05 *
3.	Esprit	25.24	4.21	25.69	6.80	0.46
4.	Intimacy	17.00	3.39	17.41	4.09	0.53
5.	Alloofness	20.14	3.09	19.56	3.96	0.82
6.	Production Emphasis	17.38	4.14	19.60	5.45	2.34 *
7.	Thrust	23.19	5.78	20.96	6.85	1.71
8.	Consideration	13.71	4.15	13.46	4.51	0.27

Table :4.14: Mean, S.D. and Significance of Difference Between the Mean Scores of Controlled and Familiar Climates as perceived by the Teachers of Secondary Schools with respect to Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Controlled Climate		Familiar Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	19.89	7.21	19.79	6.47	0.08
2.	Hindrance	13.93	3.21	15.95	13.36	0.92
3.	Esprit	24.43	6.54	27.53	12.63	1.42
4.	Intimacy	16.89	4.32	19.87	11.39	1.55
5.	Alloofness	20.99	4.13	21.92	10.16	0.54
6.	Production Emphasis	17.97	4.72	20.26	7.49	1.72
7.	Thrust	18.82	5.94	22.00	6.69	2.49 *
8.	Consideration	13.00	3.86	14.92	8.15	1.38

* Significant at .05 level

of secondary schools in Madras while comparing the familiar and controlled climates.

Table No. 4.15 shows the mean, S.D. and significance of difference between the mean scores of controlled climate and paternal climate as perceived by the teachers of secondary schools with respect to the dimensions of organizational climate. The t value is significant at .01 level in the dimension production/ emphasis. The mean score of paternal climate is higher than that of controlled climate as perceived by the teachers. So production emphasis is significantly responsible for developing paternal climate in schools as perceived by the teachers of secondary schools while comparing the paternal and controlled climates.

The Table No. 4.16 shows the Mean, S.D. and significance of difference between the mean scores of controlled and closed climates as perceived by the teachers of secondary schools with respect to the dimensions of organizational climate. The t value is significant at .01 level in the dimensions aloofness, production emphasis and thrust. These three dimensions again fall under the leader behaviour. The mean score of aloofness is higher in controlled climate than that of closed climate. The mean scores of production emphasis and thrust are higher in closed climate than in controlled climate. Aloofness is significantly responsible in forming controlled climate in schools as perceived by the teachers of secondary schools while comparing the controlled

Table :4.15: Mean, S.D. and Significance of Difference Between the Mean Scores of Controlled and Paternal climates as perceived by the Teachers of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Controlled Climate		Paternal Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	19.89	7.21	19.90	6.11	0.00
2.	Hindrance	13.93	3.21	14.06	3.73	0.30
3.	Esprit	24.43	6.54	25.95	7.10	1.75
4.	Intimacy	16.89	4.32	17.26	5.13	0.62
5.	Alloofness	20.99	4.13	20.28	5.04	1.25
6.	Production Emphasis	17.97	4.72	19.73	5.66	2.74 **
7.	Thrust	18.82	5.94	20.28	6.73	1.84
8.	Consideration	13.00	3.86	13.61	6.78	1.01

Table :4.16: Mean, S.D. and Significance of Difference Between the Mean Scores of Controlled and Closed climates as perceived by the Teachers of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Controlled Climate		Closed Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	19.89	7.21	19.64	6.28	0.29
2.	Hindrance	13.93	3.21	13.71	3.37	0.55
3.	Esprit	24.43	6.54	25.69	6.80	1.51
4.	Intimacy	16.89	4.32	17.41	4.09	0.95
5.	Alloofness	20.99	4.13	19.56	3.96	2.76 **
6.	Production Emphasis	17.97	4.72	19.60	5.45	2.65 **
7.	Thrust	18.82	5.94	20.96	6.85	2.79 **
8.	Consideration	13.00	3.86	13.46	4.51	0.93

** Significant at .01 level

and closed climates. Production emphasis and thrust are significantly responsible for developing closed climate type in schools as perceived by the teachers of secondary schools in Madras city while comparing the controlled and closed climate types. The teachers perceive that if the leaders emphasis more on production and thrust, closed climate type of schools exist.

The Table No. 4.17 shows that the mean, S.D. and significance of difference between the mean scores of familiar and paternal climates as perceived by the teachers of secondary schools with respect to the dimensions of organizational climate. The t values are not significant in any one of the eight dimensions of organizational climate. Both these dimensions are towards the closed continuum and that is why the t values may not be significant. They are more or less closed type of climates.

The Table No. 4.18 shows the mean, S.D. and significance of difference between the mean scores of familiar and closed climates as perceived by the teachers of secondary schools in Madras city with respect to the dimensions of organizational climate. The t values are not significant in any one of the eight dimensions of organizational climate. Here also these two climates fall towards the similar end of the continuum - that is closed type.

Table :4.17: Mean, S.D. and Significance of Difference Between the Mean Scores of Familiar and Paternal Climates as perceived by the Teachers of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Familiar Climate		Paternal Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	19.79	6.47	19.90	6.11	0.10
2.	Hindrance	15.95	13.36	14.06	3.73	0.86
3.	Esprit	27.53	12.63	25.95	7.10	0.75
4.	Intimacy	19.87	11.39	17.26	5.13	1.39
5.	Alloofness	21.92	10.16	20.28	5.04	0.98
6.	Production Emphasis	20.26	7.49	19.73	5.66	0.42
7.	Thrust	22.00	6.69	20.28	6.73	1.48
8.	Consideration	14.92	8.15	13.61	6.78	0.95

Table :4.18: Mean, S.D. and Significance of Difference Between the Mean Scores of Familiar and Closed Climates as perceived by the Teachers of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Familiar Climate		Closed Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	19.79	6.47	19.64	6.28	0.14
2.	Hindrance	15.95	13.36	13.71	3.37	1.03
3.	Esprit	27.53	12.63	25.69	6.80	0.88
4.	Intimacy	19.87	11.39	17.41	4.09	1.32
5.	Alloofness	21.92	10.16	19.56	3.96	1.42
6.	Production Emphasis	20.26	7.49	19.60	5.45	0.53
7.	Thrust	22.00	6.69	20.96	5.85	0.91
8.	Consideration	14.92	8.15	13.46	4.51	1.08

Table :4.19: Mean, S.D. and Significance of Difference
Between the Mean Scores of Paternal and Closed
Climates as perceived by the Teachers of Secondary
Schools with respect to the Eight Dimensions of
Organizational Climate

Sr. No.	Dimensions	Paternal Climate		Closed Climate		t-value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	19.90	6.11	19.64	6.28	0.52
2.	Hindrance	14.06	3.73	13.71	3.37	1.23
3.	Esprit	25.95	7.10	25.69	6.80	0.46
4.	Intimacy	17.26	5.13	17.41	4.09	0.39
5.	Aloofness	20.28	5.04	19.56	3.96	1.96 *
6.	Production Emphasis	19.73	5.66	19.60	5.45	0.30
7.	Thrust	20.28	6.73	20.96	6.85	1.25
8.	Consideration	13.61	6.78	13.46	4.51	0.30

* Significant at .05 level

The Table No. 4.19 shows the mean, S.D. and significance of difference between the mean scores of paternal and closed climates as perceived by the teachers of secondary schools with respect to the dimensions of organisational climate. The t value is significant in the dimension aloofness of the leader behaviour. The mean score is higher in paternal climate than that of closed climate. Aloofness is significantly responsible in forming paternal climate type in schools as perceived by the teachers of secondary schools in Madras city while comparing the paternal and closed climates.

While studying the t values in relation to various combinations of climate types as perceived by the teachers of

secondary schools in Madras city one significant observation can be made.

In most of the cases except in one case the t values are significant at .01 level or .05 level in the dimensions of leader behaviour of organizational climate.

This may be due to the higher expectations of the teachers about the leader behaviour. Teachers might have perceived the leader behaviour dimensions as more significant than that of teacher behaviour dimensions in developing any type of climate in the institution. It is always the case, that the other person is perceived more responsible than one's own self, for any responsibility. Here also, the teachers have perceived the leader as more significant in shaping of the climate type than their own self.

The dimensions of leader behaviour like aloofness, production emphasis and thrust have been found to be the significant dimensions in the various combinations as discussed early.

The only one dimension of teacher behaviour found to be significant is hindrance. Hindrance has been perceived higher in autonomous climate than that of closed climate. This is very true. Left on their own, people create a lot of hindrance even in democracy. Autonomous without responsibility leads to hindrance. That is why in an open autonomous climate hindrance might increase. This can be further investigated through observations and case studies of certain selected institutions.

Objective III :

To study the perception of principals on the eight dimensions with respect to the different combinations of six climate types.

In all the tables under objective III mean, S.D. and t values of the eight dimensions with respect to the different combinations of climate types are computed.

For the sample of 100 principals, t values ranging from 1.98 to 2.62 are considered to be significant at .05 level and t values ranging from 2.63 and above are considered to be significant at .01 level

Table :4.20: Mean, S.D. and Significance of Difference Between the Mean Scores of Open and Autonomous Climates as perceived by the Principals of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Open Climate		Autonomous Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	19.77	5.47	22.80	7.50	0.88
2.	Hindrance	13.69	3.95	13.20	1.64	0.52
3.	Esprit	26.02	5.41	22.40	2.61	2.58 *
4.	Intimacy	17.42	4.05	16.60	2.41	0.67
5.	Aloofness	19.58	3.96	20.20	4.71	0.28
6.	Production Emphasis	16.83	4.84	17.40	7.16	0.17
7.	Thrust	21.25	6.91	17.40	3.65	2.01 *
8.	Consideration	12.08	4.38	12.80	1.95	0.49

* Significant at .05 level

The Table No.4.20 shows the mean, S.D. and significance of difference between the mean scores of open and autonomous climates as perceived by the principals of secondary schools with respect to the dimensions of organisational climate.

The t values are significant at .05 level in the dimension esprit and thrust. The mean score is found to be more in open climate than in autonomous climate in the dimension esprit. Esprit is the teacher behaviour. It is significantly contributing for the open and autonomous climate. Thrust is a positive leader behaviour. The mean score of thrust is found to be higher in open climate than that of autonomous climate. Thrust of the leader affects the esprit of the teacher in a positive way. These are the two major positive dimensions forming open type of climate as perceived by the principals of secondary schools in Madras city while comparing the open and autonomous climates.

Table :4.21: Mean, S.D. and Significance of Difference Between the Mean Scores of Open and Controlled Climates as perceived by the Principals of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Open Climate		Controlled climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	19.77	5.47	16.86	2.55	2.34 *
2.	Hindrance	13.69	3.95	13.43	2.99	0.20
3.	Esprit	26.02	5.41	24.57	7.39	0.50
4.	Intimacy	17.42	4.05	19.29	1.80	2.08 *
5.	Aloofness	19.58	3.96	19.86	3.67	0.18
6.	Production Emphasis	16.83	4.84	16.00	1.16	1.01
7.	Thrust	21.25	6.91	19.86	7.15	0.48
8.	Consideration	12.08	4.38	11.14	5.05	0.47

* Significant at .05 level

The Table No. 4.21 shows the mean, S.D. and significance of difference between the mean scores of open and controlled climates as perceived by the principals of secondary schools with respect to the eight dimensions of organizational climate.

The t values are significant at .05 level in disengagement and intimacy. The mean score in disengagement is high in open climate but the mean score in intimacy is high in controlled climate. The principal perceives that the teachers are not at all identifying the goals of the institution as their own and they may be engaged in their own personal goals. From the Table No. 4.21, it is also clear that disengagement plays a significant role in forming open climate in schools as perceived by the principals while comparing the open and controlled climate. Intimacy is significantly responsible in forming controlled climate in schools as perceived by the principals of secondary schools while comparing the open and autonomous climate.

The Table No. 4.22 shows the mean, S.D. and significance of difference between the mean scores of open and familiar climates as perceived by the principals of secondary schools with respect to the eight dimensions of organizational climate.

The t value is significant at .05 level in the dimension consideration. The mean score is more in Familiar climate than that of open climate. This shows that consideration is

Table :4.22: Mean, S.D. and Significance of Difference Between the mean Scores of Open and Familiar Climates as perceived by the Principals of Secondary Schools with Respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Open Climate		Familiar Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	19.77	5.47	18.63	5.01	0.59
2.	Hindrance	13.69	3.95	12.38	2.45	1.27
3.	Esprit	26.02	5.41	28.00	2.88	1.54
4.	Intimacy	17.42	4.05	18.88	2.48	1.39
5.	Aloofness	19.58	3.96	18.63	4.24	0.60
6.	Production Emphasis	16.83	4.84	18.13	4.39	0.76
7.	Thrust	21.25	6.91	24.13	6.73	1.11
8.	Consideration	12.08	4.38	13.62	3.62	2.22 *

* Significant at .05 level

significantly responsible in forming familiar climate as perceived by the principals of secondary schools while comparing the open and familiar climates.

Table :4.23: Mean, S.D. and Significance of Difference Between the Mean Scores of Open and Paternal Climates as perceived by the Principals of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Open Climate		Paternal Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	19.77	5.47	20.30	4.23	0.43
2.	Hindrance	13.69	3.95	13.40	2.68	0.35
3.	Esprit	26.02	5.41	24.30	5.47	1.19
4.	Intimacy	17.42	4.05	18.05	2.96	0.72
5.	Aloofness	19.58	3.96	19.55	2.87	0.04
6.	Production Emphasis	16.83	4.84	17.60	3.49	0.73
7.	Thrust	21.25	6.91	21.60	6.61	0.20
8.	Consideration	12.08	4.38	14.25	3.39	2.20 *

* Significant at .05 level

The Table No. 4.23 shows the mean, S.D. and significance of difference between the means scores of open and paternal climates as perceived by the principals of secondary schools with respect to the dimensions of organizational climate.

Here also the t value is significant at .05 level in consideration. The mean score is high in paternal climate than that of open climate. So consideration is significantly responsible in developing paternal climate as perceived by the principals of secondary schools while comparing the open and paternal climates.

Table :4.24: Mean, S.D. and Significance of Difference Between the Mean Scores of Open and Closed Climates as perceived by the Principals of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Open Climate		Closed Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	19.77	5.47	17.92	4.58	1.20
2.	Hindrance	13.69	3.95	12.33	3.31	1.22
3.	Esprit	26.02	5.41	26.00	6.01	0.01
4.	Intimacy	17.42	4.05	17.83	4.13	0.31
5.	Aloofness	19.58	3.96	19.17	1.99	0.51
6.	Production Emphasis	16.83	4.84	16.50	4.38	0.23
7.	Thrust	21.25	6.91	21.58	6.45	0.16
8.	Consideration	12.08	4.38	12.58	5.30	0.30

The Table No. 4.24 shows the mean, S.D. and significance of difference between the mean scores of open and closed climates as perceived by the principals of secondary schools with respect

to the eight dimensions of organizational climate. There is no significance of difference between the mean scores of any one of the dimensions and this needs further investigation.

Table :4.25: Mean, S.D. and Significance of Difference Between the Mean Scores of Autonomous and Controlled Climates as perceived by the Principals of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Climates				t value
		Autonomous		Controlled		
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	22.80	7.50	16.86	2.55	1.70
2.	Hindrance	13.20	1.64	13.43	2.99	0.17
3.	Esprit	22.40	2.61	24.57	7.39	0.72
4.	Intimacy	16.60	2.40	19.29	1.80	2.11 *
5.	Aloofness	20.20	4.71	19.86	3.67	0.14
6.	Production Emphasis	17.40	7.16	16.00	1.16	0.43
7.	Thrust	17.40	3.65	19.86	7.15	0.78
8.	Consideration	12.80	2.95	11.14	5.04	0.71

The Table No. 4.25 shows the mean, S.D. and significance of difference between the mean scores of autonomous and controlled climates as perceived by the principals of secondary schools with respect to the dimensions of organizational climate.

The t value is significant at .05 level in the dimension intimacy. The mean score is high in the controlled climate. This shows that intimacy is significantly responsible in forming controlled climate type of schools while comparing the autonomous and controlled climates as perceived by the principals of secondary schools in Madras city.

Table :4.26: Mean, S.D. and Significance of Difference
Between the Mean Scores of Autonomous and
Familiar Climates as perceived by the Principals
of Secondary Schools with respect to the Eight
Dimensions of Organizational Climate

Sr. No.	Dimensions	Climates				t value
		Autonomous		Familiar		
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	22.80	7.50	18.63	5.01	1.10
2.	Hindrance	13.20	1.64	12.38	2.45	0.73
3.	Esprit	22.40	2.61	28.00	2.88	3.62 **
4.	Intimacy	16.60	2.41	18.88	2.48	1.64
5.	Aloofness	20.20	4.71	18.63	4.24	0.61
6.	Production Emphasis	17.40	7.16	18.13	4.39	0.20
7.	Thrust	17.40	3.65	24.13	6.73	2.33*
8.	Consideration	12.80	2.95	15.25	3.62	1.33

* Significant at .05 level

** Significant at .01 level

The Table No. 4.26 shows the mean, S.D. and significance of difference between the mean scores of autonomous and familiar climates as perceived by the principals of secondary schools in Madras city with respect to the dimensions of organizational climate. The t value of esprit is significant at .01 level and the t value of thrust is significant at .05 level. In both the dimensions the mean scores are found to be higher in familiar climate than that of autonomous climate. Familiar climate is placed towards the closed end of the continuum. Thus the principals perceive esprit and thrust as high in familiar climate while compared to autonomous climate.

Hence esprit and thrust are significantly responsible in forming familiar climate type of schools as perceived by the principals of secondary schools while comparing the autonomous and familiar climates.

Table :4.27: Mean, S.D. and Significance of Difference Between the Mean Scores of Autonomous and Paternal Climates as perceived by the Principals of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Climates				t value
		Autonomous		Paternal		
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	22.80	7.50	20.30	4.23	0.72
2.	Hindrance	13.20	1.64	13.40	2.68	0.21
3.	Esprit	22.40	2.61	24.30	5.47	1.12
4.	Intimacy	16.60	2.41	18.05	2.96	1.15
5.	Aloofness	20.20	4.71	19.55	2.87	0.30
6.	Production Emphasis	17.40	7.16	17.60	3.49	0.06
7.	Thrust	17.40	3.65	21.60	6.61	1.91
8.	Consideration	12.80	2.95	14.25	3.39	0.95

The Table No. 4.27 shows the mean, S.D. and significance of difference between the mean scores of autonomous and paternal climates as perceived by the principals of secondary schools in Madras city with respect to the dimensions of organizational climate.

There is no significance of difference between the mean scores of any one of the eight dimensions of organizational climate in the combination of autonomous and paternal climates.

Table :4.28: Mean, S.D. and Significance of Difference Between the Mean Scores of Autonomous and Closed Climates as perceived by the Principals of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Climates				t value
		Autonomous		Closed		
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	22.80	7.50	17.92	4.58	1.35
2.	Hindrance	13.20	1.64	12.33	3.31	0.72
3.	Esprit	22.40	2.61	26.00	6.02	1.72
4.	Intimacy	16.60	2.41	17.83	4.13	0.77
5.	Aloofness	20.20	4.71	19.17	1.99	0.47
6.	Production Emphasis	17.40	7.16	16.50	4.38	0.26
7.	Thrust	17.40	3.65	21.58	6.45	1.69
8.	Consideration	12.80	2.96	12.58	5.30	0.11

The Table No. 4.28 shows the mean, S.D. and significance of difference between the mean scores of autonomous and closed climates as perceived by the principals of secondary schools with respect to the dimensions of organizational climate. There is no significance of difference between the mean scores of any of these dimensions. Perhaps the reason for this may be that both these climates fall towards the closed end of the continuum.

The Table No. 4.29 shows the mean, S.D. and significance of difference between the mean scores of controlled and familiar climates as perceived by the principals of secondary schools

Table :4.29: Mean, S.D. and Significance of Difference Between the Mean Scores of Controlled and Familiar Climates as perceived by the Principals of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Climates				t value
		Controlled		Familiar		
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	16.86	2.54	18.63	5.01	0.88
2.	Hindrance	13.43	2.99	12.38	2.46	0.74
3.	Esprit	24.57	7.39	28.00	2.88	1.15
4.	Intimacy	19.29	1.80	18.88	2.48	0.37
5.	Aloofness	19.86	3.67	18.63	4.24	0.60
6.	Production Emphasis	16.00	1.16	18.13	4.39	1.32
7.	Thrust	19.86	7.15	24.13	6.73	1.19
8.	Consideration	11.14	5.05	15.25	3.62	1.79

in Madras city with respect to the dimensions of organizational climate. Here also there is no significant difference found between the mean scores of any of these dimensions of organizational climate.

Table :4.30: Mean, S.D. and Significance of Difference Between the Mean Scores of Controlled and Paternal Climates as perceived by the Principals of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Controlled Climate		Paternal Climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	16.86	2.55	20.30	4.23	2.55 *
2.	Hindrance	13.43	2.99	13.40	2.68	0.02
3.	Esprit	24.57	7.39	24.30	5.47	0.09
4.	Intimacy	19.29	1.80	18.05	2.96	1.30
5.	Aloofness	19.86	3.67	19.55	2.87	0.20
6.	Production Emphasis	16.00	1.16	17.60	3.49	1.79
7.	Thrust	19.86	7.15	21.60	6.61	0.57
8.	Consideration	11.14	5.05	14.25	3.39	1.51

* Significant at .05 level

The Table No. 4.30 shows the mean, S.D. and significance of difference between the mean scores of controlled and paternal climates as perceived by the principals of secondary schools in Madras city with respect to the dimensions of organizational climate.

The t value is found to be significant in the dimension disengagement at .05 level. The mean score is higher in paternal climate than that of controlled climate. Paternal climate is found towards the closed continuum. So disengagement is found higher in paternal climate type. It is a negative teacher dimension causing the type of climate falling towards the closed continuum. Disengagement is perceived by the principal as a significant dimension. So disengagement is significantly responsible in forming paternal climate type of schools as perceived by the principals of secondary schools while comparing the paternal and controlled climates.

Table :4.31: Mean, S.D. and Significance of Difference Between the Mean Scores of Controlled and Closed Climates as perceived by the Principals of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Controlled Climate		Closed climate		t value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	16.86	2.55	17.92	4.58	0.65
2.	Hindrance	13.43	2.99	12.33	3.31	0.74
3.	Esprit	24.57	7.39	26.00	6.02	0.43
4.	Intimacy	19.29	1.80	17.83	4.13	1.06
5.	Aloofness	19.86	3.67	19.17	1.99	0.46
6.	Production Emphasis	16.00	1.16	16.50	4.38	0.37
7.	Thrust	19.86	7.15	21.58	6.45	0.53
8.	Consideration	11.14	5.05	12.58	5.30	0.59

The Table No. 4.31 shows the mean, S.D. and significance of difference between the mean scores of controlled and closed climates as perceived by the principals of secondary schools with respect to the dimensions of organizational climate.

The t values are not significant in any one of the eight dimensions of organizational climate and this needs further investigation.

Table :4.32: Mean, S.D. and Significance of Difference Between the Mean Scores of Familiar and Paternal Climates as perceived by Principals of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Climates				t value
		Familiar		Paternal		
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	18.63	5.01	20.30	4.23	0.83
2.	Hindrance	12.38	2.45	13.40	2.68	0.97
3.	Esprit	28.00	2.88	24.30	5.47	2.33 *
4.	Intimacy	18.88	2.48	18.05	2.96	0.75
5.	Alloofness	18.63	4.24	19.55	2.87	0.57
6.	Production Emphasis	18.13	4.39	17.60	3.49	0.30
7.	Thrust	24.13	6.73	21.60	6.61	0.90
8.	Consideration	15.25	3.62	14.25	3.39	0.67

* Significant at .05 level

The Table No. 4.32 shows the mean, S.D. and significance of difference between the mean scores of familiar and paternal climates as perceived by the principals of secondary schools with respect to the dimensions of organizational climate. The

t value is significant at .05 level in the dimension esprit. The mean score is higher in familiar climate than that of paternal climate. So esprit is significantly responsible in forming familiar climate as perceived by the principals while comparing the familiar and paternal climate types.

Table :4.33: Mean, S.D. and Significance of Difference Between the Mean Scores of Familiar and Closed Climates as perceived by the Principals of Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dimensions	Familiar Climate		Closed Climate		t Value
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	18.63	5.01	17.92	4.58	0.32
2.	Hindrance	12.38	2.45	12.33	3.31	0.03
3.	Esprit	28.00	2.88	26.00	6.02	0.99
4.	Intimacy	18.88	2.48	17.83	4.13	0.70
5.	Aloofness	18.63	4.24	19.17	1.99	0.34
6.	Production Emphasis	18.13	4.39	16.50	4.38	0.81
7.	Thrust	24.13	6.73	21.58	6.45	0.84
8.	Consideration	15.25	3.62	12.58	5.30	1.34

The Table No. 4.33 shows the mean, S.D. and significance of difference between the mean scores of familiar and closed climates as perceived by the principals of secondary schools in Madras city with respect to the dimensions of organizational climate.

The t values are not significant in any one of the eight dimensions of organizational climate.

Table :4.34: Mean, S.D. and Significance of Difference Between the Mean Scores of Paternal and Closed Climates as perceived by the ^{principals of} Secondary Schools with respect to the Eight Dimensions of Organizational Climate

Sr. No.	Dismensions	Climates				t value
		Paternal		Closed		
		Mean	S.D.	Mean	S.D.	
1.	Disengagement	20.30	4.23	17.92	4.58	1.47
2.	Hindrance	13.40	2.68	12.33	3.31	0.94
3.	Esprit	24.30	5.47	26.00	6.01	0.80
4.	Intimacy	18.05	2.96	17.83	4.13	0.16
5.	Aloofness	19.55	2.87	19.17	1.99	0.44
6.	Production Emphasis	17.60	3.49	16.50	4.38	0.74
7.	Thrust	21.60	6.61	21.58	6.45	0.01
8.	Consideration	14.25	3.39	12.58	5.30	0.98

The Table No. 4.34 shows the mean, S.D. and significance of difference between the mean, scores of paternal and closed climates as perceived by the principals of secondary schools in Madras city with respect to the eight dimensions of organizational climate.

Here also the t values are not significant in any one of the eight dimensions of organizational climate. It may be interpreted that as these climates are towards the closed end of the continuum, there is no significant difference found between them.

While studying the t values in relation to various combinations of climate types as perceived by the principals of

secondary schools in Madras city. It is clear that they are perceiving most of the teacher behaviour dimensions as significant.

The teacher behaviour dimensions like disengagement, esprit and intimacy are significant at .05 level or .01 level in the different combinations of climate types as perceived by the principals.

The significant leader behaviour dimensions are the two positive dimensions of the leader behaviour, that is thrust and consideration.

Objective IV :

To study the highest and lowest mean scores as perceived by the teachers and principals in the eight dimensions, with respect to the climate types.

In the Table No. 4.35, the mean scores of eight dimensions with respect to the six types of organizational climate have been presented. These mean scores have been compared to study the differences occurring in the perception of teachers and principals.

The Table No. 4.35 shows the mean scores of the eight dimensions of organizational climate as perceived by the teachers and principals in the secondary schools in Madras city.

In the dimension disengagement the highest mean scores were found in autonomous climate as perceived by the teachers and principals, that is 21.14 and 22.80 respectively. The lowest mean score according to the teachers' perception was found in close climate, that is 19.64 while the lowest mean score as perceived by the principals' perception was found in the controlled climate that is 16.86.

In the dimension Hindrance the higher mean score was found in familiar climate as perceived by the teachers that is 15.95, while the highest mean score was found in open climate as perceived by the principals, that is 13.69 the lowest mean

Table :4.35: Mean Scores of Eight Dimensions of Organizational Climate as perceived by Teachers and Principals according to the Types of Organizational Climate in Madras City

Sr. No.	Dimensions	Types of Organizational Climates in Madras City											
		Open		Autonomous		Controlled		Familiar		Paternal		Closed	
		TR	PR	TR	PR	TR	PR	TR	PR	TR	PR	TR	PR
1.	Disengagement	20.43	19.17	21.14	22.80*	19.89	16.86**	19.79	18.63	19.90	20.30	19.64**	17.92**
2.	Hindrance	14.06	13.69*	15.05	13.20	13.93	13.43	15.95*	12.38	14.06	13.40	13.71**	12.33**
3.	Esprit	26.02	26.02	25.24	22.40**	24.43	24.57	27.53**	28.00**	25.95	24.30	25.69	26.00
4.	Intimacy	17.58	17.42	17.00	16.60**	16.89	19.29	19.87**	18.88*	17.26	18.05	17.41	17.83
5.	Alloofness	19.81	19.58	20.14	20.20*	20.99	19.86	21.92*	18.63**	20.28	19.55	19.56**	19.17
6.	Production Emphasis	19.27	16.83	17.38	17.40**	17.97	16.00	20.26*	18.13*	19.73	17.60	19.60	16.50
7.	Thrust	21.25	21.25	23.19	17.40**	18.82	19.86	22.00	24.13*	20.28	21.60	20.96	21.58
8.	Consideration	13.73	12.08	13.71	12.80	13.00	11.14**	14.92*	13.62	13.61	14.25*	13.46	12.58

TR = Teachers PR = Principals * High Score ** Low Score

score as perceived by the teachers was found in closed climate that is 13.71 and the lowest mean score as perceived by the principals was found in closed climate, that is 12.33.

Under the dimension esprit, the higher mean scores as perceived by the teachers and principals were found in the familiar climate, that is 27.53 and 28.00 respectively. The lowest mean score as perceived by teachers was found in controlled climate, that is 24.43, while the lowest mean score as perceived by principals was found in autonomous climate, that is 22.40.

Under the dimension intimacy the highest mean scores perceived by the teachers and principals were found in familiar climate that is 19.87 and 18.88 respectively. The lowest mean score as perceived by the teacher was found in controlled climate that is 16.89 and the lowest mean score as perceived by principals was found in autonomous climate, that is 16.60.

Under the dimension aloofness the highest mean score as perceived by the teachers was found in familiar climate that is 21.92 and the highest mean score as perceived by the principals was found in autonomous climate that is 20.20. The lowest mean score as perceived by the teachers was found in closed climate, that is 19.56 and lowest mean score as perceived by the principals was found in familiar climate, that is 18.63.

Under the dimension production emphasis the highest mean scores as perceived by the teachers and principals were found

in familiar climate, that is 20.26 and 18.63 respectively. The lowest mean score as perceived by the teachers was found in autonomous climate, that is 17.38 and the lowest mean score as perceived by the principals was found in controlled climate, that is 16.00.

Under the dimension thrust the highest mean score as perceived by the teachers was found in autonomous climate that is 23.19 and that as perceived by the principals was found in familiar climate, that is 24.13. The lowest mean score as perceived by the teachers was found in controlled climate, that is 18.82 while the lowest mean score as perceived by the principals was found in autonomous climate, that is 17.40.

Under the dimension consideration the highest mean score perceived by the teachers was found in familiar climate, that is 14.92 and the highest mean score as perceived by the principals was found in paternal climate, that is 14.25. The lowest mean scores as perceived by the teachers and principals were found in controlled climate that is 13.00 and 11.14 respectively.

One thing is very apparent from the Table No. 4.35 that is, the perception of the teachers and the principals is more or less same except in the case of few dimensions. In the dimensions namely disengagement, esprit, intimacy and production emphasis the perception of highest scores of principals and

teachers have been found in the same climate types. That means principals as well as teachers have perceived all the four dimensions as high.

In the case of consideration, the lowest mean score was perceived by the teachers and principals in the controlled climate. In the dimensions thrust and aloofness the mean scores perceived are found to be somewhat contradicting and it needs further investigation.

In the dimension hindrance all the major variations are being observed in the perception of higher and lowest mean scores, by the teachers and principals in various types of climate. Further investigation in the case of hindrance, aloofness and thrust is needed to understand these variations and contradictions.

Objective V :

"To measure, to identify and to classify the leadership behaviour patterns of the principals in the secondary schools as perceived by the teachers and principals and to find out the perceptual differences between them.

The following table describes the classification of four types of leadership behaviour patterns as perceived by the teachers and principals (Ideal and Real) and their comparisons.

Table :4.36: Percentage of Schools having the Four Different Patterns of Leadership Behaviours as perceived by the Principals (Ideal and Real Self) and Teachers (Ideal and Real Staff) among the Sampled 100 Schools in Madras City and the Perceptual Differences Between Them.

Patterns of Leadership Behaviour	Principals' Perception		Difference	Teachers' Perception		Difference
	Ideal Self	Real Self		Ideal Staff	Real Staff	
HH	63	51	12	49	38	11
HL	12	15	3	9	14	5
LH	15	18	3	12	13	1
LL	10	16	6	30	35	5

(The numbers in the columns indicates percentage)

The Table No. 4.36 describes the percentage of schools having the four different types of leadership behaviour patterns as perceived by the principals and teachers ideally and really. A graphical representation of this is shown in Graph No. 4.3.

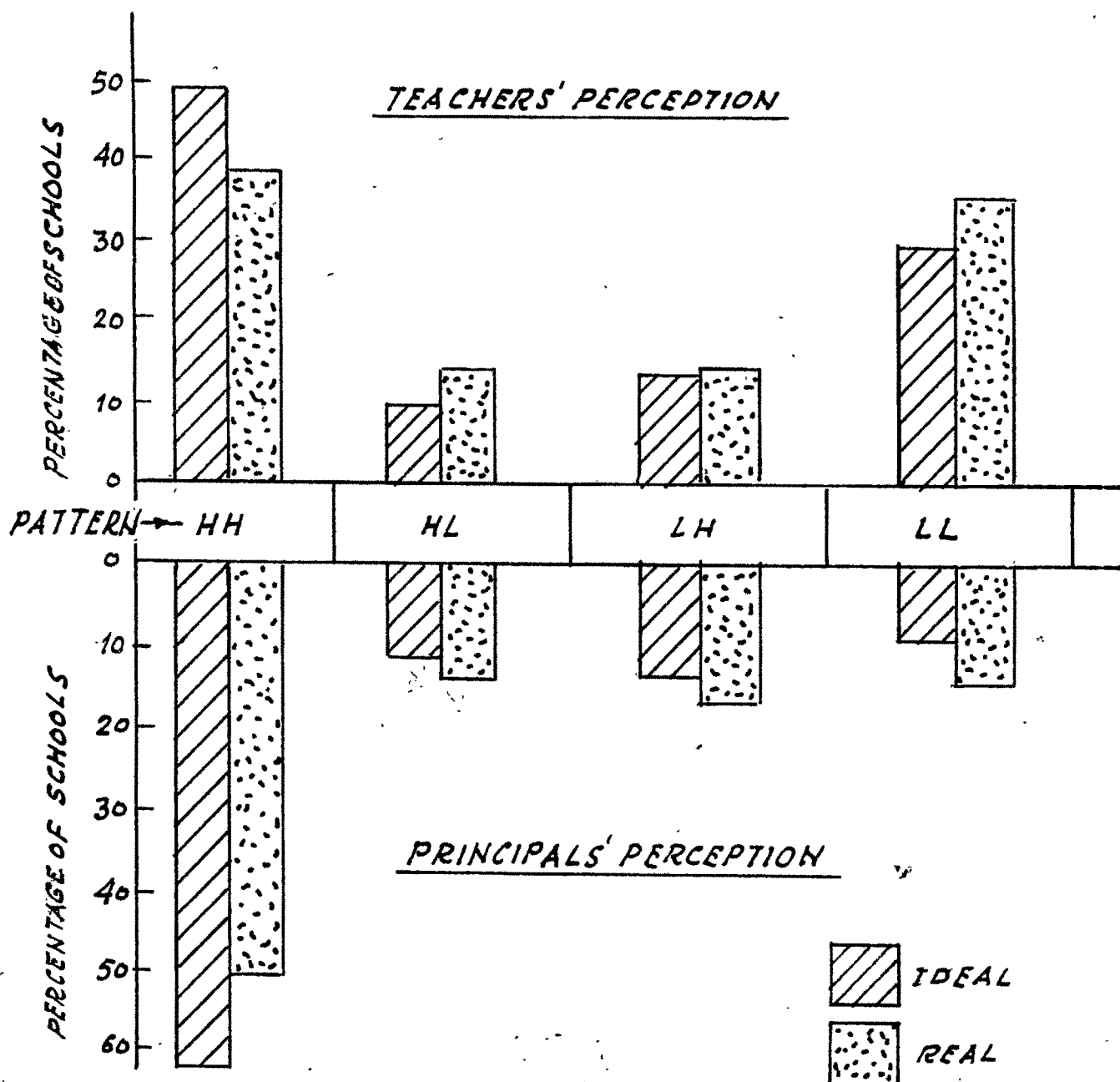
In the HH pattern of leadership behaviour according to the principals' ideal self perception, it is 63 percent. But according to his real self perception it is 51 percent. Hence the perceptual difference between the ideal and real self perception is 12.

According to the ideal staff perception of the teachers, the HH pattern of leadership is 49 percent. But in reality (real staff), it is only 38 percent. The perceptual difference is 11.

The perceptual difference of the principals, ideal and real self in the HH pattern of leadership behaviour is 12 and the perceptual difference of the teachers, ideal and real staff in the HH pattern of leadership behaviour is 11. Hence there is a vast gap between the ideal and real self, and ideal and real staff according to the perception of principals and teachers in the HH pattern of leadership behaviour.

This difference could be justified as always ideal is higher than the reality. The progressive leadership has higher goals. Under the effective HH pattern of leadership behaviour

GRAPH-4-3-SHOWING PERCENTAGE DISTRIBUTION OF THE
FOUR DIFFERENT PATTERNS OF LEADERSHIP BEHAVIOUR AS PERCEIVED
BY THE PRINCIPALS' IDEAL AND REAL SELF AND 222
TEACHERS' IDEAL AND REAL STAFF



one could easily perceive from the Table No. 4.36 that the principalship is looking towards higher goals for achievement as the difference is 12 and 11 respectively in principals' and teachers' ideal and real perception.

While studying the HL pattern of leadership perception, according to the principals' ideal self, the percentage of schools is only 12. But according to the real self perception of the principals it is 15 percent. There is a difference of 3. Hence the real perception is more than the ideal perception. It is a reverse case.

In the case of teachers' perception also the difference is reverse. It is 9 percent according to ideal staff, and 14 percent in real staff perception. The perceptual difference is 5. Here the principals perceive that there are 12 percent of schools according to his ideal self perception in the HL pattern of leadership behaviour but they are 15 percent in reality. Likewise the teachers perceive that there are only 9 percent of schools in HL pattern of leadership behaviour according to their ideal staff perception but they are 14 percent in reality.

Always one can see that the ideal is higher than the reality. But here it is surprising to see that the real is more than the ideal. According to the principals' perception there is a difference of only 3 while in the case of teachers'

perception the difference is 5. This could be interpreted as a negative difference. As earlier pointed out ideal always help a person to go further. In case of lower ideal perception, there is less scope for progress. However, here the principals and the teachers have higher initiation but consideration is lower, that may be affecting the perception of reality as higher than the ideal. In this case a further investigation would help to clarify this difference.

In the case of LH pattern of leadership behaviour, the ideal self perception of the principal is 15 percent. But according to the real self perception of the principals, it is 18 percent. Here again there is a perceptual difference of 3. Just like the HL pattern, the real is more than the ideal in the LH pattern also.

According to the teachers' perception the percentage of schools having LH pattern of leadership behaviour in ideal, is less than that in real. Ideal staff perception is 12 percent and real staff perception is 13 percent. But here the perceptual difference is only 1.

Hence the difference between ideal and real is 3 and 1 respectively according to the principals' and teachers' perception with respect to the LH pattern of leadership behaviour.

The LH pattern of leadership behaviour means lower score in initiation structure and higher score in consideration. The

The difference conveys that reality is more than the ideal and so it is also a reverse case which needs further investigation.

In both the above discussed patterns (HL and LH) in the perception of reality, the leader is over estimating his ownself and neglects the self improvement. In that case it may be so that the perception of the reality which has emerged in the Table No.4.36 may be due to the over estimated perception of the leadership behaviour by the principals and teachers.

With respect to the LL pattern of leadership behaviour according to the principals' ideal self perception it is only 10 percent. But according to his real self perception it is 16 percent. The perceptual difference is 6. Hence the principals perceive that only 10 percent of schools are having LL pattern of leadership, but in reality it is obvious that 16 percent of schools among the sampled 100 schools are having LL pattern of leadership behaviour.

According to the ideal perception of teachers 30 percent of schools are having LL pattern of leadership behaviour. But according to their real perception one could see from the Table No. 4.36 that 35 percent of schools are having LL pattern of leadership behaviour.

As the LL pattern of leadership behaviour is a negative type, having low scores in both initiation structure and

consideration, it is better if the real is less than the ideal. But it is more in real than the ideal according to the teachers' perception and also according to the principals' perception. The perceptual differences between the ideal and real according to the perception of principals and that of the teachers are 6 and 5 respectively.

The principals and teachers perceive the LL pattern of leadership behaviour as low in ideal, but it is high in reality. This means that the principals and teachers ideally think that there should be less percentage of LL pattern of schools. But in reality they are more. It is self evident from the Table No. 4.36 that LL pattern of leadership behaviour is higher in reality than the ideal scores. Here it means that they have conscious to reduce the percentage of LL pattern of leadership. That means they might be aware of their weak leadership in reality by accepting that they would like to minimize the percentage of ineffective pattern of leadership behaviour namely the LL pattern.

While comparing the HH pattern and LL pattern of leadership behaviour as perceived by the principals and teachers, the investigator found very interesting and positive findings.

From the Table No. 4.36 it is clearly interpreted that the principals would like to have more schools under HH pattern and less schools under LL pattern that is 63 percent and 10 percent

respectively. But in reality it is found to be 51 percent and 16 percent in the cases of HH and LL patterns.

Likewise according to the perception of teachers also the HH pattern and LL pattern in ideal are 49 percent and 30 percent, but they are 38 percent and 35 percent in reality.

Hence there is a great perceptual gap between the ideal self and real self as well as between the ideal staff and real staff. The difference is double in the cases of HH and LL patterns of leadership behaviour.

Objective VI :

To find out the differences in the various combinations of ideal and real self, and ideal and real staff perceptions with respect to the four patterns of leadership behaviour.

Under this objective the mean scores of the four patterns of leadership behaviours as perceived by the teachers and principals (ideal and real) with respect to the initiation structure and consideration have been studied.

In the Table No. 4.37 the mean scores on initiation structure and consideration as perceived by the teachers (ideal and real staff) are tabulated according to leadership behaviour patterns - HH, HL, LH and LL. The perceptual difference between the ideal and real staff on both the dimensions are also shown. It is observed from the Table No. 4.37 that the differences in the perception of ideal and real staff on initiation structure

Table :4.37: Mean Scores of the Four Patterns of Leadership Behaviour as perceived by the Teachers (Ideal Staff) and (Real Staff) with respect to the Initiation Structure and Consideration and the Differences Between Them

Patterns of Leadership Behaviour	Initiation Structure		Difference		Consideration		Difference
	Ideal Staff	Real Staff	Ideal Staff	Real Staff	Ideal Staff	Real Staff	
1. HH	43.30	40.00	3.30	40.87	37.41	3.46	
2. HL	42.54	40.70	1.84	41.41	36.27	5.14	
3. LH	42.77	38.16	4.61	40.14	34.70	5.44	
4. LL	42.72	38.86	3.86	39.20	35.55	3.65	

in HH, HL, LH and LL patterns are 3.30, 1.84, 4.61 and 3.86 respectively. The difference is high in LH pattern of leadership behaviour, while it is low in HL pattern of behaviour. The perceptual differences in the HH and LL patterns are moderate.

In the dimension of consideration the perceptual differences according to HH, HL, LH and LL patterns of leadership behaviour are 3.46, 5.14, 5.44 and 3.65 respectively. The perceptual difference is high in LH pattern and it is low in HH pattern of leadership behaviour.

It is observed from the above table that the ideal perceived is higher than the real in both initiation structure and consideration by the teachers of secondary schools in Madras city.

That shows the ideal is higher than the real. Generally in reality also it is very obvious to note the same way of establishing higher ideals and people through their behaviour modifications are trying to reach the ideal. Similarly it can be so, in case of the above behaviour patterns. But this needs further investigation regarding the ideal and real self perception.

In the Table No. 4.38 the mean scores on initiation structure and consideration as perceived by the principals (Ideal and Real Self) are tabulated according to leadership behaviour patterns - HH, HL, LH and LL. The perceptual

Table :4.38: Mean Scores of the Four Patterns of Leadership Behaviour as perceived by the Principals (Ideal and Real Self) with respect to Initiation Structure and Consideration and the Differences Between Them.

Sr.No.	Patterns of Leadership Behaviour	Initiation Structure		Difference	Consideration		Difference
		Ideal Self	Real Self		Ideal Self	Real Self	
1.	HH	45.16	47.75	- 2.59	44.32	47.60	- 3.28
2.	HL	44.42	50.67	- 6.25	43.42	44.50	- 1.08
3.	LH	45.00	46.60	- 1.60	43.20	46.27	- 3.07
4.	LL	44.80	46.50	- 1.70	47.00	47.80	- 0.80

differences between the ideal and real self on both the dimensions are also given. It is observed from the Table No. 4.38 that the differences in the perception of ideal and real self on initiation structure in HH, HL, LH and LL patterns are 2.59, 6.25, 1.60 and 1.70 respectively. The difference is found to be high in HL pattern of leadership behaviour, while it is found to be low in LH and LL patterns. The perceptual difference is moderate in HH pattern of leadership behaviour.

In the dimension of consideration the perceptual differences according to HH, HL, LH and LL patterns of leadership behaviour are 3.28, 1.08, 3.07 and 0.80 respectively. The difference is low in HL and LL patterns of leadership behaviour and it is high in HH pattern of leadership behaviour.

From this table one can obviously interpret that in the case of higher perceptual gap the ideal becomes unattainable or distant. In the case of lower perceptual difference there is no challenge or goal established for attainment while in the case of moderate perceptual difference between ideal and real self the goal is giving moderate motivation for reaching the ideal and this moderate perceptual difference is found in the HH pattern of leadership which is the most effective pattern of leadership behaviour. Thus the investigator's findings support the moderate perceptual difference between the ideal and real self as perceived by the principals.

Regarding the dimension consideration it can be interpreted that in the HL and LL patterns, where the perceptual difference is found to be very low, they are ineffective leadership behaviour in the absence of any ideal, while in the case of LH pattern the perceptual difference is moderate. This is a surprising result which can be further investigated.

In the HH pattern also the perceptual difference is moderate which again supports the finding that the difference between ideal and real self should be moderate, as it provides a little challenge and risk to the person to attain the ideal.

The Table No. 4.39 shows the mean scores on initiation structure and consideration as perceived by the principals ideal self and teachers ideal staff and the perceptual differences between them according to leadership behaviour patterns HH, HL, LH and LL. The perceptual differences between the ideal self and ideal staff on initiation structure in HH, HL, LH and LL patterns are 1.86, 1.88, 2.23 and 2.08 respectively. The difference is high in LH pattern and low in HH and HL patterns of leadership behaviour. It is nearly equal to LH pattern in the LL pattern.

In the dimension of consideration the perceptual difference according to HH, HL and LH and LL patterns of leadership

Table :4.39: Mean Scores of the Four Patterns of Leadership Behaviours as perceived by the Principals, Ideal Self and Teachers Ideal Staff with respect to the Initiation Structure and Consideration and the Differences Between them.

Sr.No.	Patterns of Leadership Behaviours	Initiation Structure		Consideration		Difference
		Ideal Self	Real Staff	Ideal Self	Ideal Staff	
1.	HH	45.16	43.30	44.33	40.87	3.45
2.	HL	44.42	42.54	43.42	41.41	2.01
3.	LH	45.00	72.77	43.20	40.14	3.06
4.	LL	44.80	42.72	47.00	39.20	7.80

behaviour are 3.45, 2.01, 3.06 and 7.80 respectively. The difference is high in LL pattern and it is low in HL pattern of leadership behaviour. It is moderate in HH and LH patterns of leadership behaviour.

In all the four patterns of leadership behaviour the principals' ideal self perception is higher than the teachers' ideal staff perception. On both the dimensions, that is initiation structure and consideration the ideal mean scores of the principals are higher than the ideal mean scores of the teachers.

This means that the principals are perceiving themselves as more ideal than the teachers in all the four patterns of leadership behaviour is HH, HL, LH and LL. He is perceiving himself as higher in both the dimensions, that is initiation structure and consideration than the teachers according to his ideal self mean scores.

From the above discussion, it is clearly evident that Principals' expectations differ from teachers' expectations and principals expectations are higher than the teachers' expectations.

The Table No. 4.40 shows the mean scores on initiation structure and consideration as perceived by the principals' real self and teachers' real staff and the perceptual differences between them according to the four leadership behaviour patterns HH, HL, LH and LL. It is observed from the Table No. 4.40 that

Table :4.40: Mean Scores of the Four Patterns of Leadership Behaviour as perceived by the Principals Real Self and Teachers Real Staff with respect to the Initiation Structure and Consideration and the Differences Between Them

Sr.No.	Patterns of Leadership Behaviour	Initiation Structure		Difference	Consideration		Difference
		Real Self	Real Staff		Real Self	Real Staff	
1.	HH	47.75	40.00	7.75	47.60	37.41	10.19
2.	HL	50.67	40.70	9.97	44.50	36.27	8.23
3.	LH	46.60	38.16	8.44	46.27	34.70	11.57
4.	LL	46.50	38.86	9.64	47.80	35.55	12.25

the perceptual differences are 7.75, 9.97, 8.44 and 9.64 in the initiation structure with respect to the patterns of HH, HL, LH and LL. The perceptual difference is high in HL pattern of leadership behaviour and low in HH pattern of leadership behaviour. It is moderate in the LH pattern and nearly equal to HL pattern in the LL pattern.

In the dimension of consideration the perceptual differences according to HH, HL, LH and LL patterns of leadership behaviour are 10.19, 8.23, 11.57 and 12.25 respectively. The difference is high in the LL pattern, moderate in HH pattern and low in the HL pattern of leadership behaviour.

The perception of reality by the principals' real self perception is perceived to be higher than the real staff perception. Surprisingly in the category of LL pattern of leadership behaviour in the consideration dimension, there is highest perceptual difference and this needs further investigation.

From the above discussion it is clear that the principals' perception as to how they actually behave is higher than the teachers perception of how their principals are actually behaving. And this difference is found to be very high in the LL pattern of leadership behaviour.

The Table No. 4.41 shows the mean scores on initiation structure and consideration as perceived by the teachers' ideal staff and principals' ideal self and the perceptual differences between them in the four patterns of leadership behaviour - HH, HL, LH and LL. The differences in the initiation structure are 4.45, 8.13, 3.83 and 3.78 respectively in HH, HL, LH and LL patterns. The difference is high in the HL pattern and low in the LH and LL patterns. It is moderate in the HH pattern of leadership behaviour.

In the dimension of consideration the differences are 6.73, 3.09, 6.13 and 8.60 respectively in the HH, HL, LH and LL patterns of leadership behaviour. The difference is high in the LL pattern and low in the HL pattern and moderate in the HH and LH patterns of leadership behaviour.

In both the dimensions initiation structure and consideration the real self perception of the principals is more than the ideal staff perception of the teachers'.

This means that the principals are perceiving themselves as higher than the teachers, in all the four patterns of leadership behaviours, while comparing the real self and ideal staff mean scores.

Interestingly here it can be observed that the principals' perception of how they are really behaving is higher than the teachers expectations as to how they should behave.

Table :4.41: Mean Scores of the Four Patterns of Leadership Behaviour as perceived by the Teachers - Ideal Staff and Principals' - Real Self with respect to the Initiation Structure and Consideration and the Differences Between Them.

Sr.No.	Patterns of Leadership Behaviour	Initiation Structure		Difference	Consideration		Difference
		Ideal Staff	Real Self		Ideal Staff	Real Self	
1.	HH	43.30	47.75	-4.45	40.87	47.60	-6.73
2.	HL	42.54	50.67	-8.13	41.41	44.50	-3.09
3.	LH	42.77	46.60	-3.83	40.14	46.27	-6.13
4.	LL	42.72	46.50	-3.78	39.20	47.80	-8.60

This shows that there is a wide range of difference between the principals' real and teachers' ideal perception.

The Table No. 4.42 shows the mean scores on the initiation structure and consideration as perceived by the principals - ideal self and teachers real staff and the perceptual differences between them in the four patterns of leadership behaviour namely HH, HL, LH and LL. The perceptual differences are 5.16, 3.72, 6.84 and 5.94 respectively in the patterns HH, HL, LH and LL. It is high in the LH pattern low in the HL pattern and moderate in the other two patterns namely HH and LL regarding the initiation structure.

In the dimension of consideration the perceptual differences are 6.91, 7.15, 8.50 and 11.45 respectively in HH, HL, LH and LL patterns of leadership behaviour. The difference is more in LL pattern, less in HH pattern and moderate in HL and LH patterns of leadership behaviour.

In both the dimensions, initiation structure and consideration the ideal self perception of the principals is more than the real staff perception of the teachers.

This means that the principals are perceiving themselves as higher than the teachers while comparing the ideal self and real staff mean scores in the four patterns of leadership behaviour.

Obviously the principals expectations about the behaviour are found higher, than the perception of teachers, about how they actually behave.

Table :4.42: Mean Scores of the Four Patterns of Leadership Behaviours as perceived by the Principals - Ideal Self and Teachers - Ideal Staff with respect to the Initiation Structure and Consideration and the Differences Between Them.

Sr.No.	Patterns of Leadership Behaviour	Initiation Structure		Difference	Consideration		Difference
		Real Self	Real Staff		Ideal Self	Real Staff	
1.	HH	45.16	40.00	5.16	44.32	37.41	6.91
2.	HL	44.42	40.70	3.72	43.42	36.27	7.15
3.	LH	45.00	38.16	6.84	43.20	34.70	8.50
4.	LL	44.80	38.86	5.94	47.00	35.55	11.45

From the tables and discussions under the Objective VI, it is clear that the principals are perceiving themselves to be higher than the teachers on both the dimensions of leadership behaviour, both ideally and really as the mean scores of the principals are always found to be more than that of the teachers.

Objective VII :

To measure, to identify and to classify the task and person oriented leadership styles as perceived by the teachers and principals and to find out the perceptual differences between them.

In the subsequent section the investigator has presented the percentage distribution of identified schools under the four patterns of leadership styles as perceived by the teachers and principals.

Frequency distribution of the three levels of scores on both the dimensions (task and person) as perceived by the principals have been presented.

Further the investigator has studied the range between the highest and lowest scores on both the dimensions (task and person) as perceived by the teachers and principals.

The mean score comparison of both the dimensions (task and person) as perceived by teachers and principals has also been studied in this section.

Table :4.43: Percentage of Schools according to the Four Patterns of Task and Person Oriented Leadership Styles as perceived by the Teachers and Principals in the Schools of Madras City and the Perceptual Differences Between Them.

Patterns of Task and Person Oriented Leadership Styles	Perception of the		Difference
	Teachers	Principals	
HH	35	41	6
HL	6	8	2
LH	10	12	2
LL	49	39	10

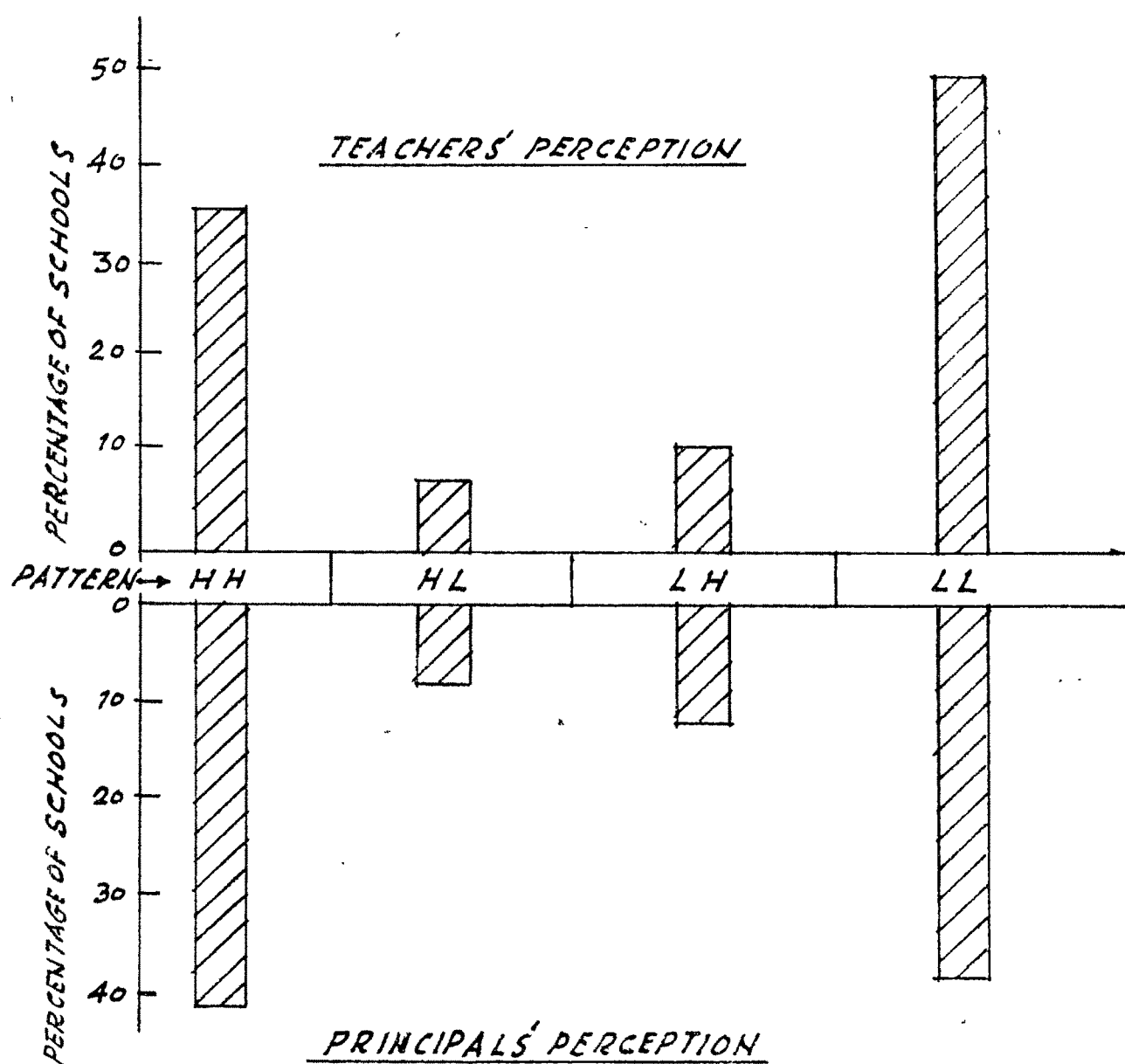
(The numbers in the columns show the percentage)

The Table No. 4.43 shows the percentage of schools having the four patterns of task and person oriented leadership styles as perceived by the teachers and principals and the perceptual differences between them. A graphical representation of this is shown in Graph No. 4.4

According to the teachers' perception 35, 6, 10 and 49 percent of schools are having HH, HL, LH and LL styles of leadership respectively. According to the principals' perception 41, 8, 12 and 39 percent of schools are having HH, HL, LH and LL styles of leadership styles respectively.

While comparing the perception of teachers and principals in the HH pattern of leadership style, teachers perceive less percentage (35) of schools and principals perceive more percentage (41) of schools having HH pattern of leadership styles. Hence the

GRAPH-4.4 - SHOWING PERCENTAGE DISTRIBUTION OF SCHOOLS ACCORDING TO THE FOUR PATTERNS OF TASK AND PERSON ORIENTED LEADERSHIP STYLES AS PERCEIVED BY THE TEACHERS AND PRINCIPALS



perceptual difference is 6.

Under the LL pattern of leadership style, the teachers perceive 49 percentage of schools while the principals perceive 39 percentage of schools having LL pattern of leadership style. The perceptual difference is more in this style as it is 10.

The teachers perceive 6 percent and 10 percent of schools having HL and LH styles of leadership while the principals perceive 8 percent and 12 percent of schools having HL and LH styles of leadership respectively. The perceptual difference is 2 in both HL and LH patterns of leadership styles.

From the Table No. 4.43, it is clearly evident that the teachers are perceiving more percentage of schools in the LL styles of leadership and less percentage of schools in the HH styles of leadership, while the principals are perceiving more percentage of schools in HH style of leadership and less percentage of schools in the LL style of leadership.

Here it is obvious to note that the perceptual differences are found on the two extreme ends of the leadership style continuum.

The Table No. 4.44 shows the number of principals having low, moderate and high scores in the task and person oriented leadership styles as perceived by the principals.

Table :4.44: Number of Principals according to Low, Moderate and High Levels in the Task and Person Oriented Leadership Styles as perceived by the Principals

Levels of Scores	Class Intervals of Scores	Frequency Distribution	
		Task	Person
Low	0 - 30	0	0
Moderate	31 - 60	62	19
High	61 - 90	38	81

(N = 100)

According to Mc Gregor 45 is the moderate score. The principals perceive that 62 of them are moderately task oriented while only 38 of them are highly task oriented. They perceive that 81 of them are highly person oriented while 19 of them are moderately person oriented.

It is evident from the table that the principals perceive themselves to be highly person oriented and moderately task oriented.

Table :4.45: Range Between the Highest and Lowest Scores as perceived by the Teachers and Principals in the Task and Person Oriented Leadership Styles

Level	Task			Person		
	Teacher	Principal	Diff.	Teacher	Principal	Diff.
High	90	75	15	80	84	4
Low	49	40	9	33	49	16

According to the above Table No. 4.45, the highest task score as perceived by the teachers is 90 while it is 75 as perceived by the principals. According to Mc Gregor 90 is the

is the maximum score in the task oriented leadership style and so the teachers have perceived their principals as having maximum task oriented leadership style. The lowest task score perceived by the teachers is 49 while it is 40 as perceived by the principals. There is a difference of 9 in the low task scores but there is a difference of 15 in the high task scores as perceived by the teachers and principals.

The highest score perceived by the teachers in the person oriented leadership style is 80 and it is 84 as perceived by the principals and the difference between them is 4. The lowest score perceived by the teachers in the person oriented leadership style is 33 while it is 49 as perceived by the principals and the difference is 16. The principals perceive themselves to have 49 as their lowest person score while the teachers perceive their principals to have 49 as their lowest task score. The highest scores as perceived by the principals in the task and person oriented leadership styles are 75 and 84 respectively. The highest scores as perceived by the teachers in the task and person oriented leadership styles are 90 and 80 respectively. According to the principals perception the highest task score is only 75, while it is 90 according to the teachers' perception. According to the principals perception the highest person score is 84, while it is 80 according to the teachers perception.

Here it is quite obvious to find that the principals are perceiving themselves to have high person oriented leadership style and less task oriented leadership style according to

their own self perception. But the teachers perceive their principals to have more task oriented leadership style and less person oriented leadership style according to their own staff perception.

The range of the high and low scores as perceived by the teachers and principals with respect to task and person oriented leadership styles have been plotted graphically in the Graph No. 4.5 where parallel lines are found for teachers' and principals' perception.

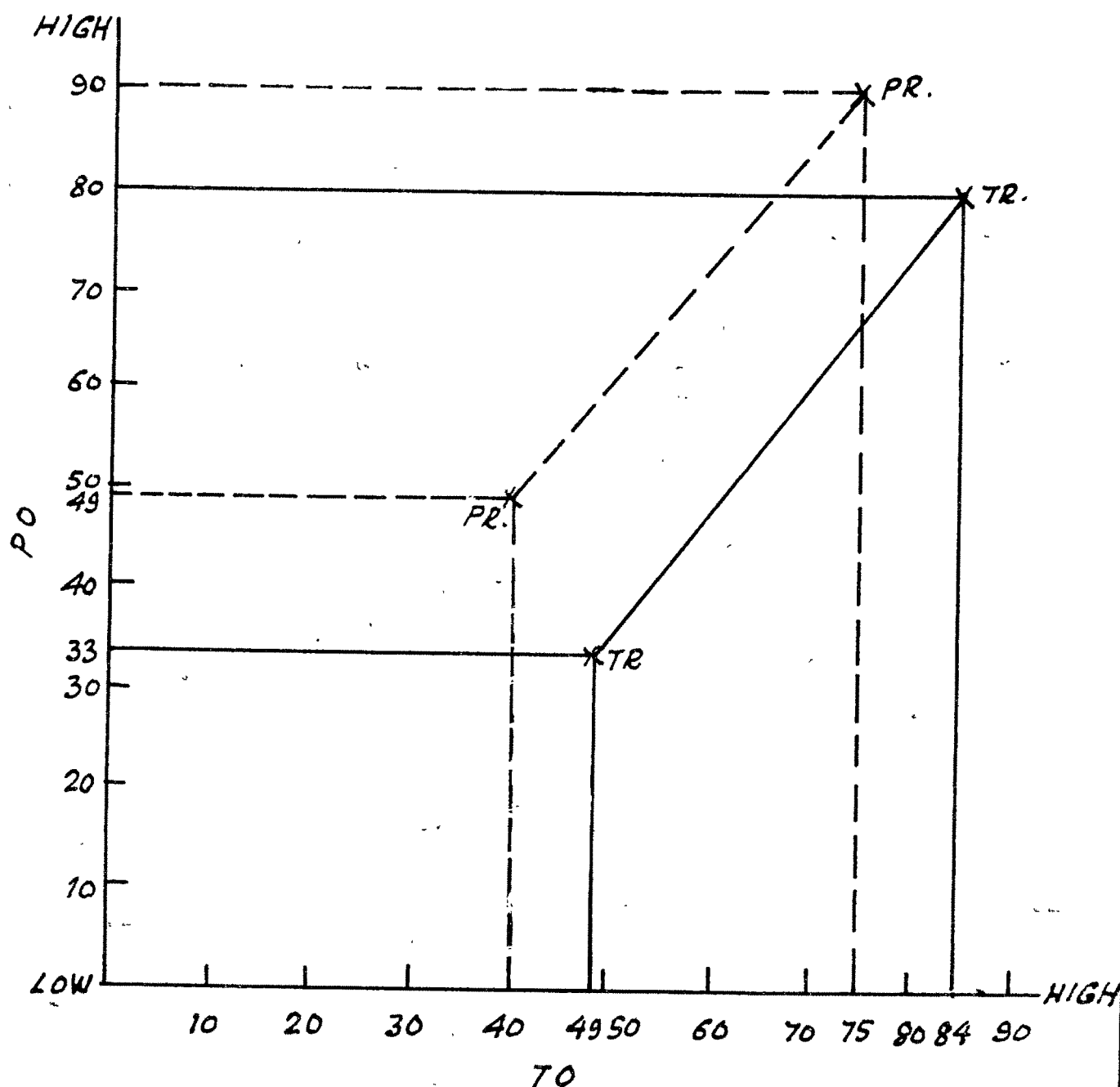
Table :4.46: Mean Scores of the Task and Person Oriented Leadership styles according to the Perception of Teachers and Principals in the Secondary Schools in Madras City

	Mean Scores	
	Task	Person
Teachers	64	59
Principals	57	68

The Table No. 4.46 shows the mean scores of teachers and principals with respect to task and person oriented leadership styles. The mean score according to the perception of the teachers in the task oriented leadership style is 64 while it is 57 according to the perception of the principal. The mean score according to the perception of the teachers in the person oriented leadership styles is 59 but it is 68 according to the perception of the principals.

GRAPH 4-5 - RANGE OF THE HIGH AND LOW SCORES AS PERCEIVED BY THE TEACHERS AND PRINCIPALS WITH- RESPECT TO TASK AND PERSON ORIENTED LEADERSHIP STYLES.

248



PO = PERSON ORIENTED SCORES
 TO = TASK ORIENTED SCORES
 --- RANGE OF PRINCIPALS' PERCEPTION
 ——— RANGE OF TEACHERS' PERCEPTION

From the Table No. 4.46 it is obvious that the teachers are perceiving their principals to be more task oriented and less person oriented, while the principals are perceiving themselves as less task oriented and more person oriented.

From the above discussion it is clear that there is more perceptual difference between the teachers and principals on both the dimensions of task and person oriented leadership styles.

Objective VIII :

To study the perception of the principals on task and person oriented dimensions of leadership styles with respect to the various combinations of climate types.

Under this objective the mean, S.D. and t values of task and person dimensions with respect to the different combinations of climate types are studied.

The investigator has not presented the study of the perception ~~difference~~ of the teachers on task and person oriented leadership styles with respect to the combination of climate types as the t values are not found significant.

Table :4.47: Mean, S.D. and Significance of Difference Between the Mean scores of Open and Autonomous Climates with respect to the Task and Person Oriented Leadership Styles as perceived by the Principals of Secondary Schools in Madras City

Leadership Styles	Open Climate		Autonomous Climate		t value
	Mean	S.D.	Mean	S.D.	
Task	56.73	7.68	49.20	4.97	3.03 **
Person	67.71	7.47	61.40	3.85	3.11 **

** Significant at .01 level

The Table No. 4.47 shows the mean, S.D. and significance of difference between the mean scores of open and autonomous climates with respect to the task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t values are significant at .01 level in both task and person oriented leadership styles. The mean scores are found high in open climate type than the autonomous climate type on both the dimensions. This shows that the task oriented and person oriented leaderships are significantly responsible for developing the open climate type in schools while comparing the open and autonomous climate types as perceived by the principals of secondary schools in Madras city.

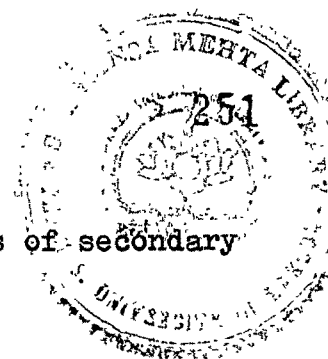
Table :4.48: Mean, S.D. and Significance of Difference Between the Mean Scores of Open and Controlled Climate Types with respect to the Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Style	Open Climate		Controlled climate		t value
	Mean	S.D.	Mean	S.D.	
Task	56.73	7.68	64.71	7.20	2.72 **
Person	67.71	7.47	74.14	7.73	2.07 *

* Significant at .05 level

** Significant at .01 level

Table No. 4.48 shows the mean, S.D. and significance of difference between the mean scores of open and controlled climate types with respect to the task and person oriented



leadership styles as perceived by the principals of secondary schools in Madras city.

The t value is significant at .01 level with respect to task oriented leadership style and it is significant at .05 level with respect to person oriented leadership style. The mean score is more in controlled climate in both task and person oriented leadership styles.

This shows that task oriented leadership style is significantly responsible at .01 level in developing the controlled climate type school while comparing the open and controlled types of climates as perceived by the principals of secondary schools in Madras city. The person oriented leadership style is significantly responsible at .05 level in developing the controlled climate type of school while comparing the open and controlled climate types as perceived by the principals of secondary schools in Madras city.

Table :4.49: Mean, S.D. and Significance of Difference Between the Mean Scores of Open and Familiar Climates with respect to the Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Style	Open Climate		Familiar Climate		t value
	Mean	S.D.	Mean	S.D.	
Task	56.73	7.68	56.00	10.64	0.19
Person	67.71	7.47	70.75	11.32	0.73

Table No. 4.49 shows the mean, S.D. and significance of difference between the mean scores of open and familiar climates

with respect to the task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t values are not significant in both task and person oriented leadership styles. This means that the task and person oriented leadership styles are not significantly responsible for developing open and familiar climate types of schools.

Table :4.50: Mean, S.D. and Significance of Difference Between the Mean Scores of Open and Paternal Climate Types with respect to the Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Styles	Open Climate		Paternal Climate		t value
	Mean	S.D.	Mean	S.D.	
Task	56.73	7.68	56.20	6.83	0.28
Person	67.71	7.47	66.10	9.04	0.70

The Table No. 4.50 shows the mean, S.D. and significance of difference between the mean scores of open and paternal climate types with respect to the task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t values are not significant in any one of the two leadership styles and this shows that the task and person oriented leadership styles do not play a significant role

while comparing the open and paternal climates.

Table :4.51: Mean, S.D. and Significance of Difference Between the Mean Scores of Open and Closed Climates with respect to the Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Styles	Open Climate		Closed Climate		t value
	Mean	S.D.	Mean	S.D.	
Task	56.73	7.68	61.00	7.08	1.84
Person	67.71	7.47	74.67	7.29	2.94 **

** Significant at .01 level

The Table No. 4.51 shows the mean, S.D. and significance of difference between the mean scores of open and closed climates with respect to the task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t value is significant at .01 level in the person oriented leadership style. The mean score is found high in Closed climate type on person oriented dimension of leadership. This shows that the person oriented leadership style is significantly responsible for developing the closed climate type of school while comparing the open and closed climate types as perceived by the principals of secondary schools in Madras city.

Table :4.52: Mean, S.D. and significance of Difference Between the Mean Scores of Autonomous and Controlled Climates with respect to the Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Styles	Autonomous Climate		Controlled Climate		t value
	Mean	S.D.	Mean	S.D.	
Task	49.20	4.97	64.71	7.20	4.41 **
Person	61.40	3.85	74.14	7.73	3.76 **

** Significant at .01 level

The Table No. 4.52 shows mean, S.D. and significance of difference between the mean scores of autonomous and controlled climates with respect to the task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t values are significant at .01 level in both the task and person oriented leadership styles. In both the cases the mean scores are higher in controlled climate than that of autonomous climate. This shows that the task oriented and person oriented leadership styles are significantly responsible for developing the controlled climate type of school while comparing the autonomous and controlled climate types as perceived by the principals of secondary schools in Madras city.

Table :4.53: Mean, S.D. and Significance of Difference Between the Mean Scores of Autonomous and Familiar Climates with respect to the Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Styles	Autonomous Climate		Familiar Climate		t value
	Mean	S.D.	Mean	S.D.	
Task	49.20	4.97	56.00	10.64	1.56
Person	61.40	3.85	70.75	11.32	2.15 *

* Significant at .05 level

The Table No. 4.53 shows the mean, S.D. and significance of difference between the mean scores of autonomous and familiar climates with respect to the task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t value is significant at .05 level in the person oriented leadership style. The mean score is found higher in the familiar climate type on person oriented dimension. This shows that the person oriented leadership style is significantly responsible for developing the familiar climate type of schools while comparing the autonomous and familiar climate types as perceived by the principals of secondary schools in Madras city.

Table :4.54: Mean, S.D. and Significance of Difference Between the Mean Scores of Autonomous and Paternal Climates with respect to Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Styles	Autonomous Climate		Paternal Climate		t Value
	Mean	S.D.	Mean	S.D.	
Task	49.20	4.97	56.20	6.83	2.60 *
Person	61.40	3.85	66.10	9.04	1.77

* Significant at .05 level

The Table No. 4.54 shows the mean, S.D. and significance value of difference between the mean scores of autonomous and paternal climates with respect to task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t value is significant at .05 level in the task oriented leadership style. The mean score is found higher in paternal climate than that of the autonomous climate on task oriented dimensions of leadership. This shows that the task oriented leadership style is significantly responsible for developing the

the paternal climate type of school while comparing the autonomous and paternal climates as perceived by the principals of secondary schools in Madras city.

Table :4.55: Mean, S.D. and Significance of Difference Between the Mean Scores of Autonomous and Closed Climate with respect to the Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Style	Autonomous Climate		Closed Climate		t value
	Mean	S.D.	Mean	S.D.	
Task	49.20	4.97	61.00	7.08	3.91 **
Person	61.40	3.85	74.67	7.29	4.88 **

** Significant at .01 level

The Table No. 4.55 shows the mean, S.D. and significance of difference between the mean scores of autonomous and closed climates with respect to the task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t values are significant at .01 level in both the task and person oriented leadership styles. The mean scores are higher in closed climate than that of the autonomous climate type. It means, task and person oriented leadership styles are significantly responsible for developing closed climate type of schools while comparing the autonomous and closed climates as perceived by the principals of secondary schools in Madras city.

Table :4.56: Mean, S.D. and Significance of Difference Between the Mean Scores of Controlled and Familiar Climates with respect to Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Styles	Controlled Climate		Familiar Climate		t-value
	Mean	S.D.	Mean	S.D.	
Task	64.71	7.20	56.00	10.64	1.88
Person	74.14	7.73	70.75	11.32	0.68

The Table No. 4.56 shows the mean, S.D. and significance of difference between the mean scores of controlled and familiar climates with respect to task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t values are not significant in any one of the two leadership styles and this shows that the task and person oriented leadership styles do not play a significant role while comparing the controlled and familiar climates.

Table :4.57: Mean, S.D. and Significance of Difference Between the Mean Scores of Controlled and Paternal Climates with respect to Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Styles	Controlled Climate		Paternal Climate		t-value
	Mean	S.D.	Mean	S.D.	
Task	64.71	7.20	56.20	6.83	2.73 **
Person	74.14	7.73	66.10	9.04	2.26 *

** Significant at .01 level

* Significant at .05 level

The Table No. 4.57 shows the mean, S.D. and significance of difference between the mean scores of controlled and paternal climates with respect to task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t value is significant at .01 level in the task oriented leadership style and it is significant at .05 level in the person oriented leadership style. The mean score is higher in the controlled climate than that of the paternal climate in both the task and person oriented leadership styles.

This shows that the task oriented and person oriented leaderships are significantly responsible for developing controlled climate type ^{of} school while comparing the controlled and paternal climates as perceived by the teachers of secondary schools in Madras city. The task oriented leadership is more significant than the person oriented leadership style.

Table :4.58: Mean, S.D. and Significance of Difference Between the Mean Scores of Controlled and Closed Climates with respect to the Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Styles	Controlled Climate		Closed Climate		t value
	Mean	S.D.	Mean	S.D.	
Task	64.71	7.20	61.00	7.08	1.09
Person	74.14	7.73	74.67	7.29	0.15

The Table No. 4.58 shows the mean, S.D. and significance of difference between the Mean scores of controlled and closed climates with respect to the task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t values are not significant in both the task and person oriented leadership styles and this shows that they do not play a significant role while comparing the controlled and closed climates.

Table :4,59: Mean, S.D. and Significance of Difference Between the Mean Scores of Familiar and Paternal Climates with respect to the Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Styles	Familiar Climate		Paternal Climate		t-value
	Mean	S.D.	Mean	S.D.	
Task	56.00	10.64	56.20	6.83	0.05
Person	70.75	11.32	66.10	9.04	1.04

The Table No. 4.59 shows the mean, S.D. and significance of difference between the mean scores of familiar and paternal climates with respect to the task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t values are not significant in any one of the two leadership styles and this shows that task and person oriented leadership styles do not play a significant role while comparing the familiar and paternal climate.

Table :4.60: Mean, S.D. and Significance of Difference Between the Mean Scores of Familiar and Closed Climates with respect to the Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Style	Familiar Climate		Closed Climate		t-value
	Mean	S.D.	Mean	S.D.	
Task	56.00	10.64	61.00	7.08	1.17
Person	70.75	11.32	74.67	7.29	0.87

The Table No. 4.60 shows the mean, S.D. and significance of difference between the mean scores of familiar and closed climates with respect to the task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t values are not significant in the task and person oriented leadership styles and this shows that they do not play a significant role while comparing the to familiar and closed climates.

Table :61: Mean, S.D. and Significance of Difference Between the Mean Scores of Paternal and Closed Climates with respect to the Task and Person Oriented Leadership Styles as perceived by the Principals

Leadership Styles	Paternal Climate		Closed Climate		t-value
	Mean	S.D.	Mean	S.D.	
Task	56.20	6.83	61.00	7.08	1.88
Person	66.10	9.04	74.67	7.29	2.94 **

** Significant at .01 level

The Table No. 4.61 shows the mean, S.D. and significance of difference between the mean scores of paternal and closed climates with respect to the Task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

The t value is significant at .01 level in the person oriented leadership style. The mean score is found higher in the closed climate than that of the paternal climate on the person oriented dimension of leadership. This shows that the person oriented leadership is significantly responsible for developing closed climate type of school while comparing the paternal and closed climates as perceived by the principals of secondary schools in Madras city.

While studying the different combinations of organizational climate with respect to the task and person oriented leadership styles as perceived by the principals, the following results are found :

1. In the combination of controlled climate with open, autonomous and paternal climates it is found that both task and person dimensions are significantly responsible for developing controlled climate type of schools.
2. In the combination of closed climate with open and paternal climates it is found that person oriented leadership style is significantly responsible for developing closed climate in schools. Hence the principals perceive that if they are more person oriented, only closed climate type of schools will develop.

3. In the combination of autonomous climate with open climate, both task and person dimensions are significantly responsible for developing open climate. While in the combination of autonomous climate with closed climate, both these dimensions are significantly responsible for developing closed climate in schools.
4. In the combination of autonomous climate with familiar climate, the person oriented leadership style is significantly responsible for developing familiar climate. While in the combination of autonomous climate with paternal climate, the task oriented leadership style is significantly responsible for developing paternal climate in schools.

These findings are shown diagrammatically in Figure 4.1.

Objective IX :

To study the perception of the principals on the task and person oriented dimensions of leadership styles with respect to the various combinations of leadership behaviour patterns.

Under this objective the mean, S.D. and t values of task and person dimensions with respect to the different combinations of leadership behaviour patterns are studied.

The investigator has presented only two combinations of tables, where the t values are found to be significant. In the remaining four combinations of tables the t values are not found significant and hence they have not been presented. The t values as perceived by the teachers were not found significant in any of the combinations of leadership behaviour patterns and hence they have not been presented for discussion.

FIG. 4.1 PERCEPTION OF PRINCIPALS ON TASK AND PERSON DIMENSIONS OF LEADERSHIP STYLES WITH RESPECT TO THE COMBINATIONS OF CLIMATE TYPES

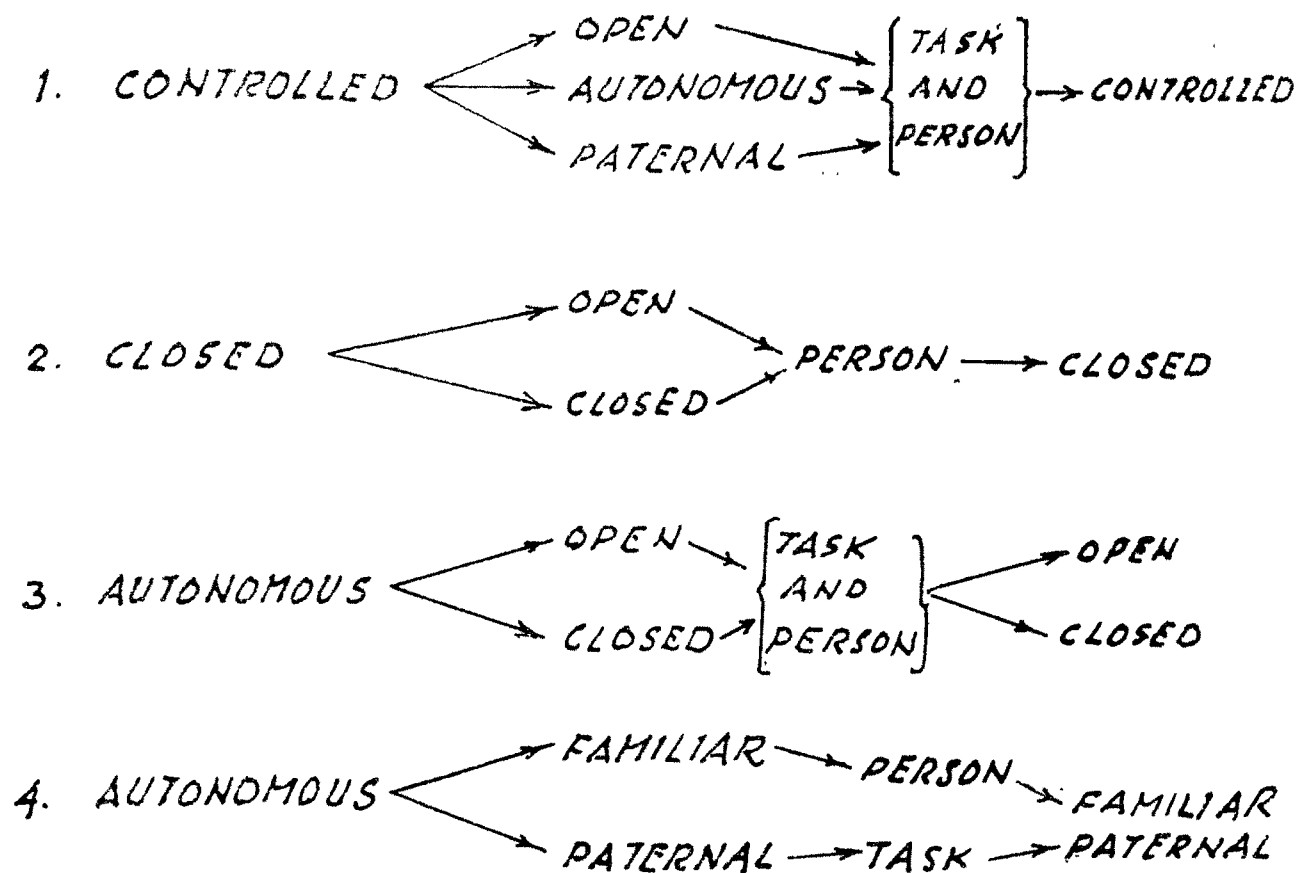


FIG. 4.2 PERCEPTION OF PRINCIPALS ON TASK AND PERSON DIMENSIONS OF LEADERSHIP STYLES WITH RESPECT TO THE COMBINATIONS OF LEADERSHIP BEHAVIOUR PATTERNS

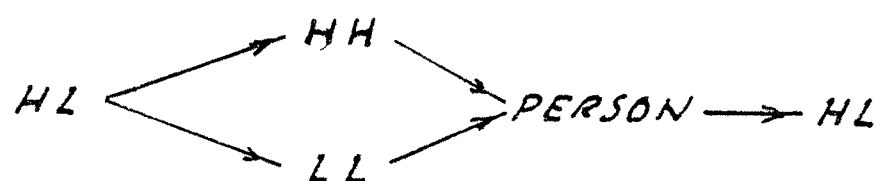


Table :4.62: Mean, S.D. and Significance of Difference Between the Mean Scores of HH and HL patterns of Leadership Behaviour as perceived by the Principals with respect to Task and Person Oriented Leadership Styles

Leadership Styles	HH		HL		t value
	Mean	S.D.	Mean	S.D.	
Task	56.92	8.27	59.73	8.41	1.14
Person	68.12	8.26	73.27	9.04	1.98 *

* Significant at .05 level

The Table No. 4.62 shows the mean, S.D. and significance of difference between the mean scores of HH and HL patterns of leadership behaviour as perceived by the principals with respect to task and person oriented leadership styles.

The t value is significant at .05 level with respect to the person oriented leadership style. The mean score is high in HL pattern of leadership behaviour on person oriented dimensions of leadership. This shows that the person oriented leadership is significantly responsible for developing the HL pattern of leadership behaviour while comparing the HH and HL patterns as perceived by the principals of secondary schools in Madras city.

Table :4.63: Mean, S.D. and Significance of Difference Between the Mean Scores of HL and LL Patterns of Leadership Behaviour with respect to Task and Person Oriented Leadership Styles

Leadership Styles	HL		LL		t value
	Mean	S.D.	Mean	S.D.	
Task	59.73	8.40	55.75	6.02	1.51
Person	73.27	9.04	66.19	8.67	2.22 *

* Significant at .05 level

The Table No. 4.63 shows the mean, S.D. and significance of the difference between the mean scores of HL and LL pattern of leadership behaviour with respect to task and person oriented leadership styles.

The t value is significant at .05 level in the person oriented leadership style and the mean score is found higher in HL pattern than that of the LL pattern in the dimension of person oriented leadership. This means person oriented leadership style is significantly responsible for developing HL pattern of leadership behaviour in the schools while comparing the HL and LL patterns as perceived by the principals of secondary schools in Madras city.

According to the perception of the principals it is found that the person oriented leadership style is significantly responsible for developing HL pattern of leadership behaviour while comparing the HH and HL patterns as well as HL and LL patterns.

These findings are shown diagrammatically in Figure 4.2.

Objective X :

To study the inter-relationship and the perceptual differences in the task and person oriented leadership styles with respect to the six types of organizational climate.

Under this objective, the mean scores of six different climates as perceived by the teachers and principals, and their comparison have been studied with respect to the task and person oriented leadership styles.

Table :4.64: Mean Scores of the Six Different Climates with respect to Task and Person Oriented Leadership Styles as perceived by the Teachers of Secondary Schools in Madras city

Styles of Leadership	Climates					
	Open	Autonomous	Controlled	Familiar	Paternal	Closed
Task	64.35	63.90	63.41	63.74	63.16	63.58
Person	57.55	55.62	58.62	59.21	58.37	58.25

The Table No. 4.64 shows the mean scores of six climates with respect to the task and person oriented leadership styles as perceived by the teachers of secondary schools in Madras city. From the mean scores it is clear that the teachers perceive their principals to be more task oriented than person oriented. The mean score of task is higher than that of person oriented leadership style in all the six types of climates. The lowest mean score in task is found in paternal climate and the highest mean score in task is found in open climate. The lowest mean score in person is found in autonomous climate and the highest mean score in person is found in familiar climate.

According to Mc Gregor 45 is the moderate score which shows balanced leadership. But here the task oriented scores in all the climates types are above 60, which is towards the higher extreme end. It conveys severe degree of task orientedness as perceived by the teachers, while the mean score on person oriented leadership is towards moderate end of the

continuum of Mc Gregor, which shows somewhat more than moderate person oriented leadership as perceived by the teachers. As compared to the mean scores of task orientedness it is perceived low in all the six types.

Table :4.65: Mean Scores of the Six Climates with respect to the Task and Person Oriented Leadership Styles as perceived by the Principals

Styles of Leadership	Open	Autonomous	Controlled	Familiar	Paternal	Closed
Task	56.73	49.20	62.71	56.00	56.20	61.00
Person	67.71	61.40	74.14	70.75	66.10	74.67

The Table No. 4.65 shows the mean scores of six different climate types with respect to task and person oriented leadership scores of six different climate types with respect to task and person oriented leadership styles as perceived by the principals of secondary schools in Madras city.

From the table it is clear that the principals' perceptual mean scores are higher in the person oriented leadership style than that of the task oriented leadership styles, in all the six climate types.

It is found that the lowest mean scores of task and person dimensions are found in autonomous climate and the highest mean scores of task and person dimensions are found in closed climate. From the mean scores of the person oriented leadership style it is found that the principals perceive themselves to be extremely higher on person oriented leadership

style than that of task oriented leadership style. All the mean scores on the person oriented leadership style are above 60. They are on the extreme end of the continuum of task and person oriented leadership styles.

Table :4.66: Mean Scores of Different Climate Types as perceived by the Teachers and Principals and their Perceptual Differences with respect to Task and Person Oriented Leadership Styles

Climate Types	Task		Diff.	Person		Diff.
	TR	PR		TR	PR	
Open	64.35	56.73	7.62	57.55	67.71	-10.16
Autonomous	63.90	49.20	14.70	55.62	61.40	-5.78
Controlled	63.41	62.71	0.70	58.46	74.14	-15.68
Familiar	63.74	56.00	7.74	59.21	70.75	-11.54
Paternal	63.16	56.20	6.96	58.37	66.10	-7.73
Closed	63.58	61.00	2.58	58.25	74.67	-16.42

TR = Teachers PR = Principals

The Table No. 4.66 shows the mean scores of different climate types as perceived by the teachers and principals and the perceptual differences between them with respect to the task and person oriented leadership styles. The graphical representation of these mean scores are shown in Graph No. 4.6

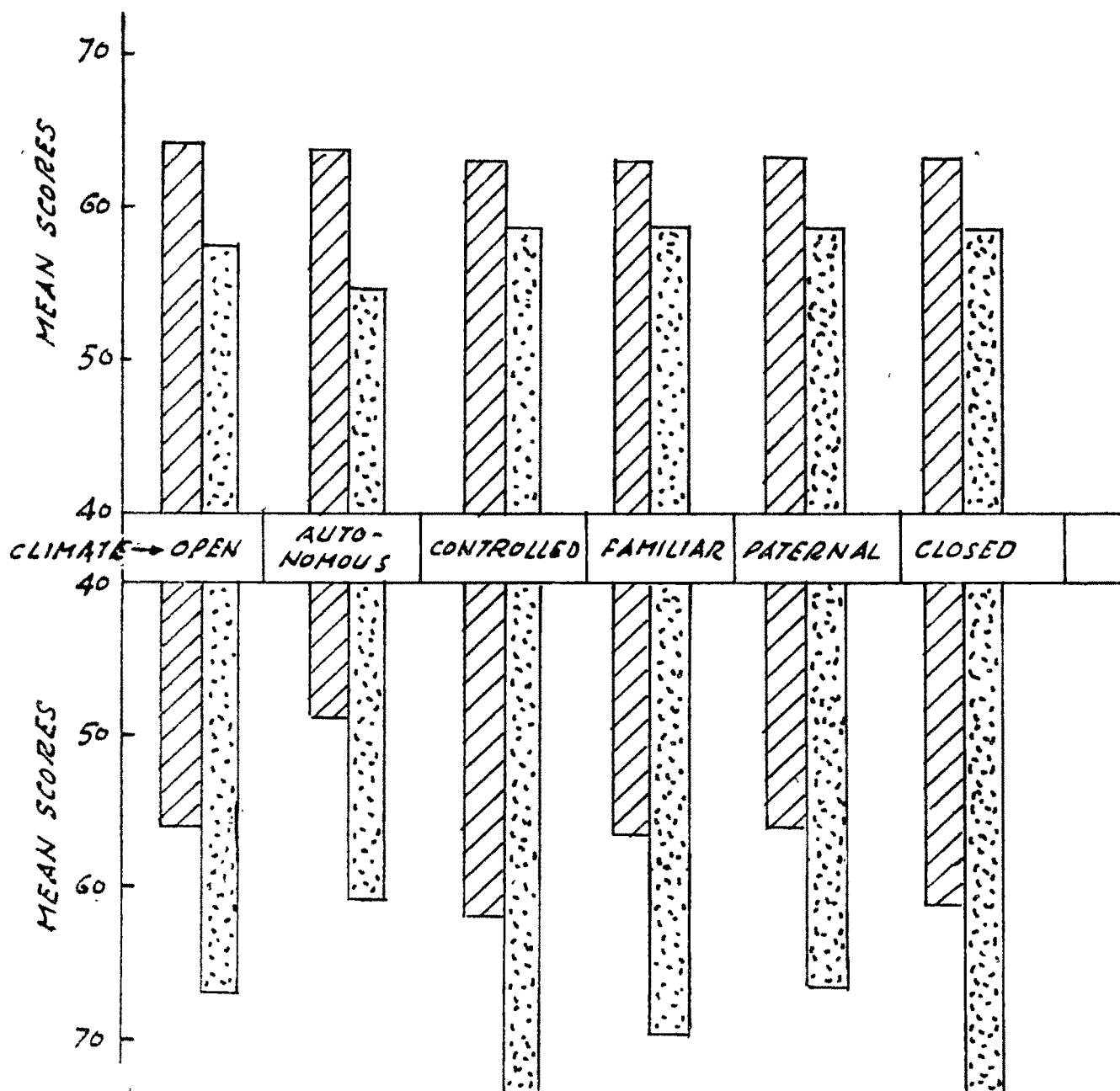
From the above table it is found that the mean scores of the teachers are higher in the task aspect than the mean scores of the principals. This could be interpreted in the following way.

While perceiving the role of leadership the teachers feel that the principals are having high task oriented leadership

GRAPH - 4.6 - SHOWING THE MEAN SCORES OF THE DIFFERENT CLIMATE TYPES AS PERCEIVED BY THE TEACHERS AND PRINCIPALS WITH RESPECT TO TASK AND PERSON ORIENTED LEADERSHIP STYLES

269

TEACHERS' PERCEPTION



PRINCIPALS PERCEPTION

 TASK
 PERSON

style. But from the principals own self perception it is clear that they perceive themselves to be highly person oriented. The perceptual difference in task oriented leadership style is more in autonomous climate and it is less in controlled climate. The perceptual difference in person oriented leadership style is more in closed climate and less in autonomous climate. In the perception of self, always the person is thinking good about one's ownself and opposite about the others. This is found from the above table.

Objective XI :

To study the inter relationship and the perceptual differences in the task and person oriented leadership styles with respect to the four patterns of leadership behaviour.

Under this objective, the mean scores of the different patterns of leadership behaviour as perceived by the teachers and principals, and their comparisons have been studied with respect to the task and person oriented leadership styles.

Table :4.67: Mean Scores of the Different Patterns of Leadership Behaviour with respect to Task and Person Oriented Leadership Styles as perceived by the Teachers of Secondary Schools in Madras City

Leadership Styles	HH	HL	LH	LL
Task	63.38	62.88	63.99	64.17
Person	58.11	58.03	58.28	58.16

The Table No. 4.67 above shows the mean scores of different patterns of leadership behaviour with respect to task and person

oriented leadership styles as perceived by the teachers of secondary schools in Madras city.

Here the perception of teachers is higher in the task oriented leadership style than that of person oriented leadership style.

The lowest mean scores with respect to task and person oriented leadership styles are found in HL pattern and the higher mean scores with respect to task and person oriented leadership styles are found in LL pattern of leadership styles.

The teachers of secondary schools in Madras city perceive that their principals are more task oriented than person oriented in all the four patterns of leadership behaviour.

Table :4.68: Mean Scores of the Different Patterns of Leadership Behaviour as perceived by the Principals of Secondary Schools with respect to the Task and Person Oriented Leadership Styles

Leadership Styles	HH	HL	LH	LL
Task	56.92	59.73	57.50	55.75
Person	68.12	73.27	68.22	66.19

The Table No. 4.68 shows the mean scores of the different patterns of leadership behaviour as perceived by the principals of secondary schools with respect to the task and person oriented

leadership styles.

From the Table 4.68 it is clear that the principals perceive themselves to be more person oriented and less task oriented. The mean scores are higher in person oriented leadership style than that of task oriented leadership style in all the four patterns of leadership behaviour.

The lowest mean scores are found in LL pattern of leadership behaviour in both task and person oriented leadership styles and the highest mean scores are found in HL pattern of leadership behaviour in both task and person oriented leadership styles.

Table :4.69: Mean Scores of the Different Patterns of leadership behaviour as perceived by the Teachers and Principals and Their Perceptual Differences with respect to the Task and Person Oriented Leadership Styles

Patterns of Leadership Behaviour	Task		Diff.	Person		Diff.
	TR	PR		TR	PR	
HH	63.38	56.92	6.46	58.11	68.12	-10.01
HL	62.88	59.73	3.15	58.03	73.27	-15.24
LH	63.99	57.50	6.49	58.28	68.22	-9.94
LL	64.17	55.75	8.42	58.61	66.19	-7.58

TR = Teachers PR = Principals

The Table No. 4.69 shows the mean scores of the different patterns of leadership behaviour as perceived by the teachers and principals and the perceptual differences between them with respect to the task and person oriented leadership styles. A

graphical representation of the above mean scores is shown in Graph No. 4.7.

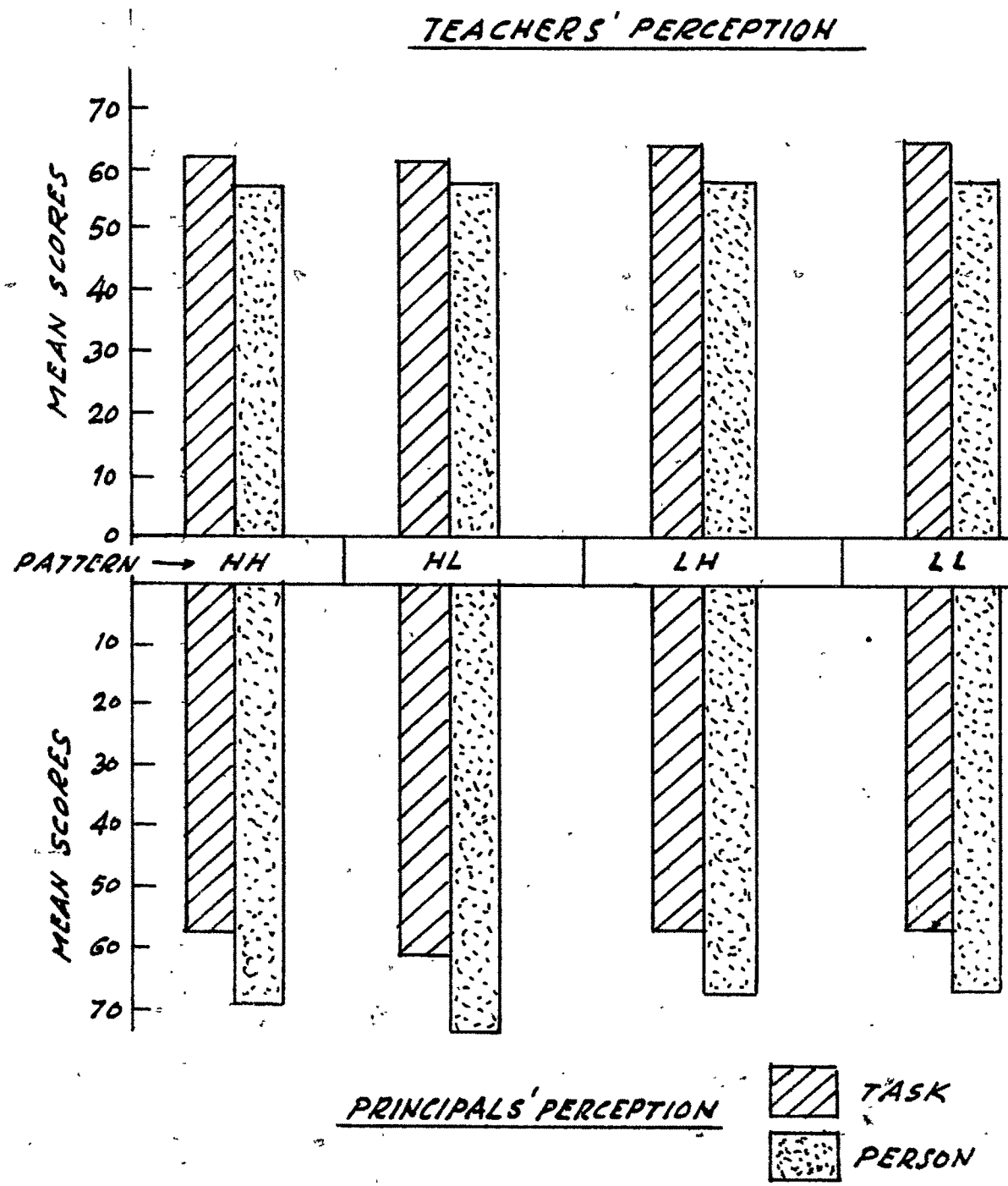
From the Table No. 4.69, it is found that the lowest mean scores as perceived by the teachers in task and person oriented leadership styles are found in HL pattern of leadership behaviour and the highest mean scores as perceived by the teachers in task and person oriented leadership styles are found in LL pattern of leadership behaviour.

According to the perception of the principals the lowest mean scores of task and person dimensions are found in LL pattern of leadership behaviour and the highest mean scores are found in HL pattern of leadership behaviour.

While observing the perceptual differences between the mean scores in different patterns of leadership behaviour with respect to task and person oriented leadership styles as perceived by the teachers and principals, the difference is found to be more in LL pattern in relation to task and it is more in HL pattern in relation to person oriented leadership style.

The Table No. 4.69 also shows that the teachers perceive their principals as extremely task oriented as the mean scores are above 60 in all the leadership behaviour patterns, while the principals perceive themselves as having extremely person oriented leadership style because the mean scores are above 65

GRAPH-4.7 - SHOWING THE MEAN SCORES OF THE
FOUR PATTERNS OF LEADERSHIP BEHAVIOUR
ACCORDING TO THE PERCEPTION OF TEACHERS
AND PRINCIPALS WITH RESPECT TO THE TASK
AND PERSON ORIENTED LEADERSHIP STYLES



in all the four patterns of leadership behaviour.

4.3 Conclusion

In the preceding section the data obtained from the tools on organizational climate, leadership behaviour and task and person oriented leadership styles with respect to the eleven objectives were analysed, interpreted and discussed.

To summarise briefly the major findings in organizational climate the investigator found the trend of perceptual differences as well perceptual difference in extreme types of schools. That means the principals perceived more percentage of schools having open climate type, while the teachers perceived more percentage of schools having closed climate type.

While studying the four patterns of leadership behaviour according to the four forms namely ideal self and real self perceived by the principals and ideal staff and real staff perceived by the teachers, the same trend of perceptual differences have been found. Principals perceive themselves, to be very high on initiation structure as well as consideration dimensions, while teachers perceive their principals to be very low on both these dimensions.

Surprisingly the ideal self has been found lower than the real self in the case of principals' perception.

In the task and person oriented leadership styles also the same kind of perceptual differences is obtained. Principals have felt that they are more person oriented while teachers have felt that the principals are more task oriented.

Such is the conclusion that the investigator arrived at the present stage of study. In the subsequent chapter, the conclusion and discussion of results follows.
