### CHAPTER IV

**REVIEW OF RELATED RESEARCH LITERATURE**

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CHAPTER IV

REVIEW OF RELATED RESEARCH LITERATURE

4.1 Overview:

In the words of Best and Khan (1993), "a summary of the writings of recognised authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and interested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation." Keeping this in mind, the researcher has made an attempt to review the related research literature.

4.2 Studies Reviewed:

Of the various studies reviewed by the researcher, the following studies appear to be significant and relevant. While reviewing the literature, special attention was paid to the aim, objectives and methodology of the studies; and the main focus was on the findings and the conclusions.
The important aspects of this study were to find out the ideal and real trends and patterns of administrative behaviour of the headmasters and between the behavioural trends and the reputation of the institution and the effectiveness of the schools and to identify the background factors of administrative - behavioural patterns.

The study was conducted on 200 teachers from 168 schools of Rajasthan selected through stratified random sampling technique.

The data on Headmaster's behaviour, real and ideal and background factors were collected through Headmaster's Behaviour Descriptive Questionnaire - Ideal and real separate and Back ground Factors Descriptive Questionnaire. The data were analysed by using Chi - square test.

The important findings are, the headmasters of Urban schools were more adaptable, outcome oriented and effective in communication and less rejective. The headmasters of boys schools were less authoritarian, less communicating, less outcome oriented and less permissive as compared to headmistresses of Girl's Schools. Headmasters in their administrative behaviour were more self oriented, authoritarian, traditional, academically apathetic and rejecting on the one hand and...
less effective in communications, less co-operative, less outcome oriented and less permissive on the other.


The chief objectives of the study were

(1) to construct procedures, to evaluate effectiveness of administrative behaviour of school principals.

(2) to study some personality trait of teachers and to find out the relationship between the administrative behaviour of principals and pupils control - ideology.

(3) to construct and standardize a tool to evaluate the administrative behaviour of secondary school principals.

(4) to study the effect of some personal variable like sex, age, qualification etc. on the administrative behaviour of school principals.

The sample consisted of 277 secondary schools selected from the representative districts of Gujarat on a stratified proportional random basis and 1,804 teachers.
working in these schools. The research tools consisted of Administrative Behaviour Descriptive Questionnaire, the Organisational Climate Descriptive Questionnaire developed by Halpin and adopted by Gandhi and 16 PF, Questionnaire of cattell, Chi - Square Test, 't' test. 'F' test and product moment co efficient of correlation were some of the statistical techniques used for data analysis.

The major findings of the study were

1. Sex, age and experience did not influence administrative behaviour.

2. School size, management type, location or advanced status of the place had no influence on the effectiveness of administrative behaviour.

3. The personality of the teachers was significantly related to their perception of the effectiveness of the administrative behaviour of their principals.

4.2.3 "Decision Making styles of Principals and Faculty Morale"

The objective of his work was to identify the decision making styles as perceived by the principals and its relationship to the various individual variables such as age, sex, experience of principal, education qualification etc.
He was also interested in finding out whether decision making styles of the principals have only relationship with morale levels of the faculty.

Teacher morale Inventory and a Decision making Style Situation Test were used to collect information.

The Chief findings were:

There exists a significant relationship between decision making styles of principals and faculty perception of decision dimensions. The principals perceive themselves to be different in their decision making styles. The faculty perceive themselves as belonging to different categories of morale.

4.2.4 "A Comparative Study of Role Conflict of Male and Female Educational Administrator in Relation to their Personality Traits and Adjustment." - VERMA, (1985).

The chief objectives of the study are to compare the role of male and female educational administrators; and to find out the relationship between personality traits and role conflict of educational administrators.

Normative survey method has been advocated on 374 male and 83 female administrators.
The following results have been made:

Personality traits such as less intelligence - more intelligence affected by feelings emotionally stable, sober, happy go lucky, tough minded - tender minded, placid - apprehensive, group dependent - self sufficient, undisciplined - controlled and relaxed - tense have been significantly correlated with role conflict in male educational administrators.

Adjustment was found negatively related to role conflict and it could predict it successfully.

After partialling out the effect of values, the relationship between personality traits and role conflict was found increased or decreased but the increase or reduction have been negligible in most of the cases.

**4.2.5 "A study of Administrator's behaviour in secondary schools of Bangladesh" - Das Purkayastha (1987)**

The chief objectives of the study were to investigate the administrator's problem in secondary schools of Bangladesh with reference to the management pattern of school; to measure organisational climate and teacher morale of the school; and to find out the relationship between administrative behaviour and teacher morale, administrative behaviour and his self concept, administrative behaviour and his leadership style and administrative behaviour and organisational climate.
The important findings of this study were majority of headmasters of secondary schools manifest the average administrative behaviour; the perception of teachers about headmasters (real self) and the perception of headmasters about themselves (real self) in regard to administrative behaviour differ significantly; effectiveness of administrator's behaviour bears no significant relationship with the selected school variables namely Type of school, Nature of school, locality of the school and size of the school.

4.2.6 "Personality Styles of Female Administrators in the Public Schools of Ohio" - AKENHEND (1990).

The objective of the study has been to determine if a predominant personality profile could be identified in female public school administrators in Ohio. The study has also been used to determine what identifiable behaviour characteristics present in such profiles.

The important results are:

When considered as a total group, respondents preferred the influencing personality style. When subgrouped, secondary and central office preferred the influencing style while elementary administrators preferred the steadiness style. Administrators who had doctorates preferred dominance style. Administrators who had masters degree preferred steadiness style. Local administrators preferred cautious style. All 134 administrators used each of the traits in some proportion.

The main purpose of the study was to examine the role of the principal as he or she shared decision making with teachers. The other objective was to find if gender had an impact on the kinds of decision a principal shared with teachers.

The important findings are:

Female principals gave more opportunities for their teachers to share in decision making. They used more formal and informal techniques. Teachers felt more empowered when working under female principals than for male principals. Gender had some impact on decision making of principals.

4.2.8 "The Relationship between Principal Leader Behaviour and Middle School Climate in Hail District, Saudi Arabia" - GASIM, SAUD SULIMAN, (1991).

The objective of the study is to find out how teachers relate the leadership style of the male and female principals to the middle school climate in Hail District, Saudi Arabia.

The tools are Leader Behaviour Descriptive Questionnaire (LBDQ) and the (OCDQ) in addition to the demographic data sheet. Three statistical methods are used, correlation coefficient, 't' test and one - way analysis of variance.
The findings indicate that there is a strong relationship between principals who are high in both dimensions - consideration and initiating structure and a very open climate and between principals who are low in both dimensions and the least open climate. Some relationship exists between principals who are high in one dimension and low in the other and the open and less open climate.


The purpose of this study was to examine the communication patterns used by a woman principal.

The Chief findings are:

The study of a woman principal was a study of the complexity of leader interaction and its effects on the behaviour of others. The observed phenomena was the communication of interdependence among educators that shared belief, respect, trust and affinity. Through relational communication, the informant defined leadership that reconciled human values with productivity in the creation of a school community.

4.2.10 "Relationships Between Personality Types and Competencies of School Administrators" - KURTIN, KRESHO, (1993).

The aim of their study was to find out the statistical relationship between personality types of educational administrators and their competencies.
The assessment centre data on competencies along with the MBTI data were analysed using repeated measures ANOVA. Additional analyses were performed using the scheffe method to control for type I error.

The chief findings are, educational administrators with extrovert personality types scored significantly higher than administrators with introverted types on group ratings of concept formation, self confidence, organisational ability, management control and delegation. Educational administrators with feeling personality types scored significantly higher than administrators with thinking types on the over all rating of interpersonal search, presentation and achievement orientation.


The objectives of the study are to study the manpower mangement practices relating to manpower planning, recruitment, training, development, rewards and benefit packages for employees; to ascertain the factors influencing, employer - employee relations; and to study the attitude of the employees towards the manpower management.
For analysing the various manpower management practices, simple, linear trend, regression analysis averages and percentage analysis have been used. The level of attitude of the employees towards manpower management practices has been measured with the help of 51 statements. The scoring of levels of attitude in the third part of the interview schedule is based upon "Likert's Five Point Scales". To compare the opinion of the employees and management, Rank correlation coefficient method has been adopted. To assess the various problems and constrains encountered by the employees, Garret's Ranking Technique has been adopted.

The chief findings are that proper training given to the employees reduces the cost of operation by reducing the fuel cost, unnecessary breakdowns, accident rates, the cost of spares and the like. The increase in the number of staff was due to recruitment of more staff whenever new buses were added to the corporation. Correct bus staff ratio has not been maintained leading to high personal cost and more financial burden.

The study concludes, the greatest asset of any concern lies in the potential of the people who operate it. TNSTC, Madurai operate under close Government Regulations and labour union influences. The employee set up is highly mechanised. The personnel department is rigidly limited to making decisions. The employees work in this atmosphere merely need to know and follow the rules. Individual initiative is quite circumscribed. Manpower management is inadequate and requires total revamping.

The study is based on the sustainment of women's groups in rural areas, known as Mahila Mandals, formed for the purpose of promoting the development of women through awareness education and self-help measures. It also focusses on the failure of a number of Mahila Mandals to sustain themselves after the N.G.O.s, the promoters, leave them.

The objectives are to investigate the leadership process that has taken place in the Mahila Mandals from the beginning and to identify the leader behaviours which influence the participation and the solidarity of the members, to study the factors responsible for the sustainment of the Mahila Mandals; and to examine the relationship between the leadership roles and the sustainment are some of the other activities.

The research study is a sample social survey. The methods of data collection are interviews, a survey of records for secondary data and case studies.

The chief findings are that development is initiated among a target group always by a change agent. Basically, the human contact with the target group had been established either directly or through an intermediary or neutrally through programmes. The strategy of talking to women individuals carried home the conviction of forming the Mahila Mandals easily.
The study concludes that the leader behaviours that have significantly influenced the participation of the members in general are the following; Motivating and encouraging, being kind and friendly and not getting angry, but being patient. The significant leader behaviours that have promoted solidarity among the members are advising and guiding the member co operation between the members and the leaders, emphasizing team and unity and solving the problems of the members.

4.2.13 "Coloring outside the Lines: Mentoring Women into School Leadership" - MARY E. GARDINER, ERMESTINE ENOMOTO and MARGARET GROGAN, (2000).

According to them, "Feminist theory provides a fresh perspective and fills a glaring gap in the educational administration literature, which has hither to underestimated the significance of the post structuralist approach as a useful way in which we may examine and analyse those critical and crucial interactions in educational administration. The study represents an important step toward conjoining feminist theoretical analyses with educational administrative practice by examining feminist post structural thought as it relates to the concept of mentoring women into school leadership positions.

It describes the use of feminist post structural theory to make sense of women's experience in educational administrative mentoring relationships. It
decribes these experiences in terms of "types of mentoring" which include "mentor as boss or supervisor" 'mentor as adviser', 'mentor as teacher', 'mentor as guide', mentor as 'parent', 'mentor as spiritual or philosophical guru', 'mentor as gatekeeper', mentor as public role model' and 'mentor as friend or peer'.

By presenting three case studies set in three different states, Washington, Virginia and Maryland in the United States they bring to light women's participation in and experiences with educational administration mentoring. The study provides an interesting and informative account of the connections and tensions between women and the administrative arm of school system. Cultivating Feminist Leadership, through mentoring includes instructional leadership participatory leadership and care giving leadership.

The study concludes that authors conceive of mentoring as a power relationship, one that can revolutionize women in educational administration and those who come in contact with them. The position "Coloring outside the Lines" connotes the need to redesign the ways in which, we invite support and acknowledge women's roles in educational administrative circles."
4.2.14 "The experiences of Women Leaders in the Higher Education Sector of Zimbabwe" - Chitiga, Miriam Miranda, 2001

The aim of the study is to examine the work-related experiences of Black Women leaders working in the higher education sector of Zimbabwe. Research questions were framed to find out their major leadership characteristics, what women leaders consider their work related problems, and which of their major family responsibilities affect their professional lives.

Twenty four female leaders were interviewed. The participants were full-time administrators, academic department chair persons, subject coordinators and policy makers in the higher education sector of Zimbabwe. An analysis of the results revealed that the participants identified five major categories of good leadership characteristics, namely vision, people-orientation, mentoring, management and democracy. The study found that women leaders face many problems while executing their duties like the conflicts between the public and private spheres, gender discrimination, under and over expectations, male resentment and the lack of mentors.

The findings also indicated that the major family responsibilities like demands of motherhood, marriage and the extended family etc. affect their personal lives. Overall the analysis revealed that the professional lives of women leaders are influenced by the intersections of national status, race, gender, class and sexuality.
The study concluded that women leaders possess the leadership characteristics that are required for the effective functioning of their institutions. The study also concluded that gender-role expectations, the extended family and other traditional female familial duties could hinder the professional prosperity of women. The study recommended that professional women work collectively in order to improve their work experiences.

4.3 CONCLUSION

The researcher came across a number of research studies in the area of leadership. On perusal of these studies the fourteen studies presented above only were found to be relevant to the present study in one aspect or other. Most of the studies reviewed by the researcher centered around the personality dimension of leadership. No significant study has been done to know whether the leaders are task oriented or person oriented or to find out whether they are high or low in initiating structure dimension and consideration dimension of leadership. Further, these dimensions have not been analysed with reference to woman leaders. Though these studies have used rigorous methodology the TP (Task/Person) leadership questions or the LBDQ (Leadership Behaviour Description Questionnaire) have been seldom used. Therefore, the present study to find out the Task or Person orientation of women leaders at college level and their leadership behaviour dimension with reference to consideration and initiating structure will be highly significant.