CHAPTER - II

REVIEW OF
RELATED LITERATURE
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CHAPTER -2

REVIEW OF RELATED LITERATURE

The search for related literature is one of the first steps in the research process. It is a valuable guide to defining the problem, recognizing its significance, suggesting promising data-gathering devices, appropriate study design, and sources of data.

---Best, J. W. and Kahn, J.V.

Citing studies that show substantial agreement and those that seem to present conflicting conclusions help to sharpen and define understanding of existing knowledge in the problem area, provide a back ground for the problem area, provide a back ground for the research project and make the researcher aware of the status of the issue. Parading a long list of annotated studies relating to the problem is in effective and in appropriate.

Only those studies that are plainly relevant, competently executed, and clearly reported should be included (Bhaskara Rao, D 1997). The search for related literature is a time consuming process. Even then it is necessary for a good research. Hence, this chapter is meant for the study and citation of studies
related to the present study, ‘A study of Adjustment, Job Satisfaction and Administrative Problems of Secondary School Head Masters’.

2.1. PURPOSE OF REVIEW OF RELATED LITERATURE

Review of the related literature, besides, to allow the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, serves the following specific purposes.

➢ The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit his problem. The knowledge of related literature brings the researcher up to date on the work which others have done and thus to state the objectives clearly and concisely.

➢ By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way.

➢ Through the review of related literature, the researcher can avoid unintentional duplication of well-established findings. It is of no use to replicate a study when the stability and validity of its results have clearly established.
The review of related literature gives the research and understanding of the research methodology, which refers the way to the previous studies. The advantage of the related literature is also to provide insight into statistical methods through which validity of results is to be established.

The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research, which they have listed in their studies.

The researcher proposes to present the review of previous studies in this area under the following four sections as followed hereunder.

- Studies related to Adjustment
- Studies related to Job Satisfaction
- Studies related to Administrative Problems.
- Studies related to Adjustment, Job Satisfaction and Administrative Problems of School Heads or combination of any two of them.

Again each section is subdivided into two. The first one deals with the studies conducted in India and the second one with abroad.

2.2. STUDIES ON ADJUSTMENT

Fortunate is the individual who is adjusted and considers it so. Every individual, great or small; old or young, is confronted with the problem of adjustment. Life presents a continuous chain of struggle for adjustment. A good adjustment is one which is both realistic and satisfying. It is a continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment. Human traits distribute themselves among people in such a way that a few individuals are found at the extremes of any
distribution curve for one or another of the respective traits of the members of the community. Although most persons resemble the average of the group in many characteristics, there are those who deviate widely from the average in certain traits. These deviations create certain problems of adjustment for those individuals who denied participation in activities common to the majority of the persons.

2.2.1. STUDIES RELATED TO ADJUSTMENT CONDUCTED IN INDIA

Singh, S (1978) studied the relationship between teacher’s personality and teaching success in society. He concluded that highly successful teachers were better adjusted than the average and low successful teachers were and the average successful teachers were better adjusted than the low successful teachers.

Mangal, S.K. (1979) studied on the analysis of common factor in teacher adjustment. He found that teachers’ adjustment consisted of some factors. They are adjustment with academic and general environment of the institution, professional relationship adjustment and personal life adjustment.

Rao, S.N. (1981) studied work adjustment and teaching success of primary school teachers. The findings of the study stated that there was no difference between the male and the female teachers with regard to job satisfaction. The urban and the rural Head Masters differed with regard to intrinsic motivation but not with regard to job satisfaction.

and urban secondary schools had a better organizational climate than Non-government secondary schools, Boys’ secondary schools, and Rural secondary schools respectively.

*Shah, S (1981)* found that each institution possessed a specific school climate which had no influence on the teacher’s personality. All male and female teachers had, more or less, of similar personality with slight difference among the urban population. In different school climates, the differences in adjustment were significant.

*Wangoo, M.L. (1984)* found that personality adjustment, democratic leadership, a high degree of intelligence and emotional control were the main characteristics that went with teacher’s effectiveness.

*Rathaiah Lavu and Bhaskara Rao (1997)* in *achievement correlates* found a positive relationship between adjustment and achievement.

*Singh, H (2003)* made a comparative study on *Stress among Male and Female Teachers in Relation to their Personality Needs and Adjustment*. He found that secondary school male teachers show significant relation in their stress and adjustment while secondary school female teachers show significant negative relationship in their stress and adjustment.

*Babu, R. (2004)* studied on *Higher Secondary Students Attitude towards the study of Commerce and their Adjustment*. He concluded that, there is a significant relationship between attitude towards the study of commerce and their adjustment of higher secondary students.

*Dave, P. and Kulshrestha, A.K. (2004)* in their study on *Personal, Professional and Social Adjustment of the Teachers working in Primary Schools*
of Agra District found that the distribution of adjustment scores of the teachers was found to be normal in nature with slight divergence.

The mean value of scores indicated that the primary teachers are highly adjusted in social life and least adjusted in professional life.

2.2.2. STUDIES RELATED TO ADJUSTMENT CONDUCTED ABROAD

Margaret Brady-Amoon, (2009) studied the association between self-efficacy and self-rated abilities and college students’ adjustment and academic performance. Significant positive associations are found between self-efficacy and self-rated abilities; between self-efficacy, self-related abilities, and college students’ adjustment; between self-efficacy and self related abilities.

2.3. STUDIES ON JOB SATISFACTION

The Headmasters who motivates the students should have adequate job satisfaction as it influences the quality of teaching. Generally, Headmasters value physical surroundings which are not dangerous with respect to features such as temperature, ventilation lighting and noise for the cause of teaching work.

2.3.1 STUDIES RELATED TO JOB SATISFACTION CONDUCTED IN INDIA

Tiwari (1962) studied 50 teachers of Lucknow and found that majority of female and English medium schoolteachers being more satisfied than their counter parts.
Nanjundappa, N. (1967) in his study made an attempt to find relationship if any between job satisfaction and personality factors. His study reported that job adopted teachers are more in number than the satisfaction or dissatisfaction of teachers. Women teachers are more satisfied with the job. Urban male teachers are more satisfied than rural male teachers with jobs. Job satisfaction is better among introverts and extroverts. Job satisfaction is better among the teachers who are emotionally stable than the teachers who are maladjusted.

Anjaneyulu (1968) in his study on Job satisfaction of secondary school teachers, educationists, inspecting officers, headmasters and retired teachers, found that in committee schools, the teachers were dissatisfied because of lack of job security, rigid and orthodox service conditions and too much of domination by the management.

In mission schools, the factors were low standards of pupils, lack of parental co-operation and lack of right precepts in the job in local board schools. The factors were too much interference by politicians, lack of social status and non-availability of suitable accommodation, equipment and furniture in government schools, rigid and orthodox service conditions, were the factors producing dissatisfaction.

Merill-II (1969) noted that both the elementary teachers and principals were equally dissatisfied with company practices and policies as well as with authority.

Anand (1972) observed that women teachers were more satisfied than men teachers. Age was found significantly related to job satisfaction of school
teachers in positive way. Academic career of teachers were not significantly related to their job satisfaction.

*Lavinga, K (1974)* in her study a study of job satisfaction among school teachers reported that primary school teachers were more satisfied than secondary teachers. Women teachers were more satisfied than men teachers, job efficiency was positively correlated with job satisfaction younger teachers were more satisfied than their married counterparts were.

*PremaLatha. K. (1974)*, in her study of *professional satisfactions and dissatisfactions among the women teachers of primary school*; reported that there is no significant difference between married and unmarried teachers, women teachers living in single family and those in joint family with respect to job satisfaction. The teachers with high financial earnings have a greater satisfaction. The teachers above 40 years have more satisfaction than the teachers aged below 40 years.

*Benard and Kulandaivel (1976)* in their study of *job satisfaction among graduate teachers in Coimbatore* reported that the women teachers are more satisfied than the male teachers are; the aided school teachers are more satisfied than the municipal and government teachers. Class obtained in the degree examination has nothing to do with job satisfaction.

*Ramoji Rao. Y (1977)* in his study ‘*contribution of job satisfaction of teachers to academic standards of school*’ reported that the job satisfaction was not related to achievement in the schools and teachers working under different managements have different problems.
Venkata Rami Reddy and Babjan O, (1981) stated that teachers employed under private management were more satisfied than Government school teachers.

Krishna kumari (1982) studied job satisfaction and economic status of married and unmarried women teachers revealed that there is job satisfaction among women teachers. The teachers of high economic status are more satisfied than low economic status and there is no significant difference in job satisfaction between married and unmarried women teachers.

Padmapriya, C.B. (1982) in her study job satisfaction in selected groups of women teachers in Tirupathi reported that job satisfaction is not related to age, salary, and length of the service, educational qualifications of the teachers. Job satisfaction was related to the type of school administration in which a teacher is employed and there is no relationship between job satisfaction and linguistic affiliations of teachers.

Shah K, (1982) in his study ‘Socio-economic background of primary school teachers and job satisfaction: A Sociological study’ revealed that the educational status was ordinary and the teachers belonging to different religions indicated the hold of religion in spite of various forces of modernization. Most of the teachers were satisfied with their jobs and dissatisfied with their low pay scales.

Garg D.P (1983) studied ‘Teaching attitude and teaching behavior of highly satisfied and dissatisfied teachers of secondary level’ reported that job satisfaction and attitude of teachers were not correlated with the salary of teachers. Urban teachers were more satisfied than rural teachers. Teachers’ attitude, job satisfaction and teaching behavior are related with the subject.
Kulsum (1985) studied on *Influence of school teacher variables on the job satisfaction and job involvement of secondary school teachers* reported that teachers working in corporation schools had the highest level of job satisfaction than the teachers working in government and private schools. Teachers working in familiar climate type of school had higher mean level of job satisfaction. Female teachers and permanent teachers had higher mean level of job satisfaction. The interaction effect of sex and marital status, nature of job, age, teacher size and school age pertaining to the job satisfaction are found to be significant.

*Ara and Nasreen (1986)* found that Principals’ leadership behavior was positively related to job satisfaction. High desirable leadership behaviors of the principals generated a higher degree of conformity and normalcy in the teachers and vice-versa.

*Abdul Samad, (1986)* found that the teachers in more open climate schools enjoyed more job satisfaction with respect to the principal than the teachers in less open climate schools. Teachers with less years of experience indicated significantly less satisfaction with the principal than the teachers with more years of experience.

*Padmanabhaiah (1986)* in his study on job satisfaction and teaching effectiveness of secondary school teachers reported that the teachers in general were dissatisfied with their job. There was no significant difference between the teachers working in rural and urban areas, male or female teachers in their level of satisfaction or dissatisfaction.

*Hadhari N (1994)* made a study on *Job satisfaction of school heads in Chengalpat district* and reported that there was no significant difference in the job
satisfaction level of heads of rural schools and urban schools, government schools and private schools and headmasters above 20 years of age and below 20 years of age.

Reddy, A.V. and Babu, R.M.V. (1995) Job satisfaction of teachers working in residential and non-residential schools stated that teachers working in residential schools were more satisfied than their counterparts belonging to non-residential schools were.

Tahira Khatoon (2000) studied job satisfaction of secondary school teachers in relation to their personal variables found that female teachers have a greater degree of job satisfaction than the male teachers.

Vyas, M.V. (2002) stated that the job satisfaction of primary school teachers with reference to sex, marital status and educational qualification, stated that Sex is not related to job satisfaction of primary school teachers in Porbandar and Junagadhar districts of Gujarat. Educational qualification is not related to job satisfaction of primary schools teachers.

Amudha Devi, N.V. and Velayudhan, A (2003) studied on job satisfaction of women lectures working in private and Government colleges. They found that there was (1) no significant difference in work autonomy between Government and Private Women lecturers (2) The Job satisfaction of the government and private college women lecturers was more or less equal.

Mishra, M. (2005) made a study of Organizational Climate of different types of Secondary Schools and its Relationship with Leadership Behavior of Principals and Teachers’ Job Satisfaction found that Positive relationship existed
between leadership behavior of principals and teacher's job satisfaction. Healthy and open climate of the school enhanced the job satisfaction of teachers.

Mahhar Thaker (2007) in his study Correlates of Job Satisfaction of secondary school principals reported that management affects the Job satisfaction of the ‘high’ group of secondary school principals most and personal nature the least. Students affect the job satisfaction most and organizational facilities the least in the case of the ‘low’ group of school principals.

Ravindrakumar A.B. and Patil, N.H (2009) in the study of Job satisfaction of women teachers reported that few women teachers face certain problems such as lack of coordination and cooperation in the work place majority of the women teachers is satisfied with their work, job and salary. They have not got recognition for the job and work done.

Sarahbasu (2009) in his study Job satisfaction and mental health among teachers reported that job satisfaction has a significant relationship to the mental health. Satisfied teacher owns better mental health than their unsatisfied counterparts. Key aspects of job satisfaction were also related to the mental health of the individuals.

Singh Gurmit (2010) studied Job satisfaction of Teacher Educators in Relation to their Attitude towards Teaching found that the job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The Job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching.
Jasmine Maria Sylvester (2010) in the study ‘Attitude towards Teaching Profession and Job Satisfaction of Teacher educators’ reported that there is no significant difference in the job satisfaction of male and female teacher educators in their profession. There is no significant difference in the job satisfaction of teacher educators with M.Ed and M.Phil qualifications in their profession. Number of years of total experience does not have influence on the job satisfaction of teacher educators in their profession.

2.3.2 STUDIES RELATED TO JOB SATISFACTION CONDUCTED ABROAD

Stagner, Flabee and Wood (1952) found that job satisfaction was related to better employee – employer relationship. When the behavior of administrators conformed to teacher’s expectations of the formers role, satisfaction was high: non-conformity produced high dissatisfaction.

Hertzberg and et al, (1959) pointed out that for the people at higher occupational and or educational levels intrinsic aspects of the job go up in importance while security drops considerably. There is no doubt due to the greater marketability possessed by the people in the higher occupational strata.

Gilmer (1966) found that Job satisfaction or dissatisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general.

Blum and Naylor (1968) found that job satisfaction is the result of various attitudes proposed by an employee. Their attitudes are related to the job and are concerned with such specific factors as wages, supervision, social relation on job, fair treatment by employees, and other similar factors.
Sommers (1969) reported that the principal is the most important determinant of teacher morale. Englhardt (1973) found that satisfaction had a direct relation to principals’ consideration to the teaching staff. According to Abuja (1976), dissatisfaction increases when one has to work under an incapable, inefficient and indifferent head or boss. One of the most frequently cited reasons given by former teachers for having left the profession were dissatisfaction with their principals or Headmaster, according to Browning (1963) and Yuskiewicy and Donaldson (1972).

Schmidt (1976) in his study *job satisfaction among school administrators*, he found that administrators are highly motivated by achievement recognition and advancement in their profession.

Smith (1977) found that the satisfying elements in the principalship to be directly controlled by the principals themselves while control of the dissatisfying elements rested with the upper level school district management.

Bloland and Selby (1980), an important factor in teacher career change is dissatisfaction with the principals which may stem in past from the principals role often unintentional.

Lipham and et al, (1982) found that the staff perception of principal’s leadership was significantly and positively related to job satisfaction.

Sarkar, S.C. (1984) made a study to understand the role perception and job satisfaction of headmasters in *A comparative Study of Role Perception and Job Satisfaction, of Headmasters and Teachers in relation to Organizational Climate of Secondary School in Dacca City (Bangladesh)*, reported that that there was significant difference in the role perception of headmasters working in different organizational climates in terms of job satisfaction.
Hans Joashim Lassmann and Ralf Gigreich (1990) in their study ‘A changed School and Educational Culture: Job Satisfaction at Gesamtschulen in the State of Hessen, West Germany’ – Some international comparisons reported that job satisfaction and work centrality are correlated with length of work that is experience.

Mark, G. Borg, Richard, J. Riding (1993) in the study occupational stress and job satisfaction among school administrators found that about one fifth of the respondents found their job as school administrators either very stressful or extremely successful. Eighty percent indicated that they fairly satisfied or very satisfied with their job.

Ahmed Mohamed Alzaidi (2008) in the study Secondary School Head Teachers Job Satisfaction in Saudi Arabia identified the following 8 factors which affect their job satisfaction positively or negatively as perceived by the Head teachers themselves. They are relationship with educational administration, morale, head teachers’ practices, the school Environment, relationships with students and parents, head teachers’ authority, the relationship with educational supervision and relationships with teachers.

Adebola O. Jaiyeoba (2008) studied the job satisfaction of secondary school teachers in Kano State Nigeria and reported that there was a significant difference in the level of satisfaction with years of experience as well as with age, marital status, school size and educational qualification.

David Fred Lech (2009) in the study ‘The assistant School Superintendent in New York State Sense of job satisfaction, Job efficacy, and career aspiration’ reported that the sense of job satisfaction of superintendents is associated with
age and those who are above 50 years of age have expressed great job satisfaction compared to those who are below 49 years of age.

2.4. STUDIES ON ADMINISTRATIVE PROBLEMS

Now a day every field is facing some problems or the other, educational field is not exclusive of it. The problems of Head Masters should be recognized by the government, managements and help them in solving those problems. There are so many problems in the administration of any institution such as teachers’ non cooperation, students’ irregularity, parental apathy, admissions, resource management etc.

The heads of the institutions should have the authority to control subordinates. However, running of the schools is the collective responsibility of the whole staff.

2.4.1. STUDIES RELATED TO ADMINISTRATIVE PROBLEMS CONDUCTED IN INDIA

Jaswanth Singh (1964) made an exhaustive study on administrative performance of headmasters. He concluded that the efficiency of school depends upon efficient administrative performance of headmasters in the following areas: (a) planning (b) administration (c) supervision (d) guidance (e) evaluation and (f) public relations.

Sharma (1973) conducted a study on administrative and financial problems of elementary education in Punjab and their impact on educational process. The main findings were negligence at various levels of administration, work and conduct of teachers and their negligence, unpunctuality and irregularity were the most serious problems.
Varma, P L (1975) conducted a study on the role conflict and corresponding role-performance among headmasters and found that the headmasters experienced higher role conflict than the headmistresses. There is no relationship between role conflict and experience as headmaster in school.

Mahant, G.V. (1979) has conducted a research on the administrative behavior of high school head masters in central Gujarat and found that sex, age; experience did not influence administrative behavior of head masters.

Gadgil (1981) concentrated himself to study the problems of primary school teachers of Pune, regarding their time, energy and money spent on conveyance. 3,296 teachers were administered questionnaire. It was noted that 43.71% teachers went school on foot, 30.99% by bus, 10.73% on cycles, 11.85% occasionally by auto rickshaw and only 1.29% by private vehicles.

Desai (1981) studied outstanding problems of junior high school teachers of Bombay. The findings were: (i) the main problem of the teachers was educational apathy of the homes of teachers, (ii) the problem of looking after their own children at home was ranked 5th by female teachers, (iii) nearly 60% teachers admitted that they did not like to work in schools, and (iv) the problems of the teachers had significant relation with sex, educational background, the tenure of service and family size.

Rajeevalochana A (1981) conducted a study on the administrative behavior in secondary schools of Tamil Nadu and reported that there is no significant relationship between the administrative behavior of principals and organizational climate of the schools. The administrative behavior of the school principals influenced the traditional or progressive character of the schools.
Das M.A. (1983) conducted a study of the administrative behavior of secondary schools head masters in relation to selected school variables and found that the administrative behavior of urban head masters is interactive, democratic, and progressive and achievement oriented; and dimensions were related higher than that of their rural counter parts.

Baruah, H (1983) in his study ‘A Critical Study on the Administration of the Secondary Schools of Assam in Post-Independence Period (1947-1977).’ The findings were:

(1) Bureaucratic administration has led to many defects in the educational administration. (2) Lack of proper distribution of duties among different branches of educational administration hampers efficient administration. (3) Traditional inspection and supervision need reform. (4) Coordination and cooperation between the Department of Education and Board of Secondary Education would lead to efficiency and improvement in educational administration.

Kempanna M S (1985) in the study “A survey of administrative problems of heads of high schools of Bangalore city reported that a majority of heads are younger without adequate qualifications, a majority are not members of professional organizations. Further it was reported that lack of funds and insufficient motivation bother the heads of the institutions.

Baraiya, V.V., (1985) conducted a study of the Organizational Climate of Higher Secondary Schools of Gujarat State in relation to Certain Variables, reported that out of 100 headmasters 45 were to be found effective leaders.

Chhaya, M.P. (1989) discusses the attributes of a successful secondary school Principal as one who would develop human resources, conduct PTA
meetings, manage timetable, provide for staff development, inspire team spirit and look after the routine duties expected of the office.

*Oneymunwa, S.G. and Ojogwu, C.N (1998)* studied the *Perception of the Principals’ Roles in Instructional Supervision by Teachers, Principals and Inspectors of Education* found that there was significant difference in the perception of principal and teachers as to the supervisory roles of principals.

*Paul John (2002)* in the study *The Training Needs of Principals of Private schools in the Union Territory of Pondicherry, India* reported that principals and administrators in schools of India need training. He also recommended the inclusion of mission and vision of the school in the training programme.

*SitaPara S.P (2002)* in the study on the problems of headmasters of high schools of Gujarat state reported that Male headmasters felt and faced more problems than female headmasters relating to education, admission of students physical facilities and other administrative problems with the District Educational Officer. Female headmasters felt and faced more problems than male headmasters relating to administration of school, examination problem with the secondary education board and staff of school.

*Sutnga, E. (2003)* A Study on the status and problems of the primary education in Jaintia hills district of Meghalaya reported that Good number of teachers from government and non-government schools mentioned that they faced problems such as (i) Irregular payment of salaries, (ii) Lack of teaching aids, (iii) Inadequate infrastructure, (IV) illiterate parents and non-cooperation with teachers.
Easwari, P. (2004) studied Relationship of Personality with Administrative and Academic Responsibilities of Assistant Elementary Educational Officers in Tamil Nadu found that there was no low positive relationship between administrative responsibility and personality factors of responsibility.

Singh, S.K. (2004) studied on Sociological Factors of Leadership Behavior on School Organization Climate and found that Age, Sex, teaching and administrative experience of the principals of secondary schools played very important role in the relationship between school organizational climate. The study cites three references.

Chauhan, K.R. (2005), in his study the Comparative Study of Authoritative Attitude of Male and Female administrators of Secondary and Senior Secondary Schools of Rajasthan found that (i) there was no significant difference in the authoritative attitude of male and female administrators in appointment of personal in schools, (ii) female education – administrators were having more authoritative attitude than the male administrators.

Bhaskar Rao, D. (2006), Role of the School Administrator discusses two of the multiplicity of roles a school administrator has to perform assisting in curriculum development and supervision.

2.4.2. STUDIES RELATED TO ADMINISTRATIVE PROBLEMS CONDUCTED ABROAD
Wren, P (1906) studied the problems of school organization with special reference to the duties of headmaster like organization, supervision, teaching and examinations and arrived at conclusions that the Head Masters should effectively administrator the following for the success of school administer; (a) supervision (b) administration (c) curriculum (d) academic guidance (e) physical requirements

Campbell (1953) studied the problems of administrator of public education and suggested that effective administration in the following areas is necessary by school headmasters for the success of school administration: (a) professional growth (b) daily schedule (c) relationship with pupils (d) school plant (e) community relations and (f) relations with teaching staff.

Ward G Reeder (1955) made an extensive study on public school administration and reported on certain urgent and recurring problems such as, public relations school plant, budget and finance planning and cooperation and guidance among the teachers.

J. Mc Queeney (1985) studied the development of secondary school organization and staff management. The head teacher as principal protagonist stated that staff management issues cannot be separated from other issues that now confront the head teacher. These issues related to the development of the curriculum as well as constitutional questions related to the government of schools and the development of criteria and standards related too managerial and social accountability.

Egbe T. Ehiametalor, (1985) in his study primary school principals’ performance in critical administrative Task Areas stated that the headmaster is expected to gain knowledge through experience and he also expected to provide
strong leadership in curriculum implementation. Another critical area of responsibility is administration of pupils.

*Bauck, J.M. (1987)* has compared two groups of Principals: one a random sample of public and private middle school Principals, and the other a sample of effective. The findings are (i) Effective Principals have very positive outlook of their work, (ii) They view problems as less insurmountable.

*Walker, J.E. (1990)*, has found the competency indicators in the skill areas of problem analysis, judgment, and organizational ability, competence for oral and written communication, decisiveness, leadership, sensitivity, stress tolerance, motivation, and creativity.

*Diane Theresa Ramos-Kelly (1999)* in his study *the role of the principal and staff development structures: Factors which shape and influence instructional practices of teachers* supported that the research on change suggests that continuous improvement is related to supports for change on an individual and organizational level and also underscored the importance of the principals leadership in fostering staff development opportunities that the galvanize the school culture around improvements in teaching and learning.

*Kazi Enamul Hoque (2007)* in his study *Head master’s Managerial ability under School based management and its relationship with school improvement: A study in city secondary schools of Bangladesh* the finding of the study provide important information for the policy makers, educational managers and especially for the headmasters and teachers concerned with the improvement of well-being of secondary schools under the school-based management system.
Md. Sahandri Gani Hamazah (2009) studied \textit{Headmaster and Entrepreneurship Criteria}. He showed that the Entrepreneurship characteristics within the headmasters are average and poor in initiative and information retrieval. It is suggested that the education of Entrepreneurship is added to the preparation courses for headmasters.

\section*{2.5 COMPARATIVE STUDIES}

\textit{Indiresan, J} (1974) found that organizational characteristics viz expert authority, hindrance, administration and fairness were found to be significant variables which are predictors of job satisfaction.

\textit{Goyal, J.C.} (1980) in his study of the relationship among attitudes, job satisfaction, adjustment and professional interest of teacher educators in India found that large majority of teacher educators were favorably inclined towards their profession and were satisfied in the job.

They were not well adjusted and had low professional interest. Emotional stability increased with age. Professional interest among teacher educators increased with teaching experience in school.

\textit{Nayak K.D.} (1982) in his study of Adjustment and Job Satisfaction of married and unmarried lady teachers” reported that there is no significant difference in the job satisfaction of married and unmarried teachers working in rural and urban areas, teaching aptitude. No significant difference was found in the adjustment of urban and rural married teachers. The satisfaction had no effect on the adjustment of female teachers.
Agarwal, V A (1983) made a study of stress proneness, adjustment, and job satisfaction as predictors of administrative effectiveness of principals and reported that a) stress proneness of principals was not significantly related to their administrative effectiveness. b) Principals adjustment was found to be a powerful predictor of their administrative effectiveness. c) Very low correlation was found between principals stress proneness and job satisfaction. d) The adjustment of principals and their job satisfaction were found to be mentally related to their administrative effectiveness.

Shrivastav (1988) conducted a study on job satisfaction, adjustment and socio-economic status of professional women with a sample of 393 women (from teaching, medical, and bank and insurance professionals). She concluded that a majority (85%) of women professionals are satisfied. In medical profession satisfied and dissatisfied women were in equal percentage.

Women in all the three professions differed significantly: banking and insurance professionals being at the top and medical women job satisfaction and adjustment were positively correlated in all the three groups.

Mohan and Sarin (1989) studied job satisfaction in relation to personality, self esteem and adjustment. They concluded that their job satisfaction was influenced by pay, neuroticism, self esteem and total adjustment. It was also asserted that job satisfaction had some basis relation with psychological traits in addition to contents of job.

2.6. SUMMARY

In this chapter, the review of related literature was presented in three sections.
1. Studies on adjustment
2. Studies on Job satisfaction
3. Studies on Administrative problems

In section 2.2 an attempt was made to review the studies conducted in India and abroad on adjustment, which include the studies of investigators such as Singh, S. (1978), Mangal, S.K. (1979), Rao, S.M. (1981), Pandey, R.D. (1981), Wangoo, W.L. (1984), Singh, H. (2003), Babu, R. (2004), Dave, P. and Kulshrestha, A.K. (2004) in India and Margaret Brandey-Amoon (2009) abroad studied about adjustment of the relationship between teachers' personality and teachers' success in society, the analysis of common factor in teacher adjustment, work adjustment and teaching success of primary school teachers, social adjustment of secondary school teachers with the variables of sex, locality and type of management, personality, adjustment and leadership, stress among male and female teachers in relation to their personality needs and adjustment respectively.

In section 2.4, the studies related to administrative problems were reported. In India Jaswanth Singh (1964) studied on administrative performance of Head masters, Mahant (1979) studied on administrative behavior of high school Head Masters, Baruah, H. (1983) studied on the administration of secondary schools, Sutnga (2003) studied on Problems of primary education and in abroad Wren (1906) studied the problems of school organizations, Word G. Reader (1955) made an extensive study on public administration, Paul John (2002) studied on principals of private schools needs training for better administration.

Further many studies in India and abroad focused on certain selected variables like sex, general and professional qualifications, age, academic standards of schools, marital status, family conditions, type of school management, mental health conditions, salary, interpersonal relations, opportunities for advancement, recognition, perception of roles, to explain adjustment, job satisfaction and administrative problems of heads of the institutions and teachers. However, no exclusive study related to the three factors mentioned has been found.

Hence, the present study on adjustment, Job satisfaction and Administrative problems of secondary school head masters in Andhra Pradesh attains significant importance in the field of education.