CHAPTER - I
THE PROBLEM: ITS BACKGROUND AND CONCEPTUAL FRAMEWORK

INTRODUCTION:

In a country like India where the future of the nation is wedded to the ideals of secularism, socialism and democracy, institutions have to be shaped in such a way that they may help in building a society which may secure to all its citizens, social, economic and political justice, liberty of thought, expression, faith and equality of status and opportunity as envisaged in the preamble to our constitution.

Education is perhaps the most powerful instrument in the shaping of a country and for the conservation of its culture. It is only a means to fuller development of human personality. It has also been recognised as one of the most potential instruments of national reconstruction. The role played by education in the cultural, intellectual, ethical, social and political development of a nation cannot be challenged. Even in ancient civilizations including India, the role of education was very well recognized.

In modern times, particularly since the industrial revolution, education has been performing an important function in the state. Irrespective of different forms of government, it has been conceived of as a necessary instrument of national reconstruction and regeneration. Educational institutions in any form of government attempt to mould the country's children and youth in such a way, as to enable them to make their living and contribute to the country's
stability. In a democracy, education aims at developing independent, free and responsible citizens, capable of exercising their choice between different alternatives.

A survey of the various educational commissions, reveals that they have also highlighted the importance of educators, researchers and administrators by pointing out their role in the national development emphatically stating that effectiveness of a system of education or an institution depends entirely upon the quality of its administrative set-up. Inferentially, the educational administration is the main element and educational leadership an important dimension of the effective process of administration.

The principal in an institution is the most powerful stimulation because he is concerned with the governance of the institution. Various epithets have been used to designate the various qualities of the principal such as patriarch, master workman, captain, dictator, inspirer, diplomat and persuader. Considering the organisational nature of the institution, it becomes important that he discharges his functions effectively. A principal cannot remain an old feudal lord in the changed climate of democracy and socialism. He is basically required to keep his eyes focussed on the basic purposes. Universities and colleges exist to educate students, to carry on research, to mould their character and inculcate values in them. These should be considered the foremost objectives to be achieved by the educational administrators. Hence the principal is concerned with the governance of the college - that is, the process of deciding and seeing to it that the decisions made are executed. He is concerned with the process
with which scholars, students, teachers, administration and trustees are associated together in a college and carry out the rules and regulations, minimize conflicts, facilitate their collaboration and preserve essential individual freedom. The administration of any enterprise involves the making and subsequently the execution of a succession of decisions. If such decisions are made effectively, they link together the progressive and dynamic efforts of the participants within the enterprise.

**Administration involves:**

(1) The making of decisions, which are (2) programmed into a plan for implementation (3) are communicated to all who must carry them out (4) are controlled to ensure that they are carried out as programmed and (5) finally are appraised in the light of results and new conditions. For achieving the foregoing objectives and for administering institutions effectively, the Principals and Heads of Institutions have to assume leadership qualities. Numerous are those qualities as defined and described by educationists. Unless the principal behaves as one of the staff, a fellow worker engaged with others in a joint venture and not as a slave-driver, no work is possible. The new demand is integration—not division. All the staff and students have to pull together for common good, rather than the groups of teachers and students fighting one against the other. The principal, being the leader of the team, should try at all costs to avoid this situation. While the sincere and devoted workers have to be given all moral support and encouragement, the in competent and the
shirkers, too, have to be brought to fall in line with them. This may contribute to their administrative effectiveness to a large extent.

A brief overview of the responsibilities and powers of College Principals is given below:

**RESPONSIBILITIES AND POWERS OF COLLEGE PRINCIPALS**:

The principal is the head of the college, who is responsible for the development and smooth running of the college. He is expected to play a number of roles:

- These include taking care of the various available resources of the college and making best use of them; supervising and guiding the staff members and taking care of their development and welfare; taking care of learning materials and learning situations including the computer centre, gymkhana, canteen and hostels, library and laboratories; developing a system of pastoral care and consultation channels; developing control mechanism; developing linkages with the University; and also act as innovators and keeping in touch with the new ideas and practices in the field.

Naturally the principal of a college is considered a "Super Human" having super skills to handle every odd at every time. The Principal is defined as well as perceived the academic and administrative head of the college. Some of the important roles and responsibilities of a Principal can be categorized as below:
III. Social responsibilities of College Principals.

IV. Residual responsibilities of college Principals.

**ADMINISTRATIVE RESPONSIBILITIES:**

The Principal of a college is the "administrative head" so far as the admissions, teaching, examinations, and payments of salaries etc. are concerned. He is the whole time head of the institution: His administrative responsibilities are multi channelled and can be considered under the following heads:

(i) **Responsibility as a planner**:

The principal of a college is over all responsible for planning, policy making and implementation of the institution as well as the introduction of innovations. As a good planner, the Principal can make the college develop and prosper in every respect by planning academic programmes like orientatio courses, seminars, in-service training programmes for improving the academic competence of the faculty members, administration of students and maintenance of discipline.

(ii) **Responsibility As Office Manager**:

The Principal of a college is directly responsible to deal with the government through the Director of Higher Education; the University to which the college is affiliated, the local administration; the college managing committee and above all the parents, staff and students. He is supposed to know the rules and regulations and the provisions of Acts, statutes, ordinance and other directions or orders, issued from time to time by the University, State or Central govt.,
U.G.C. or any other govt. or semi - govt. authority. He is responsible for the maintenance of accounts and the management of finance of the college. Also correspondence relating to administration is his exclusive work. Thus a Principal is always supposed to be an efficient office manager in order to become a successful administrator.

(iii) **Responsibility During University Examination**: 

During University examinations, the Principal is made over all responsible for the safe custody and smooth conduct of the examinations in the college. He is made the senior superintendent and has to appoint Assistant Superintendents of exam and investigators to conduct it peacefully and smoothly. This is an extra - administrative responsibility of the Principal supervision and conduct of examination by the college, University or any other agency (e.g. entrance exams for admission in different classes in the college, engineering entrance examinations, banking recruitment tests and tests for appointment in govt. services) are assigned to the Principal.

(iii) **Responsibility To Keep Staff - Student Relations Healthy**: 

The Principal acts as a bridge between the staff and students of the college. He is responsible and authorised to appoint Games Superintendent, N.S.S. Programme Officers, N.C.C. Officers, Chief Proctor, Dean of Students, Welfare and the members of the other committees for conducting the co-curricular activities in the college. These appointments are of vital importance in the development of the college and promote the teacher - taught relations. The Principal is
initiate, motivate and encourage the co-curricular activities to maintain discipline in the college.

II. **ACADEMIC RESPONSIBILITIES OF THE PRINCIPAL** :

The academic responsibilities of a Principal may be divided as under:

(i) According to University Statutes, Principal is a teacher. The word Principal qualifies the noun 'teacher' meaning thereby that the Principal of a college is the 'Principal teacher' responsible for the development of academic standards of the institution whether it is increase in the students' strength, addition of optional or compulsory subjects or addition of faculty members. Quantitative growth must be accompanied by qualitative development. The Principal should take a minimum of six periods a week and participate in research and training.

(ii) **Motivator and Evaluator of the Staff** :

The Principal of a college, being the senior most member of the staff is supposed to be the "well wisher and guardian of the staff." His prime duty is to motivate the staff and the students and to develop an educational climate in the college. College Principal is to have contacts with civil administration, social organizations and other agencies for the present and future development of the college.

(iii) **Bridge-building with the Society** :

Many a time, there are differences and even clashes between the students of different communities in the college. Here, the responsibility of the college Principal is to bridge the differences and foster an atmosphere of harmony and brotherhood among the
students. The college is nothing but an assembly of students from different communities with different backgrounds, and differences are natural. Likewise, the Principal is to build a bridge between the staff and students also and to promote harmony in the teaching and non-teaching staff to run the college smoothly.

(iv) **Guardian of staff and Students:**

The Principal is regarded as the 'natural guardian' in every respect. The staff members work like a family under his guardianship. When a principal fails to take up this responsibility. The overall progress of the college is not possible.

(v) **Resource Facilitator:**

The Principal is solely responsible for selection of non-teaching staff in the college. He is to look after the development of the college in every respect, for which financial, physical and human resources are to be procured by him. He has to watch the proper utilization of college funds and arrange the resources for the progress of the college.

The entire personnel management in the college from recruitment to retirement of teaching and non-teaching staff is to be looked after by the Principal irrespective of staff strength. Unlike in industry there is neither personnel department activities like N.C.C., N.S.S., sports, debates etc. can be organized in the college only when the Principal Cooperates and motivates the staff members. The Principal is to evaluate the performance of the staff and encourage them for better results.
(iii) **Promotor of Co-curricular Activities**:

The college principal is in real terms responsible for overall development of students in the college. Co-curricular activities cannot be held in the college without the active involvement and interest of the Principal. University level sports meet, inter-college competitions and other co-curricular activities may only be organized with the full support of the Principal.

(iv) **Organizer of Academic Programmes**:

Seminars, debates, drama competitions etc. can be held in the college with the initiative, motivation and active encouragement from the Principal. He is the main person to arrange the finances for these programmes and to guide the staff and students to organize the functions. Thus the Principal is the key man as far as the academic development of the college timetable and admissions, through which he is responsible for the academic progress.

III. **SOCIAL RESPONSIBILITIES OF A PRINCIPAL**:

The Principal is the head of the college which imparts education to young boys and girls to become responsible citizens of the country and wise members of the society. Thus the Principals have social responsibilities to fulfil at their ends for the development of the society.

(i) **Representative of the College**:

The Principal is the representative of the college, who represents the government, the university, the management, the staff
members and the students of the nor trained professionals in the college to deal with HRD related issues.

IV. **RESIDUAL DUTIES AND RESPONSIBILITIES**: 

The Principal is assigned additional duties by the University, government or the management from time to time. Thus he is handicapped by open-ended duties that make his position highly vulnerable. In some states like Maharashtra, the colleges run the higher secondary schools or junior colleges. In U.P. some B.Ed departments in colleges have their own practising schools. The efficiency of the head of the institution depends on the size of the college but what size makes a college unwieldy has not been laid down.

**Need for Awareness of new Problems and Evolving a Personal Philosophy of Education and Life**: 

The Principal should have the insight to take a balanced view regarding the decisions he takes. These involve a wise discretion on his part. Problems like the following often arise in college administration:

(i) **In teaching an art or Science?**

There may be persons who are good at teaching without having brilliant academic records as also erudite scholars who are not good teachers. Which one should be selected. (ii) Teachers appointed by the government may not fit in the ideology and objectives of the institutions. (ii) Vertical promotions should be by seniority or by rotation etc. Sharma has represented the responsibilities of the college Principal in the following chart:
POWER OF THE PRINCIPAL

He also suggests the following powers to be vested in the principal to fulfill his obligations are suggested below:

1. He should have the power to take stern action against the teaching and non-teaching staff and to suspend a teacher on gross misbehaviour towards the Principal and staff and committing financial irregularities.

2. The Principal should be given the power to write the confidential report of a teacher every year. Reward and punishment theory is the basis of administration.

3. The Principals in private colleges managed by the Managing Committee should be given drawing and disbursing powers in respect of staff salaries like those in government colleges. At present the D.I.O.S. in each district has this power.
4. He should have the power of sanctioning loans to the teaching and non teaching staff.

5. The principal is the sole legal authority accountable to the university, govt., management, staff, students, parents and the public at large. Hence he should, like other government - officers, be given the power to take legal or disciplinary action with ministerial authority, so that he can handle cases of discipline effectively. During the past years litigations have been more rampant and students and teachers often to go the court over matters of admissions, fairness of evaluation of the answer scripts, seniority of teachers and other matters thus undermining the authority of the Principals.

6. For the Principal to be an instructional leader, he should be relieved of routine administrative chores by delegating administrative duties and authority. Among members of the faculty. For this purpose a post of Administrative Manager should be created in the college. The incumbent of the post should have specialised training in educational administration.

**POWER**

![Diagram of Principal Powers]

*Figure 2: Vital Powers that a Principal Needs*
THE NATURE OF STRESS:

In this age of science and technology, urbanization and industrialization, stress is a growing phenomenon. The origin of the concept of stress predates antiquity. It has many definitions (Lazarus and Folkman, 1984). Morgan and King define stress as the internal state which can be caused by physical demands (disease conditions, exercise, extremes of temperature and the like) or by environmental or social situations which are potentially harmful, uncontrollable or exceeding our resources for coping. The physical, environmental and social causes of the stress state are termed stressors. Stress has a number of immediate effects and if the stressors are maintained, long term behavioural, emotional and cognitive (thinking) effects occur. The physical bodily responses may be such as anxiety, hopelessness, depression, irritability and a general feeling of inability to cope with the world. Diseases like cancer are stress related. Stress is a big problem in our society.

Salye' has defined stress as "the non-specific response of the body to any demand made on it. The concept has been borrowed from the natural sciences. During the 18th and 19th centuries stress was equated with force, pressure or strain" exerted on a material object or person which resists these forces and attempts to maintain its original state. Stress may be caused by delays, lacks, failures, loses, restrictions, obligations, illness, conflict, pressure and adjutive demands.
STRESS AND ITS DYSFUNCTIONS:

In the paragraphs that follow on attempt has been made to analyse the ill effects of stress. Although stresses is sometimes helpful, as found by Lazarus, et al (1952), Waterhouse and child (1953), Albert & Haber (1960), Walters, et al (1960), Lawson (1965), stress does impair mental and physical states, causes emotional and social impairment along with performance deterioration. Mental functioning and many mental abilities are found negatively effected by stress. High test anxiety makes students do relatively less well on problems requiring memory, as shown by Sleber, et al (1970). Stress lowers down the readiness to restructure or find shortcuts in the solution of thought problems and compels a person to be stereotyped and repetitive in solving problems (Brown, 1953). Easter book (1959) has concluded that narrowing and restricting of perceptions occur under stress. Pandey (1976) found that frustration affects time perception. Schain (1973) concluded that a person loses flexibility of mind when under stress.

Creativity Hourishes only when one is not experiencing either high general anxiety or test anxiety (Hinton 1968, Arora 1976), Attention too, becomes limited to certain classes of cues (Wine 1971). It has been found that stress impairs learning (Montagnl, 1953), hampers serial verbal learning (Desh pande, 1978), promotes negative transfer (Thakur, 1970, L' Abate, 1956), arouses confusion (Lucas, 1952) and narrows down the psychic field.
All these effects of stress on cognitive functioning can bestow a person with no good personality make-up. Vinokur and Selzer (1975) reported that due to living under the threatening circumstances, a personality change takes place marked by phobias, intrusive memories and nightmares. Working under threat triggers psychosis and psychoneurosis of different kinds.

2. The phenomenon of stress has been found to disrupt emotional balance too. Some psychologists are of the opinion that all diseases are related to emotional stress.

In many experimental studies, it has been shown that stress causes high blood pressure (Hokanson & Burgess, 1974) peptic ulcer (Brady, 1958) disturbance in thyroid gland and respiratory system (Chatterjee, et al., 1970), steroid and biochemical disturbance (Bourne 1969), and many types of physical illness.

Due to the negative effect of stress on mind and body, an individual becomes unable to show performance of the level permitted by his aptitude and capabilities.

Akinson and Litwin (1960), Cox (1964), Smith (1964), Singh (1966), Sinha (1966), Spielberger (1962) and Spielberger & Smith (1966) found anxiety as a factor in the intellectual performance of students. Class & Singer (1972) have shown that stress reduces efficiency and accuracy in work.

3. All these effects of stress combined together do not allow a person to behave in a normal way in society. Therefore, individuals under stress have been found lacking in proper social behaviour
(Baron & Bell, 1976) and adjustment (Singh & Kang, 1977). Moreover, when a person tries to cope with stress, the very process drains the body's energy out.

The above studies indicate that stress is a phenomenon which works more as a negative factor in the mental, physical, emotional and social development. If the administrators have to suffer constantly from stress, how can the academic and institutional aims be achieved? It's effect will pass down the administrative ladder and affect all aspects of administration. It clearly emphasises the urgency of probing the phenomenon of stress present among educational administrators.

**CAUSES OF STRESS:**

Lazarus (1969) was of the view that adjusting failure and feeling of psychological stress may be due to defects or/and illness in central nervous system or in the biochemistry of the individual. If a person has no such defects or illness, then the cause of stress has been attributed to different variables for example - interpersonal contacts (Sullivan, 1953), lack of satiation of a lower need in the need hierarchy (Maslow, 1954; Nardin, 1971) cognitive factors like perception (Mc - Keachie, et al., 1955) speisman, etal, 1964; Holmes & Houston, 1974), social status of another person, psychological differentiation over all intellectual, emotional and social development, stimulus situation and personality factors, such as patterns of motivation, general beliefs about the environment (Lazarus, 1969; Spielberger, etal., 1970) religious and moral delemma (Existentialists), characteristics of the adjusting demand, cultural and
situational demand, parents' anxiety, learning experiences, status inequality and cognitive phenomenology (Lazarus, 1978).

An analysis of these studies reveals three main causal factors of stress; first need; second, environmental perception, third achievement;

In behavioural sciences, almost all variables are interrelated (Kerlinger and Pedhazur, 1973).

Therefore, administrative stress, personality needs and school effectiveness may be related to each other. This raises the problem which can be stated as follows:

1. How do personality needs influence administrative stress?
2. How does effectiveness influence administrative stress?

The purpose of this research is to provide answers to the above questions.

**DEFINITIONS**:

With the intention of having clear concepts about the variables involved in this investigation, all are first defined constitutively and then operationally.

**STRESS**:

Three general approaches describe the various emphases of stress; physiological stress (Selye, 1956), social stress (Smelser, 1962), and psychological stress (Lazarus, 1966). This investigation is concerned with psychological stress.

This is surprisingly little uniformity on the definition of stress among researchers (House 1974). Several types of stresses have been described in the literature, the definitions of which are drawn
"either from events that produce stress or from the characteristic responses to stress." Some have treated stress as a stimulus variable, e.g., Basowites et al., (1955) & mechanic (1962) who treated stress in terms of 'stimuli which produce disturbance.'

Some researches focus the meaning of stress on the response side.

As Lazarus (1969) suggests it is insufficient to define stress in terms of stimulus or response alone if one stimulus is a source of stress for one individual, it is not necessarily for another and responses only tell about the reactions to stress, not about the construct of stress. According to Lazarus (1978) stress is a 'relational concept' that is, a balance between demand and the power to deal with them. He says that psychological stress refers to demands that tax or exceed available resources (internal and external) as cognitively appraised by the person involved. This has been taken as the definition of stress in this investigation. Lazarus further points out that there are three sub types of stressful appraisals; (a) harm (b) threat, and (c) challenge. An individual appraises harm, threat, or/and challenge as stress because (a) harm accompanies with it a stressful demand of overcoming the damage already done, (b) threat accompanies a stressful demand of resolving the threats of harm and (c) challenge has a stressful demand of utilizing the opportunity for growth, mastery, or gain.

**Frustration**

Frustration is characterized by harm already done and "threat to personality" (Maslow, 1941). In conflict and anxiety, there
is threat, that is, "threat of frustration and harm" (Grinker and Spiegel 1945). Pressure carries with it "challenge". Thus in frustration, conflict, anxiety and pressure, there is stress. Therefore, these four constructs have been conceptualized as stress in this investigation, as has been done by Schaffer (1954), Ray (1965) Lazarus (1969). Frustration has been explained with many meanings (Lawson & Marx, 1958) for example, frustration arises when goal response suffers interference to its occurrence (Dollard etal; 1939).

It is a drive state arising from inhibition and competition of response tendencies (Brown & Farber, 1951). Frustration is a negative affective state (Mc Clellaned, etal., 1953) the term has been used mainly in three ways:

1. a state arising due to delays, lacks and loss already done,
2. effects of such in stigation on the person, for example, disturbance of homeostasis, and
3. reactions of the person, for example, anger. The investigator has defined frustration in the first way because the very appraisal of harm and loss is stressful.

In defining conflict, "Some psychologists have mentioned frustration, others have focused on decisions among attractive or unattractive alternatives, and some have concentrated on the feelings of the people involved, such as, anger, distrust and rejection." In fact, conflict is the "result of two or more equal but incompatible response tendencies." (Cofrer & Appley, 1964). It has been explained through Freudian model. Phenomenonological model and Behavioural Model.
Pressure "stems from heavy demands on one's time and energy to meet a goal" (Good, 1973) or "constraint of circumstance: the weight of social or economic imposition" (Gove, 1961).

There is no consensus among researchers about the definition of anxiety. Some regard anxiety as a conditioned emotional response (e.g., Wolpe, 1966); some take it as the result of non-satisfaction of biological needs in a socially approved way (e.g., Sullivan, 1953); while some have explained the construct in terms of disturbed homeostasis (e.g., Holmes & Ripley, 1955); some equate anxiety with drive level (e.g., Spence & Spence, 1966); some conceive it as the state of interruption of desired behaviour sequence and absence of an alternative action (e.g., Mandler & Watson, 1966); still another group proposes that anxiety should be viewed as an attentional phenomenon (e.g., Wine, 1971); and so on. But most of the psychologists agree that anxiety is a feeling of apprehension of harm which can be aroused in everyday life (Desiderato, et al; 1976; Lazarus, 1969).

This definition has been accepted in this investigation. Institutional stress and academic stress are two of the many types of stresses. They are the subsets of the universe of psychological stress. PRINCIPAL'S STRESS PRONENESS:

Principal's stress-proneness in this study has been taken as his inner capacity to withstand the stress caused by some external condition, a state of his organism where he perceives that his wellbeing is endangered and that he must divert all his energies to his protection.
It is the psychological power of the principal to bear with the stressful situations, the extent to which the principal can tolerate the stress flowing from the environmental situation.

**The Concept Personality:**

Gorden Allport defined personality as "the dynamic organisation within the individual of those psycho-physical systems that determine his unique adjustments to his environment."

Personality can be described more specifically as "how a person affects others, how he understands and views himself and his patterns of inner and outer measurable traits."

From this definition it can be understood that one's physical appearance and behaviour affects others. Understanding oneself means one is unique with a set of attitudes and values and a self-concept. Finally, the pattern of measurable traits refers to a set of characteristics that the person exhibits.

Some other definitions are "personality is a vehicle to integrate perception, learning, values and attitudes and thus to understand the total person. "Personality is an individual's total sense of self, it is an organising force for the person's particular pattern of exhibited traits and behaviours." Personality is the culmination of experiences and genetic influences." Personality is influenced by his personal life and where he is working.

**Determinants of Personality:**

Personality is the result of heredity, environment, and the situation. Heredity refers to those factors that were determined at conception (like physical appearance, temperament, energy level and
biological rhythms). These are the characteristics which are generally influenced by one's parents that is biological, physiological and inherent psychological make up. The heredity approach feels that personality of an individual is the molecular structure of genes located in the chromosomes. Environment includes the influence of culture that is early conditioning, the norms among the family, friends and social groups in the formation of personality with the socialization process in the group personalities are altered over time.

**Type and trait approaches to effectiveness**

The traditionals viewed individuals as shy, lazy, melancholy, ambitious, aggressive. These are called as Traits. Groups of these traits were then aggregated to form personality types.

**Trait Approach**

Cattel (1973) identified sixteen source trait/primary traits (e.g. reserved - outgoing) these traits were found to be generally steady and constant sources of behaviour. But there was found to be no scientific relevance.

**The Type Approach**

In this approach several behaviours are seen as clusters characterizing individuals with high degree of stability.

**Locus of Control**

People are assumed to be of two types: 'Internals' and 'Externals'.

Internals are people who believe that much of what happens to them is controlled by their destiny. Externals/believe that much of what happens to them is controlled by outside forces.
Machiavellianism: High Machs tend to take control, especially in loosely structured situations. Low Machs respond well to structured situations. High Machs tend to be more logical, rational and pragmatic. They are more skilled influencing and coalition building.

Type 'A' or Type 'B':

People who are hard-driving, impatient, aggressive and super-competitive are termed as type 'A' personality. Those who are easy-going, sociable, laid back and non-competitive are termed as Type 'B' personality.

Type A people tend to be very productive and work very hard. They are workaholics. The negative side of them is that they are impatient, not good team players, more irritable, have poor judgement. Type B people do better on complex, tasks involving judgement, accuracy rather than speed and teamwork.

Theories of Personality:

Carl Jung identified three basic assumptions in his theory. (1) Personalities are developmental in that they are influenced by past and hopes for the future, (2) All people have the potential for growth and change, (3) Personality is the totality of a person's interacting sub-systems.

Emotional Orientations:

Jung feels that the two basic orientations of people are extroversion and introversion. Introverts are primarily oriented to the subjective world. They look inward at themselves. Extroverts are
friendly, enjoy interaction with people, are generally aggressive and express feelings and ideas openly.

**Problem - Solving Styles** :

Jung identified two basic steps in problem solving: collecting information and making a decision. Collecting data occurs in a continuum from 'sensing' to 'institution.' In terms of decision-making, it ranges from 'thinking' to 'feeling' types.

**Sensing Types** :

The person approaches the problem in a step by step organised way. The person works steadily and patiently with details.

**Intuitive Type** :

One who does not show a lot of emotion, who can put things in a logical order and who can be firm and fair.

**The Feeling Type** :

He is a very aware of other people, dislikes telling people unpleasant things and prefers harmony among people. The interaction of these two aspects of problem-solving results in four problem-solving types:

1. The sensing feeling type
2. The intuitive feeling type
3. The sensing - thinking type
4. The intuitive thinking type.

**General Attitudes** :

The last personality sub system Jung identified was the general attitude toward work, namely judging and perceptive. Judging types like to follow a plan, like to make decisions, and want only the
essentials for their work. On the other hand, perceptive types adopt well to change, want to know all about a job and may get over committed.

**Development of Personality; Erikson's Eight Life Stages:**

Erikson identified eight stages of life that characterize the unending development of a person. These are: (1) Infancy (2) Early Childhood (3) Play age (4) School Age (5) Adolescence (6) Young Adulthood (7) Adulthood and (8) Later Life.

Shuddon labelled three body builds and certain personality characteristics they reflected. The three body types are:

1. **Endomorph - Fleshy and inclined toward fatness.**
2. **Mesomorph - Athletic and inclined to be muscular.**
3. **Ectomorph - Thin and inclined to be fine-boned and fragile.**

The personality characteristics reflected are:

**Endomorph:** Friendly, oriented towards people, seek others when troubled, slow to react, loves to eat.

**Mesomorph:** Seeks physical adventure, needs and enjoys exercise, restless, aggressive, likes risk and chance, competitive.

**Ectomorph:** Likes privacy, socially inhibited, quick to react and hypersensitive to pain.

**Maturation Theory:**

Chris Argyris has postulated a maturation theory of personality development that proposes that all healthy people seek situations that offer autonomy, wise interests, to be treated equally and the opportunity to exhibit their ability to deal with complexity. Healthy individuals tend to move from immaturity to maturity.
According to Argyris, healthy people will show the behaviours of maturity while unhealthy people tend to demonstrate childlike immature behaviours. Further, Argyris argues that most organisations tend to treat their employees like children, making them dependent. The Principal who understands personality development is better able to predict these crises and recognize them as natural transitions that adults encounter. Neither trait nor type approach, or theories of personality presented help in predicting behaviour of an individual. The reason is, they ignore situational contexts.

**Importance of Personality**

Personality is very important because by determining what characteristics will make for effective job performance. It can aid in personnel selections; by increasing understanding of how personality and job characteristics interact. It can result in better hiring, transfer and promotion decisions, and by providing insights into personality development it can help to anticipate, recognize and prevent the operationalising of costly defenses by organisational members.

**Principals' Personality and Stress**

All organisations (including educational institutions) are composed of individuals with a different personality, Attitudes, values, perceptions, motives, aspirations and abilities. The main reason to understand behaviour is that individuals are different. Scientific management was based on the similarities among workers not the differences, which effect the organization. Behaviour can be defined as response/responses which is observed directly/indirectly. Individual differences can be because of environmental, personal and
psychological factors, physical and social factors. Individual behaviour can be understood by regarding the individual as a mini-system. A system has its parts: input, thruput, output and feedback loop. The input is whatever enters the system, whether it is a raw material or information. Thruput is transformation of the input. The Feedback loop is the process of providing the system with an opportunity for changes in the next sequence or time period of the systems operationss.

Diagram of System

The principal can through the effect of his personality bring about desired behavioural change in the behaviour of all those concerned with the institution. Even a small change in the factors that govern behaviour can bring about much improvement in effectiveness as well as less stress to himself.

In this study the personality needs theory of Murray has been used. It has been described in Chapter III.

**ADMINISTRATIVE EFFECTIVENESS** :

**The Concept** :

Some educationists have tried to define the concept of effectiveness Guha & Bidwel have explained that "Effectiveness is
a function of the congruence of expectations and behaviour. "Getzel, Lipham and Campbell\textsuperscript{2} also hold a similar opinion that, "Effectiveness is, then, a measure of the concordance of the role behaviour and the role expectations." The same behaviour may be held effective at one time and ineffective at another time by the same person, depending on the expectation he applies to the behaviour. In either case, judgements of effectiveness and ineffectiveness are impossible to interpret unless both the expectations being applied and the behaviour observed are known. Hence the effectiveness is a function of the congruence of behaviour and expectations. Since effectiveness in a role depends on the degree to which behaviour conforms to expectations, effectiveness cannot be forthcoming if the expectations are inconsistent, regardless of who the particular incumbent is.

Gestalt psychology believes that if a person's behaviour is to be determined, it can be determined by his own need characteristics and the need characteristics of his own group with whom he is working and the cultural norms. In other words effectiveness is an individual characteristic of behaviour which can be evaluated by the reference group or interaction with his or her environment. Carter V. Good\textsuperscript{3} defines administrative effectiveness as "the extent to which satisfactory results have been produced through the control directions and management exercised by the executive authority, satisfactory results shall be judged in terms of the objective of the activity."

Miskel\textsuperscript{1} in his study has established that Principal's effectiveness in a multi-dimensional concept that includes three
components: innovative effort, perceptual evaluation by subordinates.
and perceptual evaluation by superordinates. But this definition is
complicated by potential influence of situational factors, since a
principal's performance apparently is contingent on various
characteristics of school environment. In other words, effectiveness is
not an absolute concept, it varies with differing requirements as the
school conditions change.

It is generally conceded that the success of any human
endeavour is closely related to the quality of personnel who perform
the task necessary to the achievement of purposes, as well as to the
conditions which effect their physical and mental well-being. This
assumption is also applicable to school system. The success of any
institution will depend, upon the quality of the personnel engaged in
the educational process, and upon the effectiveness with which they
discharge individual and group responsibilities. Hence a number of
researchers have defined the concept of administrative effectiveness on
the basis of the characteristics of administrators. The more the
qualities they possess, the more effective they are in their
administration.

**Characteristics of Effective Principals:**

Parry concluded that perceptiveness, intelligence, organizing
ability, professional experience, specific interest, social adaptability,
commitment and drive, emotional security, relation with teachers
decision making skill etc. are the qualities in an administrator that
make him work effectively.
Gilbert\(^2\) found that effective principals display many characteristics such as welfare of students, maintaining high personal standards, more orientation towards people fairness, sense of humour and knowledge.

Lipham's\(^3\) study which hypothesized that effective school principals would tend to rank higher than ineffective principals on certain measures of personality variables (active drive, achievement, drive, mobility, drive social ability, feelings of security and emotional control) provides useful implications for selecting administrators. New well is of the opinion that, "Administration is justified only as it contributes to the capacity of the school to help children and youth to grow toward responsible adulthood."

Drucker has provided five such habits of the mind that have to be acquired to be effective executives they know where their time goes. They work systematically at managing the little of their time that can be brought under their control. They focus on outward contribution, that is, they gear their efforts to results rather than to work. They build on strengths of others and situations. They do not start out with the things they can't do. They concentrate on the few major areas where superior performance will produce outstanding results. Finally they make effective decisions.

A number of researchers have identified various characteristics essential for an administrator to make him effective some common characteristics of effective administration may be identified on the basis of the literature and various empirical researches.
1. He instils close interpersonal relationships.

2. He is critical in the identification and definition of educational problems.

3. He possesses emotional stability.

4. He has the critical and moral strength to follow truth rather than expediency.

5. He can promote excellent communication, is a good listener and skilled in helping group discussion.

6. He is a good citizen and is well-informed about significant social events and trends, which affect education.

**Theories of Administrative Effectiveness**

Modern research has focused on organizations, their members and environment and have sought to identify the causal factors in administrative effectiveness. Efforts have been made to construct a viable and comprehensive behaviour theory. Inspite of the difference between theories, practice and research in education, that theory has a number of vital functions to perform. The theory offers. The administrator a basis for defining underlying problems, it suggests a hypothesis for action and supplies a framework for constant systematic self criticism and improvement.

Regarding the theory of administrative effectiveness, these are at least three possible positions; (i) The trait point of view (ii) The skill point of view and the technique point of view.

1. **The Trait Theory** : This theory holds that administration is best conceived as an uncodified art. Thus the successful administrator is
one who has a large number of traits required for the practice of this art. Getzels and others state that:

"The administrator is administered by predisposition, just as the artist is an artist by predisposition. The successful artist has artistic ability. The successful leader has leadership ability, the successful administrator has administrative ability. Neither the development of the successful administrator and what he does nor the development of the artist what he does can be codified."

Eric Ashby states that "the successful administrator has skills which (despite the striving, the academic development which teach administrators) have not been reduced to order and codified in text books. - Administration is an uncodified art. Therefore, the only sure way to learn administration is to administer."

Thus, one approach to mapping what a school executive needs to be successful is to identify and list traits of successful school executives. This approach, however, fails to provide us with insight into the scope of his work and the skills he needs for success.

2. **The Skill Theory** : Katz has provided skill theory of administrative effectiveness. He has identified three skills upon which successful administration rests: technical, human and conceptual. All these skills are related and, therefore, most difficult to separate in practice. Katz suggests that technical skill is an understanding of and a proficiency in a specific kind of activity, particularly proficiency involving methods, processes, procedures or techniques of education. In non-instructional areas it also includes specific knowledge in finance, accounting, scheduling, purchasing, construction
and maintenance. Human skill refers to the school executive's ability to work effectively and efficiently with other people on a one to one basis and in group setting. This skill requires considerable self-understanding and acceptance as well as appreciations, empathy and consideration for others. Its knowledge also includes an understanding of facility for adult motivation, attitudinal development, group dynamics, human need, morale and the development of human resources. Conceptual skill includes the school executive's ability to see the school, the district and the total educational programme as a whole. This skill includes the effective mapping of interdependence for each of the components of the school as an organization, the educational programme as an instrumental system and the functioning of human organization.

Katz\(^1\) suggests that while each of these skills (particularly the human ones) is important to school administration at all hierarchical levels, technical skills are most important to administrators at lower levels and conceptual skills at upper levels. He suggests that each of these skills should be developed by those seeking advancement in school executives.

The three skill approach emphasizes that good administrators are not necessarily born, they may be developed. It emphasises the need to identify specific skills in an effort to provide more useful way of looking at the administrative process. By helping to identify skills most needed at various levels of responsibility, it may prove useful in the selection, training and promotion of executives.
Technique Theory:

The third theory is that administration is best conceived of as technology, applying appropriate techniques to the solution of relevant practical problems. It is in effect a kind of engineering, human engineering. What then should the successful administrator do? It is maintained that for each practical problem facing the administrator there are certain techniques applicable to its solution. If he knows the techniques and follows the steps prescribed, he will solve the problem. By this theory, effectiveness of administrator depends on discovery and implication of more effective techniques and prescriptions - the production of more expedient administrative itineraries as it were. The successful administrator is one who knows and applies the techniques and prescriptions, who follows itineraries.

Management Style Theory: In 1971, Reddin\(^1\) began testing and adapting the Reddin model for educational administrative effectiveness. The initial results research studies at American University under the direction of Landers have justified confidence in theoretical construct of 3-D theory of Educational Administrative Effectiveness. In his 3-D management style theory Reddin has added an effectiveness dimension to the task concern and relationship concern dimensions of earlier attitudinal model. Ohio State Leadership Model an attempt has been made in the Tri-Dimensional Leader Effectiveness Model to integrate the concepts of leader style with situational demands a specific environment. When the style of a
leader is appropriate to a given situation, it is termed effective when the style is in appropriate to a given situation, it is termed ineffective.

This theory implies that any of the basic styles may be effective or ineffective depending on situation. It means that the difference between the effective and ineffective styles is often not the actual behaviour of the leader but the appropriateness of this behaviour to the environment in which it is used. Thus, the third dimension named as effectiveness, is the environment. It is the interaction of the basic styles with the environment that results in a degree of effectiveness or ineffectiveness.

**Factors Contributing to Administrative Effectiveness**:

Administrative Effectiveness is neither an absolute concept nor does it exist in vacuum. Rather it is influenced by certain factors and forces operating within and outside the institution as well as by the personality, attitudes, values and adjustment etc. of administrators. Careful observation of human behaviour finds it difficult to attribute a specific behaviour to a particular cause. Rather they agree that the behaviour of individuals is due to the combination of causes difficult to separate. A cause and effect relationship between specific - behaviours and the elements of the situations is therefore, difficult to establish of observational evidence. At the present stage in the development of the science of human behaviour, it is probably more meaningful to speak not of causes of behaviour but of factors that may affect behaviours.

Sergiovanni gives three sets of inputs or forces that have a pronounced effect on educational decision-makings administrative
effectiveness and subsequent school success: (1) forces within the administrator, (2) forces in the human system, and (3) forces in the environment. Administrative behaviour is largely influenced by assumptions which school executives hold for themselves, their subordinates and for human nature itself. Thus beliefs which school executives hold about school and society, educational goals, school management, authority and organizational forces within the administrator affect his administrative behaviour. The importance of linking administrator affect his administrative behaviour. The importance of linking administration and ethics is evidenced by the fact that schools are basically human organization. As such forces in human system needs, wants, aspirations, hopes and beliefs of teachers, students and administrators are modifiers of administrative behaviour and decision-making.

Moreover, the forces in the environment (internal space) which are a potential influence in educational decision-making and administrative effectiveness include structural characteristics of the organization which contribute to its mode of operation.

Campbell, Bridges and Nystrand are of the opinion that perception of others, of self, values and beliefs, personal and prestige traits, sex, age etc. are the factors that contribute to the administrative behaviour. The nature of abilities and motives which the administrator, attributes to the people with whom he works can influence his actions and reactions in a variety of ways. His assumption can affect how he defines his role, deals with people
who break organizational rules, and approaches the task of introducing organizational change.

Secondly, how an administrator perceives himself influences his thought and actions in several ways. He makes certain assumptions about what controls his behaviour, about his ability to act as a casual agent for the behaviour of others. Values and beliefs also, particularly determine a person's behaviour as they contribute important premises which guide and direct actions. Similarly, the personal and prestige traits influence the behaviour of administrator. On the basis of their study the authors concluded that educational administration is a profession dominated by males. Age is another personal trait which has relevance to appointment as an educational administrator. The prestige traits include the qualifications of the administrator.

Cooper is of the opinion that fundamentally the effectiveness or ineffectiveness of work or organizational behaviour is determined by the interaction of the individual and his environment or as Lofquist (1969) labels it, the Person Environment Fit. The individual in an organization has a number of environmental influences acting upon him or her. The two such factors are broad ones. First, the wider society or culture plays an enormous fundamental role, albeit more indirectly the attitudes and values imbued towards life in general and work in particular, standards of appropriate behaviours, the values of corporal life and the like. Second, the culture and structure of the particular organization the individual works in, have an even greater impact on him during
working hours, its norms and values, level of support and trust, opportunities for autonomy and self-expression and so forth. These are four other more direct environmental factors that affect the individual at work: the job, the technological aspects of work, interpersonal relations at work, and other career development prospects. These have much more immediate and obvious influence on the individual and are critical to job satisfaction and performance. None of the environmental factors (including the social and organizational culture one) however, influence behaviour in a linear fashion, the extent and nature of their impact depends on characteristics of the individual concerned as well, for instance, his or her personality pre-disposition, adaptability or stress-proneness, decision-making style, career concept and social skills.

During the last three decades much attention has been paid to the role of motivation in performance by industrial psychologists. They have long been interested in the conditions which make a worker effective in his job. The widely publicised studies in the Hawthorne plant of the Western Electric Company gave important impetus to the study of motivational influences in performance. Attempts by industrial psychologists to predict or explain differences in level of performance among workers on the same tasks have been based on two somewhat different assumptions. (1) The performance of a person is to be understood in terms of his abilities and their relevance to the task to be performed. (2) The performance of a person is to be understood in terms of his motives (or needs or preferences) and the conditions for their satisfaction in
the work situation. Thus a worker's level of performance on his job is dependent both on his ability and on his motivation.

Mace\(^1\) and Viteles\(^9\) distinguished between the "Capacity To Work" and the "Will To Work" and proposed that both determine level of performance, Maier\(^10\) hypothesized that performance is a function of both ability and motivation and Gagne & Fleishman\(^4\) proposed that performance is dependent on skill level and on motivation.

Thus the general picture emerging from studies in this area is that the effects of motivation on performance are dependent on the level of ability of the worker, and the relationship of ability to performance is dependent on the motivation of the worker. The effect of ability and motivation on performance are not additive but interactive.

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\text{Performance} = F (\text{Ability} \times \text{Motivation})
\]

When ability has a low value, increments in motivation will result in smaller increase in performance than when ability has a high value and vice versa.

Certain factors such as personality factors, situational factors, demographic factors etc. to the administrative effectiveness of principals.

**Some other factors contributing to effectiveness:**

Ronald 11 and David12 found in their studies that several situational factors were positively related to the administrative effectiveness of elementary school principals. Martinet\(^3\), Charlier\(^14\)
Witten\textsuperscript{15}, Meloney\textsuperscript{16}, and Roger\textsuperscript{17}, on the other hand, found personality traits of principals as determinants of their administrative effectiveness. Rodrasert found the academic training and educational experience contributing to administrative effectiveness. Moreover district residence was found to be a determinant of administrative behaviour by Brummel\textsuperscript{19} and academic preparation, professional experience and authoritarian personality were found as predictors of administrative effectiveness in Walker's 20 study. The aforesaid discussion indicates that among the main factors identified by researchers are personality traits, skills, personal factors, motivation and ability etc. that may contribute to the administrative effectiveness. They may be a number of other factors which have not been identified by researchers till now. Among such factors seem to be the stress, personality needs, adjustment etc., adjustment values. Hence it is essential to collect evidences to find out whether these factors also have any relative importance to administrative work.

**NEED AND SIGNIFICANCE OF THE STUDY**

The need for a study of this kind arises because of several conditions. In the field of higher education, the principles of educational theory or practice have not been applied in a formal or systematic way. Nevertheless, their application is much more important at this level. The colleges, catering to the objectives of higher education as they do, are concerned more with turning out future leaders of the country an various walks of life. This requires
a proper atmosphere in the portals of learning, which unfortunately has been missing so far. It was felt that understanding of the way in which educational administrators involved themselves in planning and execution of educational programmes is very essential for the improvement of the educational system.

It will also enable us to see the administrative effectiveness in a semi-structured socio-economic and political milieu. The administrative effectiveness can also not be conceived in a vacuum. The intra-organisational and extra-organisational variables may exert influence on the behaviour of the administrator. Cliques and other types of relationship among teachers have been a source of concern to many administrators.

Secondly, it is a matter of common observation that each institution, like or individual, has a distinct personality of its own. Whatever criteria we fix for its evaluation e.g., results of students, positions or medals won by them, laurels won on the games, field or services rendered to the community, institutions differ from one another. The secret lies to a great extent in the human interactions that characterise the educational climate of the institutions. In the creation of the atmosphere the role played by the administrator is by far one of crucial importance. The decision taken by him - how they are arrived at and implemented what type of leadership (authoritarian, democratic, or laissez faire) he exhibits and the communication process in the college all contribute to the total achievements of the college. The scrutiny of research literature
reveals that in India not many studies have been conducted in this area.

Sharma\textsuperscript{21} tried to find relationship of school climate with Principal's effectiveness and teachers' satisfaction Mehta\textsuperscript{22} in his study made an attempt to identify certain administrative problems of headmasters of higher secondary schools of Rajasthan. They have all sorts of pressures from all sides at the time of admission, examination, appointment of lecturers and non-cooperation from the staff and so on. Sometimes it happens that they have to work under these pressures against their will and at others they are in able to adjust to these conditions, and feel dissatisfied with their job. All these psychological conditions have an after affect and principals' administrative work is influenced by these conditions. They may find in adverse conditions that they are not able to work so effectively as they might in favourable conditions. Therefore, several questions confronted the researcher while going through educational literature. Are stressprone principals less effective than those who are stress resistant? Does stress have any relationship to administrative effectiveness of principals? Do their personality needs contribute to his effectiveness in administrative work? These are the queries which require empirical evidence. Sometimes there are contradictor opinions among scholars about these aspects. A study of principals stress - proneness and other correlates has its significance from several points of view. The principal is one of the most important personnel in the process of education. The principal manipulates all other elements in order to achieve pre-
determined objectives. A principal is more prone to stress, maladjusted with his environment and dissatisfied with his job if he cannot make adequate efforts to succeed on his job. Such a Principal cannot be an effective administrator. In such a condition, if the principal is ineffective, the institution he works in also will be very poor and ineffective. To make the institution effective and save the nation's resources from going waste, it is necessary to ensure that the principal is adjusted and stress free. It is general belief that principals' administrative effectiveness or behaviour is determined by a number of factors. Among the e.g., personality, experience, age, academic attainment, situational or environmental factors. Quite a number of other factors or variables can be hypothesized as affecting principals' administration. This requires further. On the basis of findings of these studies a new orientation in attitude towards the principal who is stress-prone, maladjusted and dissatisfied with his job, may be developed in administrators and counsellors. Such principals need some guidelines to help them with a little more sympathy. This, no doubt, should be a significant aspect of education provides useful implications for selecting administrators. New Well1 is the opinion that "Administration is justified only to the extent that it contributes to the capacity of organization to fulfil its primary mission. In the field of education, administration is justified only as it contributes to the capacity of the school to help children and youth to grow toward responsible adulthood."
Drucker has provided five such habits of the mind that have to be acquired to be an effective executive. They know where their time goes. They work systematically at managing the little of their time that can be brought under their control. They focus on outward contribution, that is, they gear their efforts to results rather than to work. They build on strengths, their own and that of others and situations. They do not start out with the things they can't do. They concentrate on the few major areas where superior performance will produce outstanding results. Finally, they make effective decisions.

Some common characteristics of effective administration as identified in the research literature are as follows:

1. He instils close interpersonal relationships.
2. He is critical in the identification and definition of educational problems.
3. He possesses emotional stability.
4. He has the critical and moral strength.
5. He can promote excellent communication is a good listener and skilled in helping group discussion.
6. He is a good citizen and is well-informed about significant social events and trends, which affect education.

Looking from this - "A STUDY OF PRINCIPALS' STRESS PRONENESS IN RELATION TO THEIR PERSONALITY NEEDS AND ADMINISTRATIVE EFFECTIVENESS IN THE
COLLEGES AFFILIATED TO BUNDELKHAND UNIVERSITY, JHANSI."

OBJECTIVE OF THE STUDY:

This objectives of the study can be stated as follows:
1. To study the extent of stress proneness of the college principals.
2. To study the relationship of stress-proneness with the personality needs of the principals.
3. To study the administrative effectiveness of the principals of colleges of Bundelkhand University.
4. To study how far stress is related to administrative effectiveness of the colleges.

HYPOTHESIS:

In order to achieve the foregoing objectives the following hypotheses have been constructed:
1. That stress-proneness is a normally distributed phenomenon among the college principals.
2. That the stress-proneness is related to the personality needs of the principals.
3. That the stress-proneness is related to principals' administrative effectiveness.

DELIMITATIONS OF THE STUDY:

The present study has the following delimitations:
1. The study is confined to the colleges falling within the jurisdiction of the Bundelkhand University.
2. In this study the sample includes only the principals of colleges affiliated to Bundelkhand University.

3. Keeping in view the time and cost involved, the investigator concentrated only on finding out the relationship of some selected institutioned dimensions of stress to the personality needs of principals and the administrative effectiveness of the principals.

**DEFINITION OF IMPORTANT TERMS:**

Principal's stress - proneness has been taken as his inner capacity to withstand the stress caused by some external conditions, a state of his organism where he perceives that his well-beings (or integrity) is endangered and that he must divert all his energies to its protection. It is reflected in the feelings and behaviour manifested in the items of the tool constructed to measure it. It is the psychological power of the principal to bear with the stressful situations, the extent to which he can tolerate the stress flowing from an environmental situation.

2. **Personality Needs:**

Henry Murray conceptualized personality on the basis of need system of the human beings." A need is a construct which stands for a force (the physico-chemico nature of which is unknown) in the brain region, a force which organizes perception, apperception, intellection, cognition and action in such a way as to transform in a certain direction the existing unsatisfying situation. Only 10 important needs have been measured in this study.
3. **Principals' Administrative Effectiveness**

The Administrative Effectiveness has been defined "as a set of desirable administrative behaviour as perceived to be characterising the institution."
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