CHAPTER - II

REVIEW OF RELATED LITERATURE

The review of related literature has great importance in every kind of research work. It enables us to know about the work that has been done previously. Until we have learnt what others have done and what still remains to be done in our area, we cannot contribute to furthering knowledge in our field. Review also helps in delimiting the research problem and to make it specific and more relevant. The researcher makes himself alert to research possibilities that have been overlooked and to find out research approaches in this area that have proved to be sterile. The review of literature helps the researcher to develop insight and provides him an opportunity of gaining insight into the methods, measures, subjects and approaches employed by other research workers. Therefore, a researcher must study the related literature before starting his research work.

It is essential for every investigator, because it directly helps him to convert his tentative research problem to a concise one. The study of related literature can help an effective approach for specialized knowledge. Hence after the selection of the problem, the investigator started the study of the work already done in the field. He studied many articles, books, journals, and research reports on the topic concerned. Studies have been made in many areas concerning Principal behaviour. This chapter presents a brief survey of research regarding the Principals’.
(i) Administrative Effectiveness.
(ii) Personality, and
(iii) Stress - Proneness

THE COLLEGE PRINCIPALS IN INDIA AND ABROAD:

Many researchers and authors of professional literature in India have tried to survey the current status of the role played by the college principals in India. They have made important observations in this regard. The picture is not very clear. Yet, it brings out many interesting features of principals’ functioning and exercising their leadership. In one of the books edited by Shah, V.K. Singh (1967) observes that the principals are content to function as the agents and apologists of the management. He describes the reasons responsible for this state of affairs. He further, says that there is a great gulf between the lecturers and principals. In most of the colleges, the lecturers are unhappy with the principals. Academic freedom of the lecturers, to him, is just a mockery.

STUDIES ABROAD:

Some studies were conducted by Alberto, Kusel and Cawthon to identify the competencies and qualities required by the public school principals. Kusel found that effective principal is one who is respected by parents, by teachers and by students, one who does not get 'upright', has the ability to select effect personnel, has physical stamina and strength and is able to deal with political situations.

On the other hand Alberto and Cawthon identified entirely different competencies in common such as administration of school (Planning, Organizing & Evaluating), skills in human relations (with
students, teachers and parents), personal skills and qualifications while Alberto found some other skills also such skills in instruction, organization and structure, problem solving, coordination and school community relations.

HAROLDSON AND SMITH2 (1974) Haroldson and Smith identified some competencies and functions, effective behaviours of elementary principals. Haroldson applied the observation technique. Smith found fifteen statements describing effecting actions. The common statements in both the studies were: such as facilitating mutual communication, stimulating personal and professional growth and development of staff relationship. The statements describing effective action in smiths study were: having superintendents of Boards of education, working and planning, cooperatively with staff, understanding between home and school, supporting teachers, incorporating combined judgements, conducting in professional manner, building organization, unity and cooperation within staff, working towards the continuous development of educational profession, promoting positive working, demonstrating competencies in school organization and maintaining desirable student behaviour patterns.

MANSFIELD (1974) studied the elementary school principals to examine the relationship of situational and personal variables to the administrative effectiveness. Situational and personal variables were found to be about equally effective in predicting the content of the principal's behaviour. The most effective predictor was a situational variables in the study of mansfield.
ABUNGU (1975) Abungu tried to identify and relate some factors that contribute to the administrative effectiveness of principals. Abungu found that proper handling of personal functions skills or competencies, regarding school management, human relation, communication, competencies in group dynamics, the personal characteristics were the factors which contribute to success in administration by principals.

PRASCHER (1975) Prascher identified effective and ineffective administrative Behaviour exhibited by High School principals and concluded that principals' listening to other's point of view, courage, acting quickly, supporting teachers in concern with areas were regarded as effective while reluctant to make decisions, not using proper technique, not stressing teaching techniques, not providing necessary leadership were considered as ineffective principals.

MISKEL (1976) arrived at the opinion on the basis of his other study that principals' effectiveness is multidimensional concept which includes innovation efforts, perception evaluation by subordinates which gets complicated by the situational factors. It is contingent upon school environment, which is interpersonnal climate and technology level. The study revealed that if interpersonal climate is positive the principal is perceived by the school as highly effective. Finally, the reciprocal main effects among the effectiveness indicator imply that performance and situational factors may predict the effectiveness level in a similar situation.
Winston (1976) investigated the relationship of personality characteristics though not with administrative behaviour, yet a part of it, the decision making style. By administering the tools MMPI and Winston Decision-making model he arrived at the conclusion that a significant correlation did not exist between deviation from decision making norms and norms indicative of emotional stability. De Fabiis explored the philosophical sources of teacher stress and advanced the hypothesis that existential frustrations, the frustration of a person's inner striving for a meaningful existence, is at the heart of teacher stress.

Constraints on choices, feelings of meaninglessness and restraints on transcendence emerged as the ways in which existential stress is left and experienced. These three variables constitute existential frustrations. They are offered as existential constructs for identifying sources of teacher stress.

Gratwick in his study raised the question of why some highly stressed individuals develop physical and psychological symptoms and others do not. An extensive literature attests to the relationship between stress and health relationship. However the relationship is not absolute. The literature on stress has examined many variables that have been hypothesised to mediate the relationship between stress and health including individual factors, family health patterns and supports and social networks.

Baugh (1977) He assessed the extent to which school administrators reported experiencing 13 symptoms of stress, school
administrators felt that 33 management practices were stress producing the extent to which school administrators felt that 28 problems in education were stress producing and the extent to which school administrators felt that recommendations would be must helpful in minimizing in eliminating stress. A 85 items instrument, school administrator stress. Survey was administered to 260 administrators and for this part of the study, a response level by one third or more (33) of those reporting perceived stress was considered critical. Three symptoms of stress were reported above the critical level, three stress producing management practices were reported above the critical level 23 stress producing problems in education were identified above the critical level and nine stress reducing recommendations were identified above the critical level.

LARSON (1977) He analysed the sources of stress among elementary school administrators and found that the position of elementary school principal is characterized by work overload in regard to student discipline, records and reports, staff evaluation and supervision, curriculum and instruction. Moreover the position of principal is characterized by Taskl role ambiguity in regard to curriculum and instruction and by substantial amount of stress in regard to social support, participation and utilization of abilities and the ten major conflict/problem areas that were identified throughout the literature were also stress.

WALKER (1977) tried to relate the administrative effectiveness with academic preparation, professional experience and
authoritarian personality and found no significant relationship between the authoritarian personality of principals and administrative effectiveness. Number of years of administrative experience was negatively related to the administrative decision-making but was positively related to the administrative decision-making but was positively related to communication ability and composite score rating of administrative effectiveness. He also found that age was negatively related to communication ability, educational leadership, general administrative behaviour of principals and administrative effectiveness. The number of semester hours in humanities was positively related to the principals administrative effectiveness, to his general administrative behaviour and decision making.

SMITH (1977) Smith in his article "Assistant Principal with the title goes the glory" pointed out that the first and possibly most important factor was the mental adjustment needed for anyone who was selected and assigned to the role as assistant principal.

All these studies conducted in the field of adjustment have contributed to the find of knowledge and have provided the evidence that the efficiency in work of any personnel whether he is student or teacher is influenced by his adjustment. Therefore the assumption of the present study that the administrative effectiveness of principal is related to his adjustment may be true. As regards to the studies on job satisfaction as a contributing factor to effectiveness, very few studies have been conducted on principals. Most of the studies are either on teachers or on personnels in an industrial field.
ARNOLD (1977) tried to relate the administrative style and job satisfaction of principals. Public elementary school principals who used effective dominant administrative style were found to have significantly higher job satisfaction than those who used ineffective style. Effectiveness was found to have a significant positive relationship to job satisfaction.

TURKINGTON (1978) conducted their studies to gather data on effective rated Principals. He found that a high level of skills in the personnel competency category, teacher principal interaction competencies, involving teachers in the policy decisions of a school were generally most important while community school relations competency statement was not agreed by all and non - personal task - oriented competencies were generally rated least important.

PARRY (1978) in his study superintendent rated perceptiveness, intelligence, organizing, ability, professional experience, specific interest, social adaptability, commitment and drive and emotional security as essential qualities for principals.

WILLS (1978) The study by wills revealed quite interesting results. The Getzels - Guba Model by behaviour served as a guiding framework for the study. The major question of the study was, which is the determinant of administrative behaviour, the person or situation? The findings of the study indicates that administrative behaviour depends on the size of staff, the personality types of principals, the facilities, the expectation of the staff and administration and other factors. These factors all interact
in an intricate and enigmatic way to bring about administrative behaviour. Administrative Behaviour.

G.T. INDELICATO (1978) studied the relationship of the principal's personality orientation, sex, and administrative experience to the perceived leader behaviour of the principals. The purpose was to study the following relationships: (i) Did a significant relationship exist between a principal's leadership behaviour and principal's personality orientation? (ii) was the sex of the principal significantly related to the perceived leadership behaviour of the principal? (iii) was the number of experience as an administrator significantly related to the perceived leadership behaviour of the principal? And finally (iv) Did an interaction of any two or all of the independent variables interact to influence the principal's leadership behaviour?

The findings of the study indicated that there was no significant relationship between the leadership behaviour of principals personality orientation, sex, years of administrative experience.

RANHOSKY (1978) The personality characteristic were related to leadership behaviour of principals by Ranhosky. The study of Ranhosky was slightly different from other researchers in the sense that he desired to see the influence of personality on the way of perception of teachers. He concluded that personality was the variable that influenced the way teachers and principals perceived the leadership behaviour of assistant principals.
GAMBLE (1978) made his attempt to relate him to job satisfaction of principals. He found that pressures from the educational environment was inversely related to the job satisfaction the high school principals experienced. Gamble recommended in his study that the relationship among environmental pressures, job satisfaction and productivity be investigated.

KLEIN (1979) conducted a study on principals in Georgia and formulated 187 critical requirements for the principalship in five areas such as providing physical environment, maintaining emotional environment, developing and maintaining a positive relationship between the school and community, demonstrating professional leadership in the implementation of instructional programme and in administration of local system, individual, school, state and federal policies. He found that highest present of effective behaviours were reported in the area of instructional supervision. The age, sex, training and experience were found to be significantly related to the effectiveness of ineffectiveness of the behaviours.

BRUMMEL (1979) studied principal's effectiveness and found that elementary school principals can be expected to be more or no less effective as a result of living within or outside the school districts within which they work out.
Significant relationships were found between some of the independent variables such as sex, age and experience and certain of the L.B.D.Q. subscales.

Since the personality of any individual plays a very important role in influencing the efficiency and effectiveness of his work, some of the researchers have studied the relationship between personality traits and principals' administrative effectiveness.

WITTEN (1979) A study slightly different from earlier studies on personality traits and administrative behaviour was conducted by written to seek relationship between personality traits and some administrative functions by administering. "A Survey of Administrative Functional Efficiency" developed by Lesslie et al. He found personality traits as predictors of elementary school principals' efficiency on selected administrative function and identified different personality traits for each administrative functional efficiency as planning, organizing, decision making, coordination, research, budgeting, plant, equipment, supplies and curriculum.

MAUSKE (1979) In his study Mauske identified obstacles to effective school administration by sending a questionnaire, containing 7 general categories and 55 sub-categories items to 169 superintendents or randomly selected school districts. He found 7 general categories as ranked by superintendents state obstacle. Personnel obstacle, internal obstacle, community obstacle, indicial obstacle, federal obstacle and personal obstacle.
GOSSETT (1979) He conducted a study with the help of interviews and concluded that major causes of pressures on the principalship were authority, discipline, time, vandalism, expectation, drug abuse, school newspapers, and central office staff that is housed in the same building. In day to day operation of a building the principals must cope with the following forms of pressures, expectations, principal-teacher-student staff relation, recognition, conflicting values and professional involvement.

TOM (1979) He related the effectiveness of principals to interpersonal behaviour and bilingual, cross cultural education and found no significant differences or significant relationship among these variables.

MELONEY (1979) He found in his study warmth and stability as important characteristics for leadership effectiveness of women principals. Moreover, particular personality characteristics consistent with an effective leadership personality profile were emotional maturity, determination, self-assurance, self-efficiency, self-control and composure.

MATHEWS (1979) studied the relationship among measures of the variables of creativity, views of leader behaviour and effectiveness of secondary principals to determine variable that can be used for the selection, placement and evaluation of secondary principals. The findings of the study suggest that creative ability of secondary principals is not directly related to the leader behaviour that they exhibit nor to their effectiveness. However, their effectiveness is directly related to their exhibited and perceived
leader behaviour. There is no interaction of creativity, perception of leader behaviour with respect to effectiveness.

DORMINY (1979) studied the relationship between job satisfaction and leader behaviour as measured by Minnesota satisfaction questionnaire and LBDQ consequently.

Like studies on stress factors of principals, only few studies have been conducted on job satisfaction of principals and their leader behaviour. Only two studies have been found by the researcher after reviewing the literature and that also are not much significant.

SCHUETZ (1980) He tried to find out the source of stress experienced by principals Schuetz found role conflict and role ambiguity, the size of school, tension work overload, dissatisfaction with salary, working conditions, responsibility for making decisions affecting others lives as sources of stress.

ALLEN (1980) In some studies researchers have related organizational stress and professional performance to see the effect of stress on the performance. Allen tried to relate the stress factors and organizational effectiveness and all of them arrived at similar conclusions that high stress was consistently related to lower performance, ratings particularly among those with high anxiety, low flexibility, high self-esteem low sociability and high research orientation.

STILL (1980) - The study by still related some factors to leadership behaviour other than demographic and personality factors. Still found no significant relationship between locus of control,
leadership styles, manipulated tendency, organizational climate on one hand and leadership effectiveness on the other hand.

BIVONA (1980) It was Bivona who related cognitive style to the leadership effectiveness and found few significant relationship between specific cognitive style characteristics of community educational coordinators and their personal leadership effectiveness. The findings of this study may be of some assistance in the selection, identification, training in planning community education, in service workshops and in providing some empirical evidence to support further exploratory leadership efforts utilizing the Hill model.

ROther (1981) He conducted a study to identify competencies essential for High School Principals. He arrived at the conclusions that the competencies related to human relations were considered to be more important than the competencies related to the instructional process, but there did not always receive the attention of the principals they deserved. Pupil control was considered to be important by all. Maintaining order, providing discipline and minimizing disruptions were given the highest priority. The competencies related to research development projects, student activities and auxiliary services were considered least important by the respondent groups.

STUDIES IN INDIA:

J. Mahajan (1970), studied the supervisory role of the principals of Delhi schools. In this study, critical examination of the supervisory role of the principals of Delhi higher secondary schools
has been attempted. Some of the main findings of the study were (i) the government schools are better places as a whole in respect of principal-teacher relations and academic leadership though the differences are not statistically significant (ii) government girls' schools (iii) the principals in many cases prefer that teachers should confine themselves to the use of chalk and blackboard rather than be enthusiastic to use models, albums and other teaching aids. (iv) the principal-teacher relations, on the whole have been satisfactory, (v) most of the principals fail to play an effective leadership role in the academic field in the school because of limitations of time and energy (vi) the principals ignore helping and guiding teachers in the area of subject content and teaching methodology even though they are distinctly related to class-room teaching. (vii) the principals confess that they have to play the policemen's role but feel that despite their best efforts, they cannot do much in respect of teachers who waste time in classes go and to classes unprepared (viii) the principals in most of the cases have failed to win the confidence of the teachers and the visits to their classes offer little help to them, individual conference either don't find an important place in the school life or are not helpful to the teachers in most of the cases.

S.N. Panda (1975) studied the administrative effectiveness of headmasters, some correlates and background factors in Rajasthan. The study revealed that (i) Headmasters in their administrative effectiveness were most self-oriented, authoritarian, traditional, academically apathetic and rejecting on the one hand and less effective in communication, less-cooperative, less-outcome
oriented and less permissive on the other, (ii) the ideal administrative is cooperative, constructive and adaptable and the least desired traits were authoritarian, academically apathetic, traditional and rejecting, (iii) Headmasters of effective schools were more others-oriented, less authoritarian and less rejecting (iv) the headmasters of urban schools were more adaptable, outcome-oriented and effective in communication and less rejecting (iv) the headmasters of boys schools were less authoritarian, less communicating, less outcome-oriented and permissive as compared to the headmasters of the girls schools.

G.P. GUPTA (1978) tried to study leadership behaviour dimension of the headmasters of the secondary schools of Rajasthan. He also studied the personality factors of the headmasters of schools having different types of school climate. He concluded that there was no significant relationship between school climate and factors A, C, E, H, N, O, Q, Q3 and Q4 of the 16 PF. For this study, a sample of hundred secondary schools from Rajasthan state was drawn up by using stratified two stage random sampling technique.

V. Singh (1978) The main objectives of the study were: (i) to investigate certain significant aspects of the administration of universities in selected countries of the world, (ii) to compare the administration of universities in India and abroad in terms of these aspects, and (iii) to make suggestions for effective university administration. The total number of universities included in the
sample was 23 and the total number of countries where they were located was 11.

A comparative picture of the administration of universities, as it emerged from the study, is presented below: (1) All the universities in different countries, which comprised the present sample, were established by charters or acts which were passed either by the central legislature of the country or a state legislature. (2) For making amendments in the statutes on regulations, two procedures are followed, viz., internal mechanism and involvement of an external agency. (3) Factors influencing amendments were four, viz., political pressure, a group of persons, the officers desire and needs of the situations (in the top-rated universities). (4) There were two types of officers: the nominal executive and the real executive. Different procedures were followed for appointment and at the same time different factors influenced the appointment of officers. In addition, there were other officers in the universities. For running the administration. The functions of the officers were according to the aspects of administration of the university. The universities were rated by university teachers on the basis of certain factors; similarly the role of officers in financial matters was rated on the basis of other factors.

S.P. Kaushik (1979) studied the administrative leadership of college principals in terms of significant patterns of real administrative behaviour.

Some of the important findings were: (i) The principals were highly ego-centric interactive, flexible and achievement-
oriented. (ii) In the opinion of the teachers, college principals should be less ego centric authoritarian and inertia-prone, more extra-centric, interactive, democratic, progressive, flexible etc. (iii) The patterns of real and ideal administrative behaviour were quite different from each other (iv) On extra-centric, interactive, achievement-oriented. The teachers wished the administrative leadership to attain a higher level than the level they exhibited currently (v) The teachers of different faculties viewed their principals uniformly high ego-centric; (vi) The administrative behaviour of urban principals on interactive, progress and achievement-oriented dimensions was rated higher than that of their rural counterparts. (vii) Ideal administrative behaviours on extra-centric interactive, inertia-prone, tolerant dimensions.

G.V. MAHANT (1979) The major objective of the study were to evaluate effectiveness of the administrative behaviour of school principals.

The major findings of the study were: (i) About 35 percent of the sampled schools belonged to most effective type of administrative behaviour whereas about 37 percent belonged to least effective category. (ii) Sex, age and experience did not influence administrative behaviour (iii) School size, management type, location or advanced status of the place had no influence on the effectiveness of administrative behaviour. (iv) The teachers' and the principals' perception did not show relationship with the administrative behaviour. (v) The schools having open climate had more effective administrative behaviour than the schools having
closed climate. (vi) The principals showing effective administrative behaviour were less dogmatic than those with less effective administrative behaviour. (vii) The schools with effective administrative behaviour differed significantly in the degree of pupil control ideology. (viii) The personality of the teachers was significantly related to their perception of the effective of the administrative behaviour of their principals were independent group of acceptance. (viii) Group acceptance went contrary to real administrative behaviours inertia-prone and on authoritarian dimensions etc.

A SHUKLA (1980) studied the extent of alienation present in the teachers of intermediate colleges, how the alienation of the teachers was related to the administrative styles.

Some of the findings were (i) Alienation was present in varying degree in all the teachers of the intermediate colleges (ii) In some of the colleges the degree of alienation in the teachers was less while in others it was more. Thus the colleges differed among themselves with regard to teachers' alienation (iii) Alienation was not normally distributed in the sample. (iv) There was linear positive correlation between authoritarianism and alienation. (v) The administratively more effective college principals generated low degree of alienation in the teachers while the administratively less effective principals caused higher degree of alienation in them. (vi) rural - urban location of the colleges was not linked with the level of alienation of the college teachers. (vii) Lady teachers were more prone to alienation from
work. (viii) Higher degree of alienation was present in the teachers of large colleges as compared to the small colleges. (ix) The teachers of private colleges were having higher degree of alienation than those of government colleges.

J.N. AWASTHI (1981) studied to find out the characteristics of lecturers and principals of colleges affiliated to Awadh University, Faizabad, and aimed at highlighting the problems faced by the principals in dealing with the management, University Office, state govenment, lecturers, office staff, students and their guardians.

The major findings were - (i) More than half of the principals had only master's degree whereas quite a few of lecturers working under them possessed doctorate degrees (ii) It was reported by the principals that the Executive Council of the University and the Examination Committee did not meet regularly but the decisions taken by the Examination Committee were very often not implemented. (iii) The principals were in general, satisfied with the role of the state government. (iv) Most of the principals were not happy with the functioning of the Managing Committees. (v) The principals were not very happy with the functioning of the lecturers. (vi) In general, the principals were satisfied with the working of their office staff, which was generally hard working and obedient (vii) It was felt that the rush of admission was difficult to control and it resulted in overcrowding in the class - rooms. (viii) The principals were critical of the attitude of parents also. They felt that instead of
cooperating; majority of the parents also. They felt that instead of cooperating, majority of the parents interfered with the working of the colleges and were at times rude to them and to the lecturers.

RAJEEVALOCHANA (1981) studied the administrative behaviour of the principals of headmaster/headmistress of the secondary schools in Tamil Nadu.

The major findings of the study were: (i) There was no significant relationship between the administrative behaviour of principals and organizational climate of the schools (ii) The organizational climate tended to be more closed than open (iii) There was significant relationship between the climate of the schools and the morale of teachers. (iv) There was closed relationship between the HH pattern of the administrative behaviour of the school principals and their supervision work resulting in high achievement of teaching-learning. (v) progressive schools showed significant upward trend in mean achievement than the traditional schools. (vi) The administrative behaviour of the school principals influenced the traditional or progressive character of the schools. (vii) There was negative relationship between the dogmatism of the school principals and the teachers. (viii) There was no significant difference between the perceptions of the teachers about the administrative behaviour of their principals and the perceptions of the principals about their own administrative behaviour.
V. AGARWAL (1983) studied the relationship between principals' stress-proneness and their administrative effectiveness, the relation between principals' adjustment, the relation between principals' job satisfaction and their administrative effectiveness and study the relationship of stress-proneness, adjustment and job satisfaction of principals combined with their administrative effectiveness.

The major findings of the study were: (i) Stress proneness of principals was not significantly related to their administrative effectiveness (ii) No relationship was found between teacher-based stress-proneness of principals and their administrative effectiveness (iii) The administrative effectiveness of principals was not related to stress proneness emanating from students. (iv) Community based stress-proneness of principals was not found to contribute to their administrative effectiveness. (v) Ministerial staff-based stress-proneness was found to be significant predictor of principals' administrative effectiveness. (vi) Management-based stress proneness of principals was found to be significantly related to their administrative efficiency. (vii) Higher authority-based principals' stress-proneness was not found to be related to their administrative efficiency. (viii) Principals' adjustment was found to be a powerful predictor of their administrative effectiveness. (ix) Adjustment of principals to the teachers was not found to be significantly related to their administrative effectiveness. (x) It was found that
principals' adjustment to students was highly related to their administrative effectiveness. A similar result was found in the case of principals' adjustment to ministerial staff. (xi) The adjustment of principals to management was not found to be related to their administrative effectiveness. (xii) Principals' adjustment to the community was not found to be significant predictor of their administrative effectiveness. (xiii) Principals' administrative effectiveness. (xiv) Principals' stress proneness, adjustment and job satisfaction combined together were found to be significant predictors of their administrative. (6)

M. DAS (1983) studied secondary school principals' administrative behaviour (frequency and effectiveness ratings) in relation to teacher's attitude toward work and work setting of the institution, school - climate, and student achievement.

The major findings of the study were - (i) The secondary school principals were moderately effective in their performance of administrative tasks. (ii) There was significant positive relationship between principals' administrative behaviour and teachers' attitude toward work and work setting of institution. (iii) There was no significant relationship between principals' administrative behaviour and their climate of their schools. (iv) There was no significant relationship between principals' administrative behaviour and students' achievement. (v) The teachers manifested was most favourable attitude toward supervisory relations as compared to administrative policies and support, staff relations, work load and student evaluation practices.
(vii) There was no significant relationship between school climate and students' achievement.

The major educational implications as stared in the study are (i) school principals should perform their various administrative tasks adequately and effectively to ensure teachers' favourable attitude toward their work and work setting of the institution. (ii) There should be facilities for in service training programmes for school principals to make them efficient in various administrative tasks.

C.S CHAUHAN (1983) The main objectives of the were (i) to identify the characteristics of innovative educational administrative, (ii) to study the various characteristics like administrative effectiveness, communication, ability, innovative proness, political orientation, decision making ability and planning ability of innovative educational administrators, and (iii) to identify the factors affecting their innovative ability.

The major findings were: (1) The innovative educational administrator was willing to participate in community affairs, possessed risk taking behaviour, and had self-confidence, ability to recall and was willing to expose himself to interpersonal communication. He was self-reliant, honest, enthusiastic, self-disciplined open minded, an initiator, emotional, accurate and judicious in approach, (2) The second factor array represented characteristic descriptions of eight innovative administrators. The traits were ability to take intelligent decisions, to reason to analyse and to solve problems. Impartiality, self-knowledge, sincerity in work, ability to make a choice from among suggestions received.
from others, politeness, responsiveness to new suggestions, adjustment ability, awareness of innovations, willingness to expose himself to mass media, desire, for self-improvement and a positived attitude to experimentation were other traits. (3) The second factor - array (negative end) represented characteristic descriptions of six innovative administrators. The characteristics were open mindedness, ability n to identify problems and solve them, pragmatic approach, high morality and flexibility. (4) The third represented characteristic descriptions of seven innovative educational administrators. The traits were promptness, effective execution ability, a positive attitude towards profession, responsiveness to knowledge and action, a desire to serve people, patience and belief in decentralization. (5) The personality attributes of innovative educational administrator were ability to supply new ideas, ability for comprehensive observation, ability to diffuse new ideas, ability to deal with abstracts, open-mindedness, ability to adjust, frankness and belief in fostering public relations. Besides this, it found that 36 out of 40 innovative educational administrative ideas. Twenty eight out of 40 subjects never felt helpless in the context of new administrative ideas. Thirty nine out of 40 encouraged critical thinking and only one did not encourage criticism. Thiry two out of 40 emcpirageed free flow of criticism five sometimes encouraged while three did not encourage the free flow of criticism and administrative decision. Thirty six out of 40 innovative administrators initiated, sponsored and initiated,
sponsored and assisted research and investigation, only four did not encourage research. Thirty of them were not guided by political forces.

These factors showed that innovative educational administrators were generally optimistic and realistic in their dealings.

R.M. PATEL (1983) The major objectives of the study were (i) to identify leadership behaviour patterns of principals of higher secondary schools of Gujarat state as perceived by principals and teachers - (ii) to identify the organizational climate (iii) to measure professional development status of teachers (iv) to study the interrelationship among leadership behaviour of the principals, organizational climates of schools and professional development of teachers.

The major findings were: (1) There was a positive relationship between the two dimensions of leadership behaviour of the school principal (2) The principals of the schools manifested mostly the high consideration. (HH) and low consideration. (LL.) pattern of leadership behaviour. (3) The HH pattern leadership behaviour was associated.

K.G. VIRMANI (1984) studied whether leader traits were the 'cause' of leader styles and whether these in turn the 'cause' of leader performance both of the quantitative and qualitative kind and explore the possibility of the existence of a new cognitive trait related with the leadership process sensitivity, which made leaders effective.
The major findings were: (i) The basic style of heads of schools was not related to pass percentage/first divisioners. (ii) Style flexibility of heads of schools was related to pass percentage of students of their schools passing out of the Board examination. (iii) Style flexibility of heads of schools was not related to first divisioners percentage of students of their schools passing out of the Board Examination. (iv) Style adaptability along with style flexibility of heads of schools were related to pass percentage of students of their schools. (v) Style adaptability of heads of schools was not related to pass percentage/First divisioners percentage of students of their schools passing out of the Board examination. (vi) Two style profiles along with style flexibility of heads of schools was related to pass percentage of students of their schools passing out of the Board Examination. (vii) Intelligence of heads of schools was related to their flexibility. (ix) Creativity of heads of schools was related to their flexibility.

SINDHI, H.C. (1984) The main objectives of the study were: (i) to study the composition and functions of managing bodies of the private colleges in Punjab (ii) to study the position and functions of the principals of these colleges (iii) to study the service conditions of the staff (iv) to study the modes of penalising the staff for poor results or violation of service rules (v) to study teacher's participation in the day to day affairs of college.
administration (vi) to study the administrative policies concerning student affairs and their attitude (vii) to study the interaction and communication system of college administration.

The major findings were: (i) Principals of colleges were taken as members of the managing bodies (ii) There was no teacher representation in the central managing bodies. (iii) The main functions of managing bodies were framing of plans and policies for college administration, recruitment or dismissal of employees, regularization of services of the staff, checking and supervising working of the college, hearing grievances of employees, etc. (iv) There was groupism in managements which affected the functioning of the managing bodies. (v) Thirty five percent of the principals were selected on a merit basis while sixty five percent of the principals were selected on a merit basis while sixty five percent did not frankly answer how they were selected for the post of principal. (vi) Ninety eight percent of teachers felt that they were selected on the basis of merit. (vii) There was no regular system of providing incentive to the teachers for their professional growth. (viii) Seventy percent of the principals reported that they sought the teachers' assistance and their cooperation for effective college functioning (ix) twenty three percent of teachers shared responsibilities of college administration as register, programme officer, hostel warden convenor of college, committee, etc. (x) Teachers' participation in the college administration was mostly limited to a consultancy or advisory role. (xi) Principals were mostly dependent out the ability, sincerity and acumen of the accountant of the college.
(xii) Ninety percent of principals reported that they had easy access to government officials and when they needed any help or information from the government. (xiii) Most of the principals had good relations with the students. (xiv) Ninety six percent of the principals had a very close relationship with some of the members of the staff with whom they shared their views on issues confronting college administration.

N.M. BHAGIA (1986) The main objectives of the study were (i) to identify the roles of heads of colleges, (ii) to explore the frequency of performance of different types of roles by the heads and (iii) to find the relationship of some factors with the role performance of the college heads.

The main findings of the study were: (1) According to Lecturers' assessment of the performance of various roles by the college heads.

The main findings of the study were: (1) According to Lecturers' assessment of the performance of various roles by the college heads, the roles connected with academic and curriculum management were the one's which got the last ranks on the frequency of their performance. (2) The greater frequency of the administrative roles as compared to the roles of 'Supervisor of the Instructional Programmes,' 'Promoter of Co-curricular Activities', and 'Academician and Teacher' showed that there was a trend in the direction of the principal being more of an administrator. (3) For the roles of 'Office Manager', promotor of cocurricular Activities and Staff Evaluator and motivator, there was relatively
little difference between the ranking of perception of teachers about
the frequency with which the role was performed and the ranking of
the relative time taken by the heads. (4) On the other hand, for
the roles, 'planner and Innovator,' Supervisor of the Instructional
programme," and Academician and 'Teacher' the principals reported
spending a fairly large or considerable chunk of their time, while the
lecturers felt that the roles were not being performed to the extent.
(5) There was no significant relationship between personal factors
(age, qualification, experience training of college heads) and role
performance except in the role of 'promoter of Co-curricular
Activities', the age of the college heads was significantly related
(6) These was negative correlation between the personality factors
'Reserved Vs. Outgoing' and the role 'Staff Evaluator and
Motivator' (7) There was a significant positive correlation
between the personality factor 'sober vs Enthusiastic' and the
performance on the roles 'Academician and Teacher'
Representative of the College' and "Bridge Builder with the
community' (8) There was a significant negative relationship
between the personality factor 'Forthright Vs. Polished' and the
role of 'Staff Evaluator and Motivator' (9) Three dimensions of
organizational health, namely, 'Goal Focus', 'Communication
Adequacy' and Resource Utilization', Correlated positively and
significantly with all the ten dimensions of role performance.

With open, autonomous and controlled climates (4) Morale
of teachers increased when the actual leadership behaviour of the
leader approximated the desired behaviour as perceived by
teachers. (5) Significant mean differences were found between leaders' self perception and faculty perception of his actual leadership behaviour. (6) Male and Female principals perceived their own leadership behaviour as being significantly different on the consideration dimension. (7) No significant differences were found between male and female administrators as perceived by teachers and by themselves on 'initiating structure' and consideration. (8) The principal's effectiveness was a significant predictor of organizational climate. (9) The rural urban dimension did not play an significant role in case of any of the dimensions of leadership behaviour. (10) Professional qualifications of principals did not play any significant role in the professional development of teachers and in sharpening the climate of the schools. (11) Professional qualities significantly correlated with values, attitudes and motivation and negatively correlated with 'consideration'.

RANJANA SRIVASTVA (1985):

The main objectives of the present study were: (i) to study the relationship between school effectiveness and organizational climate of intermediate colleges. (ii) to study the relationship between school results and organizational climate of intermediate colleges.

The major findings were: (1) Disengagement among teachers was found related negatively to effectiveness, while feeling of espirit and feeling of intimacy were found related positively to school effectiveness. (2) Feeling of alienation psycho-physical hinderance and tendency of controls were found
to have no relationship with school effectiveness. (3) School innovativeness was found not significantly related with disengagement, alienation of teachers and the psycho-physical hinderance dimension of organizational climate. (4) The feeling of spirit and intimacy among teachers was found significantly related to school innovativeness. (5) Except the production emphasis dimension, school results were found to have no relationship with any dimension of organizational climate.

T.K. Swatantra Devi (1985) studied the organizational climate of the schools as perceived by the teachers and principals in the secondary schools in Madras and to study the differences between them, measure and identify the leadership behaviour patterns of the principals and to study the perceptual difference and classify the task and person oriented leadership styles as perceived by the teachers.

The major findings were: (i) Teachers generally perceived the organizational climate of their schools to be closed whereas the principals perceived it to be open. (ii) Both principals and teachers perceived the leadership behaviour of the principals to be mostly in the H.H. pattern. (iii) Teachers perceived their principals as extremely task oriented whereas the principals perceived themselves to be extremely person oriented. (iv) The highest perceptual difference with respect to task oriented leadership style was found in the 11 pattern and the lowest in the HL pattern, whereas with respect to person oriented leadership style, the highest perceptual difference was found in the HL pattern and the lowest in the LL.
pattern. (v) Teachers perceived in the LL pattern as more task oriented and the HL pattern as less person-oriented, while principals perceived the LL pattern as less task-oriented and the HL pattern more person-oriented.

ARA NASREEN (1986) studied leadership behaviour and how principal's leadership behaviour was related to some other institutional characteristics such as sex and location of schools.

The major findings were: (i) high desirable leadership behaviour of the principals generated a high degree of conformity and normalacy in the teachers while low desirable leadership behaviour of principals caused a low degree of conformity and normalacy in them. (ii) the initiating structure style of principals leadership behaviour appeared to be significantly related to conformity and normalcy factors of teachers' self-concept. (iii) The principals' leadership behaviour was positively related to job-satisfaction. (iv) male and female teachers perceived alike the leadership behaviour of the principals. (v) The rural-urban location of the schools was not related with the teachers' perception of principals' leadership behaviour.

U. KUMAR (1986) studied the relationship between principals' work values and their administrative effectiveness.

The findings of the study were: (i) work value of the principals was found significantly related with their administrative effectiveness. (ii) Power-based work value and job-freedom based work value were found to be relevant aspects of effective
and ministerial staff was found to be a contributing factor in their administrative functioning. (iv) Self-concept was not significantly related to administrative effectiveness. (v) Self-concept combined with confidence was found to be a significant predictor of administrative effectiveness. (vi) Principals' work-value, attitude and self-concept combined together were found to be significantly related with their administrative effectiveness. (vii) The combined relationship of work value and attitude with administrative effectiveness was found to be significant at .05 level. (viii) Similarly the relationship of work value and self-concept with administrative effectiveness was found significant at .05 level.

Gupta (1987), in his minor project supported by U.G.C., found that in all types of climate the female principals are found to be better administrators in comparison to male principals. Sex played a significant role regarding administrative effectiveness in the case of only the familiar and paternal climate. In rural section administrative effectiveness have significant positive relation with C, H, N, Q1 and negative relation with only two factors A&I.

R.T. Jangam (1987) in the course of his discussion, on recent theories of administration and management has taken granted the creation of a liberal democratic constitutional system which is multi-religious, multi-lingual and multi-cultural. Another related goal has been a clean and efficient goal and administration. The third chief goal has been provision for everyone in the country of food, clothing, housing, medical care
and education and finally, equal status and opportunity. Here the political will, more than the strategies of technical know-how is relevant and the administration or management experts can play their role only up to a limit after which they must leave the field to the political leaders and policy makers.

S.V. Gupta (1988) made a study of paternalism in Indian administration. He found that paternalism is a typical Indian management style. In this paper, the author through a study of four different organisations, tried to explain this style of Indian management. For this, he has dwelt with the ancient Indian administrative and management and the employees accept paternalism as a way of life and consider it as a motivating factor.


1. M.S. Fernadex (1990) found that sharing shouldering of administrative task responsibilities on the part of heads of schools was related positively to the assumption of an intrinsic motivation.

2. B Dubudhi (19900) found that management training to principals enhance their capacity and changes their attitude to bring about desirable changes in their respective institution it increase the productivity of the institution.
3. R.S. Mahashabde (1990) could not find any significant relationship between leadership styles, job satisfaction of teachers, organisational climate and students academic achievement.

4. A Sehgal (1992) conducted a task analysis of headmasters of primary schools to develop a model programme for preparing effective educational administration at the grass root level. The competency development of those involved in education deserves much more serious attention than has been so far. This is a potential area for future research.

5. A.R. Nanda (1992) studied the leadership behaviour of heads of primary schools and found that in effective leaders show more consideration behaviour and initiating behaviour, were inefficient in consideration behaviour and initiating and some are manifesting higher type of leadership in initiating structure" and consideration.

6. M.A. Khader (1992) assessed the reasons for the relatively high effectiveness of private schools as compared to govt. schools.

7. Yoginder Verma and Surekha Rana (1992) studied perceptual differences on organizational effectiveness and found that such perceptions are associated with the background of the perceiver university management with differing background had differing perceptions from there studies it is difficult to conclude with any definiteness the factors influencing organizational or institutional effectiveness.
Thre sshould be a series of research programmes to study different categories of educational organisations like universities, Research institution schools colleges etc.

8. Goel (1992) in his study found that principals take help to teachers in decision making in the area of school organisation. It was also observed that older teacherts have greater participation in their college administration. In respect to big and small college principals, no significant difference was found in category of the college administration and organisation. It was also observed that effective administration, principals preference are first for consensus second for few teachers help and third for individual decisions.

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