REVIEW OF

THE

RELATED LITERATURE
CHAPTER II

REVIEW OF THE RELATED LITERATURE

"Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past".

--- BEST, J. W.

Hence, the literature provides the recorded knowledge and so it forms the foundation upon which all future work is to be done. It is because of such importance of the related literature, a comprehensive review of the related literature has become necessary for the investigator to discover what is already known, what others have attempted to find out, what methods to attack have been promising and disappointing, and what problems remains to be solved."
A number of studies have been conducted in the field of administrative success of Head of the Institutions with regard to their personality, aptitude, interests, leadership behaviour etc. But very few studies are available which highlight a comparative and comprehensive account of the Principal's Administrative success under the different variables selected in the present study. The researcher has reviewed the related studies under two heads, viz., :

2.1 STUDIES ABROAD, and
2.2 STUDIES IN INDIA.

Hence, a comprehensive account of the related studies is being presented here as follows:

2.1 STUDIES ABROAD:

NAKORN SRIⁱ, studied the role behaviour of Principals as perceived by the teachers differing in age, sex, and teaching experience. His conclusions were: 1. Considering the teacher's educational level, teachers do not differ in their perceptions of their Principal's role behaviour and his administrative performance, 2. Teachers by sex
agree that there are no differences in the Principal's role behaviour and his administrative performance.
3. Teachers with five years of teaching experience believe that their Principal's behaviour is more nomothetic than do teachers with eleven or more years of teaching experience, 4. Teachers of varying years of teaching experience do not differ in their perceptions of the Principal's administrative performance, 5. Principals of the various styles of schools do not differ role behaviour, but they do differ in their administrative performance, 6. Considering school district setting Principals do not differ in their role behaviour but they do differ in their administrative performance. The Principals of sub-urban schools are better in the areas of administrative decision-making, communications, general administrative behaviour and educational leadership that are their counterparts in rural and urban schools, 7. Principals by sex do not differ in their role behaviour but they do differ in their educational leadership ability.
Female Principals exhibit high levels of educational leadership than do male Principals, 8. It was concluded that Principals were least effective in the area of educational leadership when comparing the four areas
of administrative decision-making, communication, general administrative behaviour and educational leadership, 9. Principals in general, tend to exhibit transactional behaviour, and 10. The majority of teachers do not indicate that their Principal's role behaviour has any relationship to their administrative performance as school Principals.

KING², from his study inferred that 1. Female Principals were more oriented than male Principals towards keeping decision-making power to themselves rather than delegating or sharing with others, 2. Male Principals were more oriented than female principals towards fostering warm atmosphere in the school by taking into consideration the needs and interest of the teachers, 3. The sex of the Principals is not related to the morale of professional performance of the teacher at a school, 4. The sex of the teacher perceiving the behaviour of a Principal did not appear to have a hearing on how the Principal was perceived, 5. There appears to be no justification for the imbalance of male to female elementary school Principals.
INDELCATO\textsuperscript{3}, studied the relationship of the Principal’s personality orientation, sex and years of administrative experience to the perceived leader behaviour of the Principal. The purpose of this research was to study the following relationships: 1. Did a significant relationship exist between a Principal’s leadership behaviour and the Principal’s personality orientation? 2. Was the sex of the Principal significantly related to the perceived leadership behaviour of the Principal? Was the number of years of experience as an administrator significantly related to the perceived leadership behaviour of the Principal, and finally, 4. Did an interaction of any or all of the independent variables interact to influence the Principal’s leadership behaviour? The findings of the study indicated that there appears to be no significant relationship between the perceived leadership behaviour of the Principal and the Principal’s personality orientation, sex and years of administrative experience.

KATZ\textsuperscript{4}, adopted an approach to mapping what a school executive needs to be successful. He identified three basic skills upon which he feels successful
administration is based. These skills are: technical, human, and conceptual skills. All of these skills are related and therefore, most difficult to separate in practice. He suggests that these skills can and should be developed for effective administration.

ARGYRIS\(^5\), developed a list of qualifications, as being necessary for successful executive works: 1. The ability to work effectively under frustrating conditions, 2. The ability to obtain participation of others in solving problems, 3. The ability to question one's own judgement, 4. The ability to take knocks without undue hostility, 5. The ability to accept victory or defeat gracefully, 6. The ability to express hostility tactfully, 7. The ability to face adverse decisions, 8. The ability to identify oneself with work, 9. The ability to set realistic goals, of all these qualities the most significant is probably the ability to set realistic goals.

Similarly, STRYKER\(^6\), in his study reported fourteen qualities that he considered essential for successful administration: 1. Judgement, 2. Initiative, 3. Integrity, 4. Decisiveness, 5. Foresighted-

KUSEL\textsuperscript{7}, in a case study, has determined how a person has become effective principal. He defined an effective principal as one who 1. does not get 'upright', 2. is respected by others, 3. has the ability to select effective personnel, 4. can get the most from his personnel, 5. has physical stamina, 6. is able to deal with political situation, 7. can make decision and carry them out, 8. may be effective in a given job situation.

MANSFIELD\textsuperscript{8}, and LAIDIG\textsuperscript{9}, conducted a study on the elementary school Principal to determine the relationship of 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 variable in MANSFIELD'S study while LAIDIG'S findings indicated that the administrative behaviour of the Principal was related to certain aspects of their position. The magnitude of relationship indicated that a knowledge
of situation could be useful in the prediction of administrative behaviour.

STOGDILL\textsuperscript{10}, conducted an outstanding study to examine the influence of situational factors on the leadership. He reviewed 124 studies of characteristics of leaders and grouped them under five headings: 1. Capacity, 2. Achievement, 3. Responsibility, 4. Participation, and 5. Status. He further concluded that if one possess these traits, it is no guarantee that he will become an effective leader. STOGDILL found that research in the field of educational administration, pointed to success as being in large part a function of situational circumstances.

HAROLDSON\textsuperscript{11} and SMITH\textsuperscript{12}, identified some competencies and functions, effective and ineffective behaviour of elementary Principals but by different procedure. While HAROLDSON applied the observation technique, SMITH analyzed and synthesized the findings of twentysix studies and found fifteen statements describing effective actions. Some of statements were common in both the studies such as facilitating mutual communication, stimulating personal and professional
growth and development of staff relationship with parents and student, providing instructional leadership but there were other statements also identified in the study of SMITH. These statements describing effective action had positive relationship with superintendents of board of education, working and planning cooperatively with staff, understanding between home and school, supporting teachers, incorporating combined judgements, conducting in a 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.

PRASCHER\(^\text{13}\), identified effective and ineffective administrative behaviour exhibited by high school principal by applying critical incident technique and arrived at the conclusion that the principal's listening to others point of view, courageous, acting quickly, supporting teachers in concern with areas were regarded as effective while reluctant to make decisions, not using proper techni-
que, not stressing teaching techniques, not providing necessary leadership were considered as ineffective principals.

MURDY\textsuperscript{14} emphasized the working relationship as main requirement for administrator. He pointed out that a school district may have excellent material resources in the form of building, equipment and supplies. It may have a staff adequate in both quality and quantity; but unless there are good working relationships, the whole organization is likely to be ineffective and wasteful. To be effective school administrators must maintain good working relationship. These relationships, which involve parents, other citizens, young people, teachers, administrators, and non teaching personnel are all related to each other.

HEMPHILL et. al.\textsuperscript{15} and LIPHAM\textsuperscript{16}, found little relationship between age and successful performance of the principal's duties. But GROSS and HERIOTT\textsuperscript{17}, on the other hand, concluded that older principals provide less executive professional leadership than younger ones do. GROSS and HERIOTT also observed a
trend which suggests that younger a principal is at the time of his first appointment to the principalship, the stronger his subsequent professional leadership is likely to be.

HOLSCLAW\(^{18}\), like GROSS and HERRIOTT, found in his study that younger principals were rated by their superiors as well as subordinates as more effective than the older ones. The studies conducted by HEMPHILL\(^{15}\) and LIPHAM\(^{16}\) and SCHUTZ\(^{19}\) reveal that males and females do not differ in how they are rated by either superiors or subordinates. SCHUTZ uncovered a negative relationship between teaching experience and success as a principal. Similarly, GROSS and HERRIOTT\(^{17}\), reported in a major study of the elementary principalship that sex was unrelated to executive professional leadership, i.e., efforts by the principal to upgrade the performance of his staff. But on the other hand HOLSCLAW\(^{18}\) found contradictory results that male principals were rated more effective than female principals.

WALKER\(^{20}\), tried to relate the administrative effectiveness with academic preparation, profe-
ssional 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 communication ability and composite score rating of administrative effectiveness.

LUCAS\textsuperscript{21} and ABUNGU\textsuperscript{22}, tried to identity and relate some factors that contribute to the administrative effectiveness of Principals. Though the studies are similar, there is difference in results. Whereas LUCAS found younger and less experienced principals more effective and that the LBDQ was an effective instrument to measure behaviours 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.

ROGER\textsuperscript{23} and MARTINE\textsuperscript{24}, tried to find rela-
tionship between certain personality factors and behavioural characteristics of principals but arrived at contradictory conclusions. ROGER found the personality factors, emotional maturity (C) and enthusiasm (F) appeared to be related but on the other hand MARTINE found that personality variables on the 16 PF are not powerful enough to adequately distinguish between varying personality structure of effective and ineffective administrators.

WINSTON, 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.

WILLIAM and GOODWIN, conducted a study on teachers. Both of them have related some personality factors of teachers and their teaching effectiveness by using 16 PF questionnaire but they arrived at controversial conclusions. WILLIAM found that attitudes,
needs and personality traits of teachers, rated effective do not differ significantly from those rated highly ineffective while in GOODWIN'S study the findings suggests that it is possible to increase effectiveness of junior high school instruction through the selection of staff members who possess certain personality factors such as intelligence, tough mindedness, conservatism etc. The difference in studies may owe to the difference in tools used to measure teacher effectiveness.

It is very rare to find the studies regarding adjustment problems of Principals though some researchers have studied the contribution of adjustment to success or behaviour but either on students or on teachers. Few of the studies in the area of adjustment are:

BARKER\textsuperscript{28}, JOHNSON\textsuperscript{29}, GUILLON & JONES\textsuperscript{30}, conducted studies on teacher's adjustment and their teaching efficiency. All of them found significant correlation between efficiency and adjustment of teachers. The findings corroborate the belief that efficiency in teaching is very largely determined by the level of adjustment of teachers.
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 the above mentioned studies regarding adjustment problems indicated that well adjusted person are always efficient. Hence, in case of Principals the investigator presumes that well adjusted Principals are supposed to be successful in their administrative work and as such the administrative effectiveness of principals is positively related to the adjustment.

As regards the Job Satisfaction and Job Performance of Principals, the investigator has traced the studies conducted by ARNOLD and D'AMATO. ARNOLD 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 also was found to have a significant
positive relationship to job satisfaction. On the other hand D'AMATO tried to relate principal job satisfaction to time spent on the core tasks they performed. It was found that the degree of senior high school principal job satisfaction is directly related to the task performance.

FIELDER$^{34}$, advanced a concept of contingency model. His model has been tested in public school situation in order to predict the effectiveness of Principal. FIELDER'S theory is concerned with leader's personality as well as situational factors. In his model FIELDER defined that leadership style is determined by the needs, the individual seeks to satisfy in the leadership situation, and the effectiveness of group's performance is contingent upon the appropriate matching of leadership style and the degree of the favourableness of situation. In particular, the model indicates that task-oriented leadership style is more effective in situation which are either favourable or relatively unfavourable. Relationship-oriented leadership style is predicted to be the most effective, however, in situation which are moderately unfavourable.
MISKEL\textsuperscript{35, 36}, also used the FIELDER'S CONTINGENCY MODEL and postulated that administrative effectiveness is contingent upon individual style and situational components. The study was based upon the aforesaid model with the basic premise, group on the organizational effectiveness is based on two interacting variables, the teacher motivational hierarchy towards fellow workers and favourableness of the situation. This model has extremely validated that performance depends upon style and situation. MISKEL found that Principal's effectiveness is a multidimensional concept that includes three components innovation efforts, perceptual evaluation by subordinates. According to him the two situational variables influencing the performance criteria are interpersonal climate in the school building and the technology level of the school district.

ESPY\textsuperscript{37}, found no significant relationship between teacher's job satisfaction and their Principal's leadership style. He also concluded that teachers with female Principals appear to be more satisfied with their job than teachers with male Principals.
SHAW\textsuperscript{38}, from his study on 1752 full time class - room teachers, speculated that the variables of climate and leadership were correlated substantially with job satisfaction, .36 and .72 respectively.

MURPHY\textsuperscript{39}, examined the job satisfaction of two groups of elementary school teachers in terms of personality characteristics and concluded that three personality characteristics, viz., Surgency, high ego strength and low super ego strength effected teacher job satisfaction significantly. He also observed that satisfaction with teaching load was effected by emotional maturity (the high were more satisfied).

ATTERBERRY\textsuperscript{40}, while addressing to elementary school principals found no significant relationship between job satisfaction and sectional stability, size of student population, chronological age, sex principal ethnicity, length of administrative experience and grade levels in schools.

COCHRAN\textsuperscript{41}, compared the variations in school superintendent's job satisfaction and concluded that the California School Superintendent's job
satisfaction did not differ according to assignment (elementary, secondary, unified districts).

SIMMONS\textsuperscript{42}, concluded from his study that job satisfaction of elementary community school principals was not significantly related to principal's assignment, age, sex, residence, years in present position, student population, SES of community and hours per week devoted to community organization.

ATHEAL\textsuperscript{43}, McPHERSON\textsuperscript{44}, THORNTON\textsuperscript{45}, COPPER\textsuperscript{46}, and LAVING\textsuperscript{47}, in their studies on teacher satisfaction and teacher effectiveness, found significant relationship between job satisfaction with teaching and teaching performance and effectiveness.

Contradictory to the aforesaid studies (Studies at S. Nos. 43 to 47) BUERKENS\textsuperscript{48}, studied the relationship of job satisfaction with conflicts with other personnel. And it was found that low perceived conflict between the teacher and principal was accompanied by high job satisfaction of the teachers and low conflict between the teacher and other teachers and parents was not accompanied by it.
ARNOLD⁴⁹, 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 also, was found to have a significant positive relationship to job satisfaction.

D' AMATO⁵⁰, on the other hand, tried to relate principal job satisfaction to time spent on the core tasks they performed. It was found that the degree of senior high school principal's job satisfaction is directly related to the task performance.

2.2 STUDIES IN INDIA:

There are very few studies available which are related to the present study. Most of the studies are on the Leadership Behaviour, Organizational Climate and some other factors like values, Attitude, Self Concept, Achievement, Role Expectations and Role Perceptions of the Principals. But very few studies highlight the administrative Success (Effectiveness)
of principals in relation to certain variables like Personality Factors, Job Satisfaction, Administrative Experience etc. The investigator has considered these studies along with the studies which are partially related to the present investigation, e.g., the studies based on the Leadership Behaviour or on the Organizational Climate have provided some findings which have a due concern with the present study and so the Investigator has mentioned here these studies too. An account of the related studies conducted in India is as follows:

SINGH\textsuperscript{51}, studied the leadership behaviour of Head of Secondary Schools in Haryana and its correlates. It was found that: 1. total leadership was significantly related to the four personality factors, viz., outgoingness, intelligence, emotional stability, and assertiveness, 2. the leadership behaviour of the heads was not related to sex accept on 'integration' in which women heads exceeded men heads, 3. the leadership behaviour of the heads was not related to their age between 25 to 62 years, 4. total leadership behaviour was not related to academic qualifications in terms of graduates and post-graduates degrees, except
that post-graduate heads were significantly better than graduate heads on demand reconciliation, 5. the leadership of the heads was not related to their teaching experience between six and thirtyfive years and leadership behaviour of heads was not significantly related to their administrative experience.

PANDA\textsuperscript{52}, studied the administrative behaviour of Head Masters and the study revealed that:

1. Headmasters in their administrative behaviour were more 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. 2. The ideal administrative, cooperative, constructive and adaptable and the least desired traits were authoritarian, academically apathetic, traditional and rejecting. 3. Headmasters of effective schools were more others oriented, less authoritarian and less rejecting, 4. The Headmasters of Urban Schools were more adaptable, outcome-oriented and effective in communication and less rejecting. 5. The Headmasters of the boy's schools were authoritarian, less communicating, less outcome-oriented and less
permissive as compared to the Headmasters of the
girl’s schools.

MAHAJAN⁵³, studied the supervisory role
of the Principals of Delhi Schools and some of the
important findings were: 1. the government schools
are better placed as a whole in respect of Principal
- Teachers relations and academic leadership though
the differences are not satisfactorily significant,
2. government girl's schools have better facilities
and academic leadership than the government boy's
schools, 3. 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, 4. The
Principal-Teacher relations, on the whole, have been
satisfactory, 5. Most of the Principals fail to play
an effective leadership role in the academic field in
the schools because of limitations of time and energy,
6. 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, 7. the Principal confess that they have to
play the policeman role but feel that despite their
best efforts they can not do much in respect of teachers who wasted time in classes and go to classes unprepared, 8. the Principal in most of the cases have failed to win confidence of the teachers and the visits to their classes offer little help to them, 9. individual conferences either do not find an important place in the school life or are not helpful to the teachers in most of the cases.

SHAH\textsuperscript{54}, studied the impact of different types of school environment (climate) on personality. Researcher found that each institution possessed a specific school climate which had no influence on the personality and all the male and female teachers had more or less similar personality with slight differences.

AMARNATH\textsuperscript{55}, found that 1. There are global differences among the government and privately managed higher secondary school on each dimension of the organizational climate, 2. The organizational climate of the two types of school does not differ significantly, 3. The variables of principal's behaviour are more dominant than those of teachers behaviour in account-
ing for variations in the organizational climate,
4. There are no significant differences in the job
satisfaction of principals as well as of teachers as
a group, 5. There is a significant relationship bet-
ween the organizational climate of the two types of
schools and the job satisfaction of the principals and
of teachers working therein, 6. There is a positive
relationship between the organizational climate and
the academic achievement of students of government
and privately managed schools.

SHUKLA\textsuperscript{56}, found that the administratively
more effective college principals generated low degree
of Alienation in the teachers while the administrati-
vely less effective principals caused higher degree
of alienation in them.

RAJEEVLOCHANA\textsuperscript{57}, conducted a study of
Administrator Behaviour in secondary schools of Tamil
Nadu. The findings were : 1. There was no significant
relationship between the administrative behaviour of
principals and organizational climate of the schools,
2. The organizational climate tended to be more closed
than open, 3. There was significant relationship
between the climate of the schools and the morale of
the teachers, 4. There was close relationship between
the HH pattern of the administrative behaviour of
the school principals and their supervision work
resulting in high achievement of teaching-learning.
5. Progressive schools showed significant upward trend
in mean achievement than the traditional schools,
6. The administrative behaviour of school principals
influenced the traditional or progressive character
of the schools, 7. There was negative relationship
between the dogmatism of the school principals and
the teachers morale, 8. There was no significant
difference between the perception of teachers about
the administrative behaviour of their principals and
the perceptions of the principals about their own
administrative behaviour.

SINGH\textsuperscript{58}, conducted a study entitled, "A
Study of Role Expectations, Job Satisfaction, and
Aspiration Level of Block Education Officers of
Haryana". Few of the findings of the study were that
there was a consensus among BEO's that they were doing
the activities associated with their job fairly well
and sometimes excellently. The BEO'S in general
showed consensus on a significant majority of items in the job satisfaction scale.

MEHARE\textsuperscript{59}, studied evaluation of administration of Secondary Teacher's Training Colleges in Maharashtra with special reference to the Principal's role. The major objectives of the study were: 1. to measure the existing climate of the Secondary Teacher's Training Colleges, 2. to measure the teacher educator's morale, 3. to evaluate the effectiveness of teacher training programme in Colleges of Education in Maharashtra, 4. to appraise the Principal's leadership behaviour, 5. to determine the Principal's role in the order of priority with the help of rating scale. The major findings of the study were: 1. The college could be arranged on a continuum with 'open' and 'closed' climate as extremes, 2. Significant relationship existed between administrative experience and climate types but not with the age of Principals. 3. Variations in the teacher morale existed in the college of education but was not related to the age of the Principal. The relationship was with his administrative experience, 4. Teacher morale was found to be dependent on their faculty experience but not
on type of management, year of establishment of college or their own age, 5. Positive and significant relationship was found between the perception of teacher educator about the behaviour of the Principal and his own perception about himself, 6. The factorial analysis revealed four factors, viz., Democratic Training, Staff Attitude, Plant Economy, and Finance as independent in measuring the effectiveness of the teacher education programme, which was different in different colleges.

MAHANT\textsuperscript{60}, studied the administrative behaviour of High School Principals. The major objectives of the investigation were: 1. to develop and standardize a tool to evaluate administrative behaviour of Secondary School Principals, 2. to develop procedures to evaluate effectiveness of the administrative behaviour of school principals, 3. to study the relationship between the administrative behaviour of principals and pupil's control ideology and some personality traits of teachers, 4. to find out the relationship between principal's perceptions of their own administrative behaviour and the perceptions of the same of teachers of their schools, and 5. to study the effect
of some personal variables like age, sex, qualification, etc. on the administrative behaviour of school principals. The major findings of the study were:

1. About 35 per cent of the sampled schools belonged to most effective type of administrative behaviour whereas about 37 per cent belonged to least effective category. 2. Sex, age, and experience did not influence administrative behaviour. 3. School size, management type, location or advanced status of the place had no influence on the effectiveness of administrative behaviour. 4. The teacher's and the principal's perceptions did not show relationship with the administrative behaviour. 5. The schools having open climate had more effective administrative behaviour than the schools having closed climate. 6. The Principals showing effective administrative behaviour were less dogmatic than those with less effective administrative behaviour. 7. The schools with effective administrative behaviour and those with least effective administrative behaviour differed significantly in the degree of pupil control ideology. 8. The personality of the teachers was significantly related to their perception of the effectiveness of the administrative behaviour of their principals.
AGARWAL\textsuperscript{61}, conducted a study on the administrative effectiveness of the principal. The objectives of the study were: 1. to study the relationship between principal's stress proneness and their administrative effectiveness, 2. to study the relationship between principal's adjustment and their administrative effectiveness, 3. to study the relationship between principal's job satisfaction and their administrative effectiveness, and 4. to study the relationship of stress proneness, adjustment, and job satisfaction of principals combined with their administrative effectiveness. The findings of the study were: 1. Stress proneness of principals was not significantly related to their administrative effectiveness. 2. No relationship was found between teacher-based stress proneness of principals and their administrative effectiveness. 3. The administrative effectiveness of principal was not related to stress proneness emanating from students. 4. Community-based stress proneness of principals was not found to contribute to their administrative effectiveness. 5. Ministerial staff-based stress proneness was found to be significant predictor of principal's administrative effectiveness. 6. Management-based stress proneness
of principals was found to be significantly related to their administrative efficiency. 7. Higher authorities-based principal's stress proneness was not found to be related to their administrative efficiency. 8. Principal's adjustment was found to be a powerful predictor of their administrative effectiveness. 9. Adjustment of principals to the teachers was not found to be significantly related to their administrative effectiveness. 10. It was found that principal's adjustment to student was highly related to their administrative effectiveness. A similar result was found in the case of principal's adjustment to ministerial staff. 11. The adjustment of principals to management was not found to be related to their administrative effectiveness. 12. Principal's adjustment to the community was not found to be a significant predictor of their administrative effectiveness. 13. Principal's adjustment to higher authorities was not found to be a significant factor of principal's administrative effectiveness. 14. Principal's stress proneness, adjustment, and job satisfaction combined together were found to be significant predictor of their administrative effectiveness. 15. When only adjustment and job satisfaction were combined, the
relationship dropped. 16. Stress proneness of principals was not found to be related to their adjustment.
17. A very low correlation was found between principal's stress proneness and their job satisfaction.
18. The adjustment of principals and their job satisfaction were found to be mutually related and related to their administrative effectiveness.

DAS\(^6\), studied the administrative behaviour of secondary school principals in relation to selected school variables. The major objectives of the study were: 1. to study the secondary schools principal’s 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, 2. to study the relationship between teacher’s attitude toward work and work setting of the institution and student achievement, and 3. to study the relationship between school climate and student achievement. The major findings of the study were: 1. The secondary school principals were moderately effective in their performance of administrative tasks. 2. There was significant positive relationship between principal's
administrative behaviour and teacher's attitude toward work and work setting of the institution. 3. There was no significant relationship between principal's administrative behaviour and the climate of their schools. 4. There was no significant relationship between principal's administrative behaviour and student's achievement. 5. The teachers manifested most favourable attitude toward supervisory relations as compared to administrative policies and support, staff relations, work load, and student evaluation practices. 6. There was no significant relationship between teacher's attitude toward work and work setting of the institution and student achievement. 7. There was no significant relationship between school climate and student's achievement.

ARA\textsuperscript{63}, conducted a study entitled, "A Study of Principal's Leadership Behaviour in relation to Teacher's Self-Concept, Job Satisfaction and some other Institutional Characteristics at Secondary School Level". The objectives were: 1. to study how teacher's self-concept was related to the leadership behaviour of the principals, 2. to study the relationship between principal's leadership behaviour and tea-
cher's job-satisfaction, and 3. to study how principal's leadership behaviour was related to some other institutional characteristics such as sex and location of schools. The findings of the study were:

1. High desirable leadership behaviour of the principals generated a high degree of conformity and normalcy in the teachers while low desirable leadership behaviour of principals caused a low degree of conformity and normalcy in them.

2. The initiating structure style of principal's leadership behaviour appeared to be significantly related to conformity and normalcy factors of teacher's self-concept.

3. The principal's leadership behaviour was positively related to teacher's job satisfaction.

4. The initiating structure and consideration styles of principal's leadership behaviour was found to be significantly related with teacher's job satisfaction.

5. Male and Female teachers perceived alike the leadership behaviour of the principals.

6. The rural - urban location of the schools was not related with the teacher's perception of principal's leadership behaviour.

BHAGIA et. al. studied the Role Performance of Head of Colleges. The main findings of the
study were: 1. According to lecturer's assessment of the performance of various roles connected with academic and curriculum management were the ones 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 Cocurricular 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', 'Promoter 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 teachers felt that the roles were not being performed to that extent. 5. There was no significant relationship between personal factors (age, qualification, experience and training of college heads) and role performance
except in the role of 'Promoter of Cocurricular Activities', the age of the college heads was significantly and negatively related. 6. There was significant 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's 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.

KUMAR⁶⁵, studied administrative effectiveness of College Principals in relation to their work - values, attitudes and Self - Concepts. The objectives of the investigation were: 1. to study the relationship between principal's work values and their administrative effectiveness, 2. to study the relationship
between principal's attitude and their administrative effectiveness, 3. to study the relationship between principal's self-concept and their administrative effectiveness, and 4. to study the relationship of work values, attitudes and self-concept of principals combined together with their administrative effectiveness. The findings of the study were: 1. Work value of the principals was found significantly related with their administrative effectiveness. 2. Power-based work value and job freedom-based work value were found to be relevant aspects of effective administration. 3. Principal's attitude towards teachers, students, and ministerial staff was found to be a contributing factor in their administrative functioning. 4. Self-concept was not significantly related to administrative effectiveness. 5. Self-concept combined with confidence was found to be a significant predictor of administrative effectiveness. 6. Principal's work value, attitudes and Self-Concept combined together were found to be significantly related with their administrative effectiveness. 7. The combined relationship of work value and attitude with administrative effectiveness was found to be significant at .05 level. 8. Similarly, the relationship of work value
and self-Concept with administrative effectiveness was found significant at .05 level.

GUPTA, performed a study on the personality characteristics, adjustment level, academic achievement and professional attitudes of successful teachers. The study intended to find out the personality traits of successful teachers and differentiate them from less successful teachers mainly. It was found that teaching success was significantly related to the factors A, B, C, G, H, I, L, N, O, Q3 and Q4 of personality. He also noticed successful and less successful teachers were different in personality characteristics, adjustment, and attitude towards teaching. The personality factors as a group were better indications to teaching success than individual factors. The educational implications of this study may also help in predicting about the successful Teacher Administrators/ Principals.

The investigator could not trace adequate studies with regard to the Risk Taking Behaviour of Principals. It is after the best efforts of the investigator the following informations could be gathered.
AGRAWAL, studied the Effectiveness among the secondary school teachers in relation to Professional Attitude, Anxiety, Risk Taking Behaviour, Experience and Location of the schools. Some of the related findings are: 1. Rural teachers are good teachers regarding teaching efficiency, 2. Male teachers proved superior in comparison to the female teachers. 3. Regarding risk taking behaviour, science teachers have been found more risky in nature than arts teachers. 4. Sex difference is significant in risk taking behaviour. The female teachers take more risk in making quick decisions than female teachers. 5. There is a positive relationship between teaching efficiency and risk taking behaviour. In other words, the high risk taking teachers are much efficient and competent. 6. There is a positive relationship between teaching efficiency and teaching experience. The efficiency of a teacher increases after a certain period of experience. 7. Experienced teachers do not believe in new techniques and methods of teaching as they do not like to take risk in their teaching learning process. 8. Anxiety shows a negative relationship with risk taking behaviour. It is found significant in case of Science Teachers. 9. Risk taking behaviour, attitude, experience
show positive effects on teaching efficiency, when treated altogether.

GUPTA and ACARPWAL\textsuperscript{68}, studied that all educational administrators are not alike in their administration. They have different attitudes towards taking decision. Every successful administrator has his own specific type of administration. It seems that successful administrators like to take more risk in taking decision. The major findings of the study were: 1. The successful administrators believed in taking risk. 2. More experienced principals can take more risk in making decisions. 3. Administrative success is directly related to experience. 4. There are no significant differences on the basis of sex and faculty in administrative success, risk taking behaviour and experience.

Hence, the investigator too, has desired to study further in this regard and this led her to select the present study. Finally, the studies mentioned in this chapter are only to help the investigator and to correlate the matter with the present study. So the aforesaid account of the studies mentioned in this chapter may be treated as satisfactory.
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