INTRODUCTION
CHAPTER - I

INTRODUCTION

1.1 BACKGROUND:

India is a democratic country and its citizens have very truly accepted the democracy as a way of life which means that we should have democracy not only in the political field but it should permeate economics, industry, social life and education. Education is as old as man. Man acted and reacted with his environment and acquired experiences. He reduced them to some general principles of conduct and passed them on to the next generation. Informal education was thus born and was acquired through actual living with the elders. Life was simple and so was education. Gradually as knowledge grew man's environment grew complex. Man organised themselves into smaller communities and then larger ones to satisfy their physical and social needs. With the complexity of life jobs became specialised and education growing into a complex activity had to be institutionalised. It was felt necessary to entrust it to a separate institution,
the school. When schools were established the need for the administration arose. There must be someone to organise educational activity and to ensure that the educational goals were realised. This type of necessity emerged or fulfilled in the form of placing a person in such centres of education as Head of the Institution or the Principal of a school/college or even as a Head Master of a school depending upon the extent to which standard the institution runs the class.

Hence, the Principal holds the valuable and important central position as a ring master of the present educational system. He can play his role successfully only when he maintains good relationship with the teachers, students, authorities, and communities as well. It is, therefore, apparent that the Principal or Head of the Institution is concerned with the administration of education and as such he/she may rightly be called as the 'Educational Administrator'. So, it is very essential for a Principal to know about the fundamentals of 'Educational Administration and Supervision' which in turn, will help directly or indirectly to determine the Administrative
Success or Administrative Effectiveness of a Principal.

What determines the effective educational administration is a question which is of vital significance for effective teaching-learning process. Education and administration do not exist in vacuum. They owe their existence to a political, sociological and psychological frame of reference. They are, therefore, influenced by factors and forces operating within and outside the institution. Some of these factors are personality, job satisfaction, adjustment, administrative experience, risk taking behaviour, attitudes, work values, interest and self concepts etc. A proper understanding of effective administrator envisages that these factors or forces be understood and their specific contribution be determined. Such an attempt would make it possible to experiment with administration so that they work a little better than what they were working earlier. With this aim in view the investigator has undertaken the present study.

1.2 ADMINISTRATIVE EFFECTIVENESS

— DEFINITION AND CONCEPT:

Some educationists have tried to define the
administrative effectiveness of Principals. GETZELS, LIMPHAM, and CAMPBELL\textsuperscript{1} defined that "effectiveness is, then, a measure of the concordance of the role behaviour and the role expectations". GUBA and BIDWELL\textsuperscript{2} have explained that "effectiveness is a function of the congruence of expectations and behaviour". The same behaviour may be held effective at one time ineffective at another time by the same person, depending upon the expectations he applies to the behaviour. In either case, judgement of effectiveness or ineffectiveness are impossible to interpret unless both the expectations being applied and the behaviour observed are known. Hence, effectiveness is a function of the congruence of behaviour and expectations. Since effectiveness in a role depends on the degree to which behaviour conforms to expectations, effectiveness can not be forthcoming if the expectations are inconsistent, regardless of who the particular incumbent is. GOOD\textsuperscript{3} defines administrative effectiveness as "the extent to which satisfactory results have been produced through the control, directions, and management exercised by the executive authority; satisfactory results shall be judged in terms of the objectives of the activity".
It is normally believed that the success of any human endeavour is closely related to the quality of personnel who perform the task necessary to the achievement of purposes, as well as to the conditions which affect their physical and mental well being. This assumption is as applicable to school system as it is to any organization of human effort. The success of any organization as well as of any work will depend, to a large extent, upon the quality of the personnel engaged in the educational process, and upon the effectiveness with they discharge individual and group responsibilities. Hence, a number of researchers have defined the concept of administrative effectiveness on the basis of characteristics of administrators. The more the qualities they have in themselves, the more they are effective in their administration. Thus, on the basis of empirical research, PARRY^4 reached the conclusion that perceptiveness, intelligence, organizing ability, professional experience, specific interest, social adaptability, commitment and drive, emotional security, relation with teachers, decision making skill etc. are the qualities in administrator that make him work effectively.
GILBERT\(^5\) found that effective Principals display many characteristics such as welfare of students, maintaining high personal standards, more orientation towards people, fairness, sense of humour and knowledge. LIPHAM\(^6\) hypothesized through a study that effective school Principals would tend to rank higher than ineffective Principals on certain measures of personality variables (active drive, achievement drive, mobility drive, social ability, feelings of security and emotional control) provides useful implication for selecting administrators.

MISKEL\(^7\) established in his study that Principal’s effectiveness is a multidimensional concept that include three components: "innovative effort, perceptual evaluation by subordinates, and perceptual evaluation by superordinates". But this definition is complicated by the potential influence of situational factors, since a Principal’s performance apparently is contingent on various characteristics of the school environment. In other words, effectiveness is not an absolute concept, it varies from differing requirements as the school conditions change.
Hence, the above studies reveal that a number of researches have identified various characteristics essential for administrator to make him effective in administration. Though, they have different opinions with regard to these characteristics for effective administration may be identified on the basis of literature and various empirical researches. Some of these characteristics are:

Effective administrators are critical in identification and definition of educational problems in their situations. He is consistent in terms of basic educational beliefs and has considerable ability to discuss why he took certain past actions as a person. All this reveals that he is intelligent in his operation.

Effective Principal is high in social ability. He associates successfully with others in the solution of problems.

Another common factor is the emotional stability. The effective administrator appears to meet crisis with a contagious calmness, others feel
at ease in his presence. He helps create a calm, collective feelings which help a group meet and confidently analyse a crisis. Therefore, in reacting to frustrating, confusing and irritating situations, the effective Principal exercises greater emotional control.

Ethical and moral strength of Principal also has been taken as essential characteristics of effective administrator by several scholars. The effective educational administrator follows the truth as opposed to expediency as a means of actions. He has definite conviction and is willing to abide by them even though such actions may not always be personally beneficial to him. Besides, the educational administrator promotes excellent communication in and among the groups involved in an endeavour. In addition to his ability to clearly convey his position to others, he is a good listener. An effective administrator is highly skilled in helping discussions, and accepts points of agreement through democratic process. He is a good citizen and is well informed about significant social, political and democratic trends and events which affected education.
He has a working knowledge of the important community agencies and forces which affect education.

An efficient Principal should be an academician as well as a good administrator because his nature of job is such that he can not succeed without doing so. A Principal is neither purely an administrator like S.P. or D.M., nor purely an academician like a research scholar or a university teacher rather he is a combination of both. The stuff (students and teachers) with which he deals is like a combustible goods which requires very careful handling on the part of the college Principal.

1.3 THEORIES OF ADMINISTRATIVE EFFECTIVENESS:

For many years researchers and theorists have sought to identify the casual factors in administrative effectiveness. Much of the early research has been invalidated by late research. A great deal of work narrowly focuses on limited parts of the complex whole. In recent years, however, there has been confluence of thought in certain areas, and efforts to synthesize the various research findings have resulted
in progress towards the construction of viable and comprehensive behaviour theory of administrative effectiveness.

There are at least three possible positions to explain about the theory of administrative effectiveness. These positions are: the trait point of view, the skill point of view, and the technique point of view.

**THE TRAIT POINT OF VIEW:**

The trait theory holds that administration is best conceived as an uncodified art. Thus, the successful administrator is one who has a large number of traits required for the practice of this art. GETZELS and OTHERS¹ state that, "The administrator is administrator by predisposition, just as the artist is an artist by pre-disposition. The successful artist has artistic ability, the successful leader has leadership ability, the successful administrator has administrative ability. Neither the development of the successful administrator and what he does nor the development of the artist what he does can be codified".
One University President himself an eminent administrator also argues that "the successful administrator has skills which (despite the striving the academic development which teach administrators) have not been reduced to order and codified in text books. ------ Administration ------ is an uncodified art. Therefore, the only sure way to learn administration is to administer". 8

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

THE SKILL POINT OF VIEW:

The skill theory of administrative effectiveness has been put by KATZ9. He has identified three skills upon which he feels successful administration rests: technical, human and conceptual. All of these skills are related and, therefore, most difficult to separate in practice. KATZ suggests that technical
skill is an understanding of and a proficiency in a specific kind of activity, particularly one in involving methods, processes, procedures or techniques of education. In non-instructional areas it also includes specific knowledge in finance, accounting, scheduling, purchasing, construction, and maintenance. Human skill refers to the school executive's ability to work effectively and efficiently with other people on a one-to-one basis and in group setting. This skill requires considerable self understanding and acceptance as well as appreciations, empathy and consideration for others. Its knowledge also includes an understanding of facility for adult motivation, attitudinal development, group dynamics, human need, morale, and the development of human resources. Conceptual skill includes the school executive's ability to see the school, the district, and the total educational programme as a whole. This skill includes the effective mapping inter-dependence for each of the components of the school as an organization, the educational programme as an instrumental system, and the functioning of human organization. KATZ suggests that while each of these skills (particularly the human ones) is important to school administration at all hierarchical
levels, technical skills are most important to administrator at lower levels and conceptual skills are most important to those at upper levels. He suggests that each of these skills can and should be developed by those seeking advancement in school executives.

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

THE TECHNIQUE POINT OF VIEW:

This theory emphasizes that administration is best conceived of as technology, a matter of applying appropriate techniques to the solution of relevant practical problems. It is maintained that for each practical problem facing the administrator there are certain techniques applicable to its solution. If he knows the techniques and follows the steps prescribed, he will solve the problem.
This view points out that the effectiveness of an administrator depends on the discovery and implication of more effective techniques and prescriptions—the production of more expedient administrative itineraries, as it were. The successful administrator is one who knows and applies the techniques and prescriptions, who follows the itineraries.

There is one more theory which is based on Tri-Dimensional Leader Effectiveness Model. This theory, i.e., 3-D Management Style theory may be explained as follows:

3-D MANAGEMENT STYLE THEORY:

This theory was put forward by REDDIN\(^{10}\) in 1971 with the co-operation of M. K. REDDIN began testing and adapting the REDDIN MODEL FOR EDUCATIONAL ADMINISTRATIVE EFFECTIVENESS. The initial results of an ongoing series of research studies at American university under the direction of LANDERS have justified confidence in theoretical construct of 3-D theory of Educational Administrative Effectiveness. In his
3-D Management Style Theory, REDDIN\textsuperscript{11} has added an effectiveness dimension to the task concern and relationship concern dimension of earlier attitudinal model. By adding an effectiveness dimension to the task behaviour and relationship behaviour dimension of the earlier OHIO STATE LEADERSHIP MODEL, an attempt has been made in the Tri-Dimensional Leader Effectiveness Model to integrate the concepts of leader style with situational demands of a specific environment. When the style of a leader is appropriate to a given situation, it is termed effective, when the style is inappropriate to a given situation, it is termed ineffective.

According to this theory, any of the basic styles may be effective or ineffective depending on the situation. It means that the difference between the effective and ineffective styles is often not the actual behaviour of the leader but the appropriateness of this behaviour to the environment in which it is used. Thus, the third dimension named as effectiveness, is the environment. It is the interaction of the basic style with the environment that results in a degree of effectiveness or ineffectiveness.
1.4 FACTORS AFFECTING ADMINISTRATIVE SUCCESS (EFFECTIVENESS):

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

SERGIOVANNI\textsuperscript{12} given three sets of input or forces that have a pronounced effect on educational
decision-making, administrative effectiveness and subsequent school success: 1. Forces within the administrator, 2. Forces in the human system, and 3. Forces in the environment. Administrative behaviour is largely influenced by assumptions which school executive hold for themselves, their subordinates and for human nature itself. Thus, beliefs which school executives hold about school and society, educational goals, school management, authority and organizational forces within the administrator affect his administrative behaviour. The importance of linking administration and ethics is evidenced by the fact that schools are basically human organization. As such, forces in the human system—needs, wants, aspirations, hopes and beliefs of teachers, students, and administrators are modifiers of administrative behaviour and decision making. Moreover, the forces in the environment (internal space) which are potential influence of educational decision making and administrative effectiveness include structural characteristics of the organization which contribute to its mode of operation.

LIMPHAM argued that the role of educational administrator could also be described in terms
of number of crucial expectations of a more personalistic kind. Thus, the administrator might be expected, for example to exert himself energetically; strive for achievement and higher status; relate successfully to other people; view the future with confidence, the present with understanding and past with satisfaction; adjust well to frustration, irritation and criticisms in pressure situation. Individuals having a basic personality structure characterized by such needs and dispositions will suffer less strain in fulfilling the administrative role and will therefore be more efficient and effective than those whose needs and dispositions are in conflict with role expectation.

COOPER\textsuperscript{14} is of the opinion that fundamentally the effectiveness or ineffectiveness of work or organizational behaviour is determined by the interaction of the individual and his environment. The individual in an organization has a number of environmental influences acting upon him or her. The two such factors are broad ones. First, the wider society or culture play an enormous foundational role, albeit more indirectly the attitudes and values imbued towards life in general and work in particular, standards of appropriate behaviours, the values of
corporeal life and the like. Second, the culture and structure of the particular organization the individual works in, have an even greater impact on him during working hours, its norms and values, level of support and trust, opportunities for autonomy and self expression and so forth. There are four other more direct environmental factors that affect the individual at work: the job, the technological aspects of work, interpersonal relations at work, and other career development prospects. These have much more immediate and obvious influence on the individual and are critical to job satisfaction and performance.

CAMPBELL, BRIDGES, and NYSTRAND\textsuperscript{15} are of the opinion that perception of others, of self, values and beliefs, personal and prestige traits, sex, age etc. are the factors that contribute to the administrative behaviour. The nature of abilities and motives which the administrator attributes to the people with whom he works can influence his actions and reactions in various ways. His assumption can affect how he defines his role, how he deals with the people who break organizational rules and how he approaches the task of introducing organizational change. The same
interpretation was given by COSTELLO\textsuperscript{16} how an administrator perceives himself influences his thoughts and action in several important ways. The more he understands himself and the kind of person he is, the fewer errors he is likely to commit when making inferences about other people. Administrator makes certain assumptions about what controls his behaviour, about his ability to act as casual agent for the behaviour of others.

Values and beliefs also particularly determine a person's behaviour as they contribute important premises which guide and direct actions. MACE\textsuperscript{17} distinguished between the "capacity to work" and the "will to work" and proposes that both determine level of performance, and hypothesized that performance is a function of both ability and motivation. Thus, the general picture emerging from studies in this area is that the effects of motivation or performance are dependent on the level of ability of worker, and the relationship of ability to performance is dependent on the motivation of the worker. The effect of ability and motivation on performance are not additive but interactive.
Performance = f (Ability X Motivation).

It follows from such formula that, when ability has a low value, increments in motivation will result in smaller increase in performance than when motivation has a high value.

Now, it is evident from the research literature that some of the studies have been conducted in this field with certain related factors such as personality factors, situational factors, demographic factors etc. MARTINE\textsuperscript{18}, CHARLIER\textsuperscript{19}, WITTEN\textsuperscript{20}, MELONEY\textsuperscript{21}, and ROGER\textsuperscript{22} found that personality traits of principals as determinants of their administrative effectiveness. RODPRASERT\textsuperscript{23} found the academic training and educational experience contributing to administrative effectiveness and academic preparation, professional experience and authoritarian personality were found as predictors of administrative effectiveness in WALKER'S STUDY\textsuperscript{24}.

Some research studies provide evidences with regard to the relationship of adjustment with performance, though they are either on students or teachers.
They have not touched Principal's adjustment and effectiveness of Principals directly. Only an indirect inference regarding Principal's success and his adjustment can be drawn. Barker\textsuperscript{25}, Johnson\textsuperscript{26}, Guillen and Jones\textsuperscript{27}, Sharma\textsuperscript{28} found significant correlations 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. Similarly, Williams\textsuperscript{29} found relationship between vocational adjustment and vocational efficiency. Collison\textsuperscript{30} tried to find relationship between psychological adjustment and social effectiveness and arrived at the conclusion that maladjustment was found more frequently in those subjects who were classified as socially ineffective, and psychological adjustment was found more in those who were moderately effective socially.

All these studies provide evidence that efficiency in work of a person whether he is a student, teacher, or Principal is influenced by his adjustment. Therefore, the assumption underlying the present study that the administrative success of Principals is related to his adjustment may be true.
The relationship between Principal's job satisfaction and their administrative effectiveness assumed to be existing may be supported on the basis of the research studies conducted in this area. The most significant result were found by ATHEAL\textsuperscript{31}, McPHERSON\textsuperscript{32}, THORNTON\textsuperscript{33}, COPPER\textsuperscript{34}, and LAVING\textsuperscript{35} in their studies on teacher satisfaction and teacher effectiveness. D' AMATO\textsuperscript{36} found that the degree of Principal Job Satisfaction is directly related to the task performance. Thus, the studies conducted in the field of job satisfaction provide evidences that the efficiency in work is influenced by job satisfaction. The same conclusion may be applied to the job satisfaction of the Principals and their administrative success or administrative performance.

Hence, the aforesaid discussion gives knowledge about some of the factors that affect the administrative success (effectiveness) of a Principal. But there is enough scope for further study and so it is essential to collect evidence to find out whether the factors taken in the present study do have any relative importance to the administrative work or not.
1.5 **NEED AND IMPORTANCE OF THE STUDY**

Much has already been said about the administrative capabilities of a successful Principal. Nothing remains to say except to conclude "As is the Principal, so is the school". Similarly, W.H. RYBURN compares the position of the principal in a school to the captain of a ship. Hence, the reasons for selecting this problem are obvious. Every child on earth is bestowed with certain talents and virtues and these talents are in real sense the glorious rays of the nation if they are certainly polished under the guardianship of an efficient principal. SIR WINGSTON CHIRCHIL has remarked in his essay "virtues and learnings have their instinct values like gold. If they are not polished they will certainly loose a great deal of their virtue and will act like a rough piece of gold in comparison to a polished piece of brass. Such unpolished piece of gold shall attract lesser people than polished piece of brass." So polished virtues are always appreciated which can only be possible from the effective administration of a learned principal.

Today, there is another unpresidented
demand made on the principal that he must understand the mass psychology of students and teachers and provide leadership of thought by an imaginative approach, unorthodox opinions and policies of tomorrow. He must look into the future unhampered by the past. The old world is dying, and a new one is struggling to be born. The policies that could successfully deal with the youth of the yesterday, have died out with the past generation. It is not wise to be guided by them as the things are undergoing a radical change.

Hence, the task of the Principal is manifold and he holds a valuable and important central position of the present educational system. So there is no doubt in saying that Principal is one of the most important personnel in the process of education. Other things are also of importance but they themselves do not achieve the described results. It is the principal who manipulates all other elements in order to achieve pre-determined objectives. A principal who is maladjusted with his environment and dissatisfied with his job can not make adequate efforts to succeed on his job. He can play his role successfully only when he maintains good relationship with the teachers,
students, authorities and community. It is, thus, apparent that the administrative success or effectiveness depends largely upon the specific personality factors, adjustment, job satisfaction, administrative experience and to a certain extent the risk taking behaviour of the principals of the different types of the schools situated in the urban and rural areas. It is because of this fact that all schools are not alike, this leads us to yet another consideration. Can a principal be equally successful in all types of the schools apart from being a matter of performance and personal qualities are to be viewed in context of the different types of the schools? All these questions ultimately led the investigator to select such a problem for investigation. An account of the related studies which have a concern with the present study are given in chapter II as well as under the heading "Factors Affecting Administrative Success (Effectiveness) of this chapter, gives enough support for the significance of the present investigation.

1.6 **STATEMENT OF THE PROBLEM** : 

The present investigation (problem) is titled as under:
A STUDY OF THE ADMINISTRATIVE SUCCESS AS RELATED TO THE PERSONALITY, ADJUSTMENT, JOB SATISFACTION, EXPERIENCE, AND RISK TAKING BEHAVIOUR OF THE EITHER SEX PRINCIPALS OF DIFFERENT TYPES OF SECONDARY SCHOOLS IN MORADABAD DIVISION OF UTTAR PRADESH.

1.7 CLARIFICATION OF THE TERMS USED :

The different terms used in the present study have been defined as follows:

(i) Study:

Denotes the systematic procedure adopted with a view to reach at a certain conclusion with reference to the problem in question.

(ii) Administrative Success:

It may be defined as utilising the existing structure or procedure to achieve an organizational goal or objective. The administrator is concerned primarily in maintaining the established structure, procedure, and goals.

The term Administrative Effectiveness also conveys the same meaning in the present study and as such no distinction is made between Administra-
tive Success and Administrative Effectiveness as far as their meaning is concerned for the present investigation. Hence, either of the terms has been used in the present study.

(iii) **Personality**:

Personality pattern is composed of a core or centre of gravity called the concept of self and an integrated system of learned responses called traits (specific qualities of behaviour). These traits are inter-related with core and characterise the unique adjustment to life as shown in his behaviour and thought. Traits are so many in number. CATTELL has used the term factor for the group of traits. In the present study the personality is measured by means of 16 (sixteen) factors described by CATTELL, Named as \( A, B, C, E, F, G, H, I, L, M, N, O, Q_1, Q_2, Q_3, \) and \( Q_4 \).

(iv) **Adjustment**:

Adjustment may be defined as a mode of conduct from which an individual derives satisfaction at the moment concerned.

(v) **Job Satisfaction**:

It means how far the concerned person is satisfied with his prevailing job conditions.
(vi) **Experience** :

It means the Administrative Experience, i.e., the total duration of the administrative service in one or many recognised institutions.

(vii) **Risk Taking Behaviour** :

Risk Taking is a part of a broader aspect of decision making where one has to take risk (of either nature) for a solution of his problem. One may expect to find the uncertainty of achieving desirable goals and penalties or the negative consequences that might happen from failure in obtaining the particular goal. These two aspects present a risky character to the decision making process.

(viii) **Sex** :

Denotes for either male or female.

(ix) **Principal** :

Denotes for Head of the Institution.

(x) **Different types of Secondary Schools** :

The schools on the basis of their administration have been divided in the present study into four categories, viz., Private Schools, Government Schools, Central Schools, and Missionary Schools. The Private Schools are those which
are conducted by private authorities (persons or groups of persons, political parties or some association). The Government Schools, and Central Schools are administered by the State and the Central Governments respectively while the Convents are managed by missionary organisations (Missionary Schools). They impart education as well as religious preaching.

The present study considers those schools as secondary schools which impart education up to XI or XII standards.

(xi) Moradabad Division:

It comprises of three districts, viz., Moradabad, Bijnor, and Rampur.

1.8 OBJECTIVES OF THE STUDY:

The present study was conducted with the following objectives:

(i) To find out the personality factors of the successful Principals in the different types of the Secondary Schools as a measure of their administrative success.

(ii) To find out the relationship between administrative success and the adjustment of the
Principals in the different types of the Secondary Schools.

(iii) To find out the relationship between administrative success and the job satisfaction of the Principals in the different types of the Secondary Schools.

(iv) To find out the relationship between administrative success and the administrative experience of the Principals of the different types of Secondary Schools.

(v) To find out the relationship between administrative success and the risk taking behaviour of the Principals of the different types of the Secondary Schools.

(vi) To find out whether there are significant differences in the administrative success, personality factors, adjustment, job satisfaction, administrative experience, and the risk taking behaviour on the basis of sex (i.e., Male & Female) of the Principals in the different types of the Secondary Schools.

(vii) To find out whether there are significant differences in the administrative success, personality factors, adjustment, job satisfaction, administrative experience, and the
risk taking behaviour of the Principals on the basis of the location (i.e., Urban and Rural Areas) of the different types of the Secondary Schools.

(viii) To offer suggestions based on the findings and conclusions drawn from the present study.

1.9 HYPOTHESES OF THE STUDY:

The present study consisted of the following hypotheses:

(i) There are some of the personality factors of the successful Principals which are significantly related to the administrative success in the different types of the Secondary Schools.

(ii) There is a significant relationship between the administrative success and the adjustment of the Principals in the different types of the Secondary Schools.

(iii) There is a significant relationship between the administrative success and the job satisfaction of the Principals in the different types of the Secondary Schools.
(iv) There is a significant relationship between administrative success and the administrative experience of the Principals in the different types of the Secondary Schools.

(v) There is a significant relationship between administrative success and the risk taking behaviour of the Principals in the different types of the Secondary Schools.

(vi) There are significant differences in the administrative success, personality factors, adjustment, job satisfaction, administrative experience and the risk taking behaviour of the Principals on the basis of sex (Male and Female) in the different types of the Secondary Schools.

(vii) There are significant differences in the administrative success, personality factors, adjustment, job satisfaction, administrative experience, and the risk taking behaviour of the Principals on the basis of location (Urban and Rural Areas) in the different types of the Secondary Schools.
1.10 **DELIMITATIONS OF THE STUDY**

The present study was limited in the following respect:

(i) The present study was limited within the limits of the Moradabad Division which comprises of Moradabad, Bijnor, and Rampur districts of Uttar pradesh.

(ii) The present study was concerned only to the Principals working in the different types of the Secondary Schools, viz., Private Schools, Government Schools, Central Schools, and Missionary Schools of the Moradabad Division.

(iii) The present study covered the Male and Female Principals of the different types of the Secondary Schools of the Moradabad Division.

(iv) The present study covered the Principals working in the different types of the Secondary Schools situated in the Urban and Rural Areas of the Moradabad Division.

(v) Finally, the present study was not open to any other factor/factors regarding the administrative success of the principals.
in the different types of the Secondary Schools except mentioned in the objectives of the present study.

1.11 ORGANISATION OF THE STUDY:

The present study adopted its organisational structure as follows:

(i) **Chapter I**:
   It dealt with the background; Definition and concept, theories and Factors regarding the administrative success (effectiveness) Need and Importance; Statement of the Problem; Clarification of the Terms Used; Objectives; Hypotheses; and Delimitations of the present study. In short, the Introduction of the present study.

(ii) **Chapter II**:
   It dealt with the Review of the Related Literature, i.e., the related studies conducted in India and Abroad.

(iii) **Chapter III**:
   It dealt with the Method and Procedure adopted in the present study. The chapter disclosed about the methodology, population, sample,
tools used, statistical techniques adopted, and the collection of data, i.e., the ways and means adopted by the investigator to collect the meaningful data.

(iv) **Chapter IV** :

It dealt with the Analysis and Interpretation along with variable-wise discussions of the results so obtained with the help of the statistical techniques.

(v) **Chapter V** :

It dealt with the Conclusions of the present study, i.e., the chapter disclosed about the concluding remarks of the present study with testing of the hypotheses, findings, suggestions etc. Finally, the Summary of the present research work has been enclosed along with the Bibliography, Raw-Scores and the necessary enclosures are placed under the column of Appendices.
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