CHAPTER – II

Review of Related Research and Literature

2.1 Introduction:

A review of related literature is a customary component of any dissertation or thesis. Review of related literature "Looks again (re+view) of the literature (the reports of what others have done) in a related area."

In the present study, after finalizing the research topic, to move on, proper track review of related literature and supporting material was studied. When overviewed the related literature, the researcher got an clear idea that how the review should be written and framed and got the concept clear. The main purpose of studying the review is i) To study related review before hand ii) To get appropriate way for the study.

In the present study, the researcher selected literature which are similar to the research problem. Usually review of related literature is done to increase the depth keeping in view the importance and its need. While noting down the review following points were kept in mind ie.

i) Review of related research.
ii) Review of related books.
iii) Review of related literature.

The researcher found number of related research with the same variable and with different variables like job satisfaction, organizational climate, Teacher Morale, Teacher attitude, Academic achievement etc.

2.2 Summary of Research review:

2.2.1 Level of Research:

Table No. 2.1

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<thead>
<tr>
<th>Sr. No.</th>
<th>Level of research</th>
<th>Foreign</th>
<th>India</th>
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<tr>
<td>01.</td>
<td>Ph.D.</td>
<td>02</td>
<td>12</td>
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<td>02.</td>
<td>Research Paper</td>
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<td>Total</td>
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<td>05</td>
<td>12</td>
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### 2.2.2 School Head Administrative behaviour related Research.

#### Table No. 2.2

**List of Researchers**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Country</th>
<th>Research related to same variable</th>
<th>Research related to other variables</th>
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<tr>
<td></td>
<td></td>
<td>5) Dr. Mohankumar &amp; P. Suresh (2014)</td>
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<td>6) Mr. Nandisha B.V. (2015)</td>
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<td>7) Ravi Kant &amp; Bhimappa Rangamwar (2013)</td>
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<td></td>
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<td>8) Panda S.N. 1975</td>
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Total: 10 07
2.3 Details of Review of Researches:

To study the review of early research is very helpful to the researcher which shows path toward the right way because many experts have also stated the importance of the review of related literature.

A number of studies were conducted related to Administrative Behaviour of Secondary School Head. The researcher found and reviewed researches spanning from the year 1957 to 2013. In this section, at the end, the researcher summarized and overviewed by concluding this chapter.

2.4 Researches related to Administrative Behaviour of School Heads in Foreign Countries.


If the administrative organization of a school system may be viewed as structure of roles, the faculty of the system may be regarded as a legitimate after group which 1) defines, through sets of role expectations, the behaviour of superintendent and principals and 2) perceives and evaluates the actual behaviour of these administrators. There hypotheses are advanced concerning the relationship between these expectations and perceptions on the one hand and teacher’s job satisfaction on the other. The findings of the study support two of these hypotheses, while there is no crucial evidence regarding the third. The study seems to indicate the usefulness of role theory in the study of administrative behaviour and it points up the importance of the subordinate - superordinate dyad for effective organizational performance.

(Source-http://connection.ebschost.com/c/articles)

Cuttitta, Fredrick F., (1975). Urban Principal’s Administrative Behaviour in Relation to Pupil Reading Achievement.

This study examines the possible relationship between principals administrative behaviours and pupil reading achievement. Administrative interns assigned to 40 New York city school during behaviours over a continuous period of 40
school days. Principals behaviours were described in terms of four categories lined to Griffith’s decision-making theory. Based on Griffith’s theory, it was predicted that principals who emphasized appellate (conflict resolution) decisions and intermediary (School management) decisions rather than creative (educational program and staff development) decisions would be likely to head schools with below-norm average reading achievement. Findings of the study showed that, on the average, the 40 principals devoted less than 10 percent of the time to creative matters. As predicted, 35 of the 40 schools reported 55 percent or more of their pupils with below norm achievement scores.

2.5 Researches related to Administrative Behaviour of School Heads in India.


Objectives :-

  i) to develop and standardize a tool to evaluate administrative behaviour of secondary school principals, ii) to develop procedures to evaluate effectiveness of the administrative behaviour of school principals. iii) to study the relationship between the administrative behaviour of principals and pupils control ideology and some personality traits of teachers iv) to find out the relationship between principals perceptions of the same of teachers of their schools and v) to study the effect of some personal variables like age, sex, qualification etc., on the administrative behaviour of school principals.

Major findings : i) About 35 percent of the sampled schools belonged to must 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 perceptions did not show relationship with the administrative behaviour.  v) The school 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 and those with least effective administrative behaviour differed significantly in the degree of pupil control ideology. viii) The personality of teachers significantly related to perception of the effectiveness of the administrative behaviour of their principals.


**Objectives:** i) To measure the administrative behaviour of the principals or headmaster / head mistress of the secondary schools in Tamilnadu. ii) to measure and find out the relationship among administrative behaviour, organization climate and teacher's morale, iii) to measure and establish relationship between the administrative behaviour and traditional or progressive character of schools, iv) to measure teacher's morale and find out its relationship with the traditional or progressive character of the school, and v) to measure the perceptions of teachers about their principals on the ABDS and find out its relationship with the principals perception of themselves on the ABDS.

**Findings:** 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 close than open. iii) There was significant relationship between the climate of the schools and the morale to teachers. iv) There was close relationship between the HH pattern of the administrative behaviour of the school principal and their supervision work resulting in high achievement of teaching-learning. v) Progressive schools showed significant upward trends in mean achievement than the traditional school. vi) The administrative behaviour of the school principals influence the traditional or progressive character of the schools. vii) There was negative relationship between the dogmatism of the School principals and the teachers morale. 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.

Objectives: i) To study the secondary School principals Administrative Behaviour (frequency and effectiveness rating) in relation to teachers attitude towards work and work setting of the institution, school climate and student achievement. ii) To study the relationship between teachers attitude towards work and work setting of the institution and student achievement and iii) To study the relationship between school climate and student achievement.

Findings: 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 the institution. iii) There was no significant relationship between principals administrative behaviour and the climate of their school. iv) There was no significant relationship between principals administrative behaviour and students achievement. v) The teacher manifested most favourable attitude towards supervisory relations as compared to administrative policies and supports, staff relation, work load and student evaluation practices. vi) There was no significant relationship between teachers attitude and students achievement. vii) There was no significant relationship between school climate and students achievements.


Abstract: The present study was aimed to investigate the occupational efficacy and Administrative Behaviour of Educational Administrators at secondary level of Education. The sample of 250 Educational Administrator from high school level and 120 Educational administrators from Higher secondary school level. The data were collected by using occupational self efficacy scale and administrative behaviour scale percentage statics, + - test and Pearsons coefficient of correlation was used to analyse the data. This overall results revealed that majority of educational administrators possessed average occupational efficacy while a good number of educational administrators possessed less effective administrative behaviour. A significant positive relationship exists between occupational efficacy and administrators behaviour of Educational administrators. Again it was found that effective Educational Administrators differ significantly from ineffective Educational Administrators with respects to Administrative behaviour. A signified positive
correlation exists between occupational efficacy and administrative behaviour of effective Educational Administrators and low correlation exists between occupational efficacy and administrative behaviour of ineffective Educational Administrators.

**Dr. Mohankumar and P. Suresha**, A study of secondary school Headmaster’s Administrative behaviour co-relation with their school students’ Academic Achievement.

**Abstract**: The aim of the study is to find out secondary school HM’s administrative behaviour co-relation with their school students academic achievement. For this purpose the sample was selected from different secondary schools of Karnataka state. The sample consisted of 50 HM’s and the study was carried on a sample of 50 secondary school HM’s and their school SSLC student result (2013-14). A standaradized test was administrated, data collection by T-test one way ANOVA and product moment correlation were used to analyze the data.

**Mr. Nandisha B.V.** Secondary School headmasters administrative behaviour and occupation efficacy effects on their school improvements.

In the present experimental school title of Secondary School headmasters administrative behaviour and occupational efficacy effects on their school improvement, an attempt has been made to examine the administrative behaviour and occupational efficacy of school heads effects on their school improvement. The study also focused on the rural and urban secondary school headmaster role of responsibility and their capability of handling the issues regarding overall school development. A total population sample of also secondary school head masters in Dakshin Kannada district of Karnataka state selected randomly for the study. Administrative behavioural scale and occupational self efficacy scale used to collect the data and analyzed by percentage statistics, t-test and Pearsons coefficient of corelation. The study revealed that there is no significant difference between administrative behavioural changes in both gender and locality wise of school heads. The previous studies also revealed the same in more number while the correlational analysis depicts the positive relationship lies between administrative behaviour and occupational efficacy of school head for their school improvement. The out come of the studies is administrative behaviour and occupational efficacy of school oriented
strategies are the basic element of school heads to meet the quality improvement of their school.

Ravi Kant and Bhimapapa R, Effect of Administrative behaviour of school headmaster and some sociopsychological factors on the organizational commitment of secondary school Teachers.

Today’s society can perhaps best be characterized as a period of dynamic change. The change are created by accelerated technological developments increasing population adventure into outer space; a description exiting on the international state and local scene which is seen closely related to instructional improvement and how it might be achieved. With the sample of 270 secondary school teachers data reveals that there is a significant difference in organizational commitment and administrative behaviour of school heads. Hence the educational institute should provide programme for development of a positive attitude towards school head. However some other variable like salary, experience does not have any effect on organizational commitment.

Dr. Mohanlal Arya, Relationship between principals administrative behaviour and senior secondary schools effectiveness in Moradabad.

The study examined the relationship between principals administrative behaviour and senior secondary schools effectiveness in Moradabad district. In the present study the investigator has used survey method. The population of the study consisted of all the teachers and principals of the government and public senior secondary schools in Moradabad. The sample was however made up off 600 teachers and so principals from 30 senior secondary schools across Moradabad district. Multistage sample and stratified random sampling technique were used to select the schools and the teachers for the study. The two sets of instrument were used to collect the data for the present study. The collected data were analyzed using frequency, percentage score and pearson product moment correlation method. The hypothesis formulated was tested at 0.05 level of significance. The study revealed that the behaviour of principal in the study area was satisfactorily encouraging. The study also showed that the schools were effective in the affective psychomotor fields but not all that effective in the cognitive field. The study further showed significant relationship between principias Administrative behaviour and senior secondary
schools effectiveness on the basis of findings, it was recommended that the principals of schools should not be relevant in sustaining the temp of their Administrative behaviour. It was also recommended that all in the senior secondary school education as well as the Govt. should try to uphold the level of performance of students in the affective and psychomotor field.


**Objective :**

1) To Study the difference between male and female heads in respect of their administrative behaviour and job satisfaction

2) To Study the difference between rural and urban heads in respect of their administrative behaviour and job satisfaction

3) To Study the difference between 1-5 and 6+ years age group heads in respect of their administrative behaviour and job satisfaction.

4) To Study the difference between graduate and postgraduate heads in respect of their administrative behaviour and job satisfaction.

5) To investigate the relationship between male and female heads in respect of their administrative behaviour and job satisfaction.

6) To investigate the relationship between 30-40 and 41-50 years of age group heads in respect of their administrative behaviour and job satisfaction.

7) To investigate the relationship between 41-50 and 51+ years of age group heads in respect of their administrative behaviour and job satisfaction.

8) To investigate the relationship between under graduate and post-graduate heads in respect of their administrative behaviour and job satisfaction.

9) To investigate the relationship between aided and unaided school heads in respect of their administrative behaviour and job satisfaction.

10) To investigate the relationship between urban and rural heads in respect of their administrative behaviour and job satisfaction.
Major Findings

1) Male and female headmasters differ significantly in respect of their job satisfaction, but these two groups do not differ significantly in respect of their administrative behaviour.

2) Urban and Rural headmasters differ significantly in respect of their job satisfaction, but these two groups do not differ significantly in respect of their administrative behaviour.

3) 1-5 and 6+ years experienced heads differ significantly in respect of their job satisfaction, but these two groups do not differ significantly in respect of their administrative behaviour.

4) Post-graduate and undergraduate heads do not differ significantly in respect of their job satisfaction and administrative behaviour.

5) Headmasters working in government, aided and unaided schools differ significantly in respect of their job satisfaction and administrative behaviour.

6) Headmasters with age groups 30-40 and 51 and above differ significantly in respect of their job satisfaction and administrative behaviour.

7) There is a positive and significant relationship between administrative behaviour and job satisfaction of all the heads of secondary schools.

8) The secondary school heads working in rural and urban area and in government and private management do not differ significantly in respect of their job satisfaction

Panda, S. N. (1975), Administrative Behaviour of Headmasters: Some Correlates and Background Factors,

The major objectives of the study were : 1) To find out the real and ideal trends and patterns of Administrative Behaviour of the Headmasters; 2) To study the relationship between real and ideal Administrative Behaviour and between the Behaviour trends and the reputation of the institution and the effectiveness of the School; and 3) To identify the background factors of Administrative Behaviour patterns.

The Study revealed that i) 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 co-operative, less outcome-oriented and less permissive on the other; ii) The ideal Administrative Behaviour were others-oriented, outcome-oriented, permissive, co-operative, constructive and adaptable and the least desired traits were authoritarian, academically apathetic, traditional and rejecting; iii) Head masters of effective Schools were more other-oriented, less authoritarian and less rejecting, iv) The Headmasters of Urban Schools were more adaptable, outcome oriented and effective in communication and less rejecting; v) The Headmasters of boy’s School were less authoritarian, less communicating, less outcome-oriented and less permissive as compared to the Headmasters of girls School; and vi) The background factors that were related to Headmaster’s Administrative Behaviours were Teacher’s indifference to carry out work, groupism among teachers, students indifference to education, level of literacy in the surrounding community, interference in administration by authorities and poor self-perception.

2.6 Research related to other variable of School Head in India.

Dr. Mohanlal Arya, Teachers perception of principals Administrative effectiveness in government and public secondary schools in Moradabad district.

Dr. Mohanlal Arya conducted research on Teachers perception of principals Administrative effectiveness in government and public secondary schools in Moradabad district and related the important salient aspects of school management pedagogical, administrative and social relation skills effectiveness 180 teachers selected from five (5) Government and 5 public secondary school in Moradabad district. On the basis proportionate stratification to reflect the varying degrees of their proprietorship, academic qualification and local areas. The instrument used for data collection had 30 item questionnaire, teachers perception of principals Administrative effectiveness questionnaire. Three hypothesis were formulated and tested by using statistical tool-t test. The result showed that there is a significant difference in the teachers perception Administrative effectiveness in Government secondary and public secondary school with the principals of government secondary school having low level of administrative effectiveness in pedagogical and social relation skills effectiveness, but high administrative skill effectiveness while reverse was the case in public secondary schools. The paper finally recommended that since principals of
secondary schools are perceived to be less effective than principal of public secondary school in school Administrative, appointment as principal should not be based on seniority alone but also on capability as a change agent to influence other through collaborative problem solving strategies with students, staff and society.

2.7 Research related to other variables of school Head in Foreign Countries.

1) Dr. Mrs. Confort. Olufunke Akomolafe.

A comparative study of Principals Administrative effectiveness in public and private secondary schools in Ekitistate, Nigeria.

This paper states the results of investigation into the level of administrative effectiveness of principals of public and private secondary schools. It makes a comparative analysis of Administrative effectiveness in the two types of educational institute. The population for the study constisted of teachers in both, public and private school. A sample of 295 subjects, 197 subjects from public institutions 104 subjects from private institute was taken. Data were gathered using a self constructed questionnaire titled Principals administrative effectiveness in secondary schools. The validity and reliability of instrument were ascertained. The result of the study revealed that there was moderate level of administrative effectiveness in public school while there was high level of administrative effectiveness in private secondary schools. It also revealed schools with high level of administrative effectiveness manifest high level of discipline. It was recommend that principals of public school should be more skillful in their administrative strategies to enhance the level of students discipline. It was also recommended that private schools should show more interest in sporting activities.

2) Joseph Besong Besong. Principals Administrative Effectiveness and Staff Productivity in selected secondary schools in South West Region, Cameroon,

Joseph Besong Besong did research on the topic Principals Administrative effectiveness and Staff Productivity in selected secondary schools in South West Region, Camerom in which administrative effectiveness and their managerial implications towards staff productivity interms of managing human and material
resources, interpersonal relationship, managing school finance, discipline and motivation of staff. Two hypothesis were isolated and the researcher adopted expost facto for the study. The researcher used an self-made instrument known as Principals Administrative Effectiveness and Staff Descriptive Questionnaire to illicit data, using the questionnaire of a 4 point Likert scale from 300 resopondents or sample populations drawn from the selected secondary schools in the targeted Region for the study and a stratified random sampling technique was used. The data was analysed using independent t-test, and showed that principals administrative effectiveness was significantly positive in terms of interpersonal relationship, managing school finance and motivation of staff but significantly negative in manging human and material research. However principals administrative effectiveness was not contingent on their sexes that is male or female in terms of the variable used to isolate out for the study towards staff productivity in South-West region of Cameroon. Male principals proved more efficient than their female counterparts in terms of administrative effectiveness in all the variables isolated for the study. Same profile recommendation which included that principals. appointment should be based on administration or managerial qualification (s) and experience. Inducting courses should be organized for those promoted to the rank of principals to acquaint with simple ethics of management and administration of human being Fresherâ€™s or those from higher institutions of learning should not be appointed yet until after some years of practical experience, hence it is the best teacher. Political sentiments should not be found at the corridors of those saddled with this responsibility. Principals should be encouraged by motivating them in the terms of incentives as grass-root administrators for effectiveness since they are representatives of both, the Regional Delegate of Ministry of Education and the Minister of Education in their respective secondary schools in South West Region in particular and those in other Regionâ€™s secondary school throughout the country in general. Fresherâ€™s from Higher Teachers Training Colleges posted to secondary schools in South West Region and elsewhere in the country should be motivated so that they should not make teaching profession as stepping stone to another jobs which are more lucrative. This will improve staff productivity in secondary school in south west region in particular and the country at large.

3) **NRwoh Kelechukwu** we, Analysis of Administrative roles of Principals in Private Secondary Schools in ABA Education Zone of ABIA state.
In this study the administrative role of private secondary school principal in Aba education zone at Abia state was investigated. It is a survey research and it adopted seven search question that guided the study sample of six hundred and sixteen respondents was chosen from group of teachers of different schools. The six hundred and sixteen respondents were selected by stratified random proportionate techniques across Aba education zone of Aba state. A 35 item questionnaire on Principal Administrative Task Performance Evaluation Question (PATPEQ) which was based on Likert’s point scale ‘Highly Effective, moderately Effective, and not Effective was used to collect data. The result was analyzed using mean and standard deviation. The result were following revealed that,

1) Principals were moderately effective in financial and schoolbusiness administration, students personal administration, staff personnel administration, instruction and curriculum development and in general tasks.

2) The principals were effective in school community relation and they were not effective in school plants. The recommendations made that the selection of principal should be done based on certain criteria which are logically laid down by the state education board and made available to prospective principals. There is need for regular seminars and workshops for private secondary school principals on principals administrative roles. The principals should also be sensitized on how to show concern to staff and build cohesive work groups for the delivery achievement of educational goals.


The study investigated Teachers Perception of Principals Leadership Effectiveness in the important salient aspects of schools management: Pedagogical skill, Administrative skill and community relation skill effectiveness. Three hundred and sixty teachers were selected from 10 public Secondary School and 10 private secondary school in Ondo state on the basis of proportionate stratification to reflect the varying degrees of their proprietorship, academic qualification and local government areas. The instrument used for data collection was a 30-item questionnaire. Three hypothesis were formulated and tested for using t-test.
The result showed that there is a significant difference in the teachers perception of principals leadership effectiveness in public and private Secondary School, with the Principals of public secondary schools having low level of leadership effectiveness in pedagogical and community relation skill effectiveness, but high administrative skill effectiveness which the reverse was the case in private secondary schools. The recommendation made were as the principal of public secondary schools are perceived to be less effective than Principals of private Secondary School in school leadership, appointment as principal should not be based on seniority alone but also on capability as a change agent to influence other through collaborative problem solving strategies with students, staff, community and stake holders.

2.8 Discussion of Reviews:

In the present study the researcher studied various research problems which were related to the same variable and with other variable too. The purpose of the study gave an insight to researcher on various aspects of Administrative Behaviour of Secondary School Heads. The earlier research done also gave guideline to researcher to design the study along with scope, limitation and delimitation and in selecting the sample, tool and statistical technique for present study. The review which are related only with the research work helped a lot, to overcome the difficulty while doing the research and get solutions to proceed further.

Researcher found following similiraties after studying the reviews :-

- Self-developed tool were made use of to evaluate the present status of administrative behaviour of secondary school Heads.
- Variables like sex, age, qualification, geographical area, types, of schools were studied to compare the effect on administrative behaviour of secondary school Heads.
- In near about all the research Survey Method was used by researchers.
- Government, Private aided and Unaided schools were used as sample.
- Random sampling Method was used and the sample varied from 12 to 300 in number.
- Standardized test were used as data collection tool to study the various aspects of administrative behaviour.
Analysis done mostly by t-test, chi-square, co-efficient of correlation and analysis of variance for interpretation of result.

Quantitative analysis done by all the researchers to conclude the studies.

Besides Secondary school heads, teachers and students are included in some research.

Relationship between Administrative Behaviour of secondary school heads with Pupil Control Ideology Teachers Attitude towards work, work setting on the institution, school climate, Student Achievement, Occupational Efficacy etc. were also studied.

Effect of Administrative behaviour of Secondary Schools with that of Occupational Efficacy, some socio-psychological factors, Teachers perception etc. are some of the variables studied.

Most of the researchers made use of standard test only.

Public schoools were included for study.

Self developed tool was finalized by experts.

Interview was conducted to evaluate the present status of Secondary School Heads.

2.9 Summary :

In the second chapter ie. Review of related literature, the researcher found only related research to the present study. In India most of the researchers studied with the variables administrative Behaviour of secondary school head so also other variable like Teachers Perception Occupational efficacy, School Climate were compared, relationship was found and the effect were also studied.

This chapter gave direction and guideline to the researcher for research work. It helped a lot for selection of sample, data analysis, interpretation and use of statistics and of course for noting all the important aspect related to research.